TEACHER'S STRATEGIES IN TEACHING PRONUNCIATION FOR PRIMARY SCHOOL STUDENTS USING SONGS ON COCOMELON YOUTUBE CHANNEL

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan in English Education

by

Nadhifatul Aulia

2519095

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY

K.H. ABDURRAHMAN WAHID PEKALONGAN

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Yang bertandatangan di bawah ini:

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Dengan ini menyatakan bahwa skripsi yang berjudul **"Teacher's Strategies in Teaching Pronunciation for Primary School Students Using Songs on Cocomelon Youtube Channel"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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di
PEKALONGAN

Assalamu'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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Dengan ini mohon agar skripsi tersebut segera dimunaqasahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.Atas perhatian bapak/Ibu, saya sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

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APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

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Judul : **TEACHER'S STRATEGIES IN TEACHING PRONUNCIATION FOR PRIMARY SCHOOL STUDENTS USING SONGS ON COCOMELON YOUTUBE CHANNEL**

Has been examined and approved by the panel of examiners on Thursday, 9h November 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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MOTTO

"The secret to move forward is to start."

(Mark Twain)

"Failure only happens if we give up."

(Bacharuddin Jusuf Habibie)

ABSTRAK

Penggunaan lagu-lagu pada channel youtube cocomelon untuk anak belajar bahasa inggris dapat membantu anak untuk mempermudah proses belajar mengajar. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana strategi guru dalam mengajar pronunciation (pelafalan) untuk siswa sekolah dasar menggunakan lagu di channel youtube cocomelon, dan tantangan nya. Karena mengajar siswa di tempat yang menggunakan EFL jauh lebih menantang dibandingkan mengajar ESL.

Peneliti mengambil sampel satu orang guru di sebuah sekolah dasar di Pekalongan yang menggunakan lagu-lagu di channel youtube cocomelon dalam proses pembelajaran untuk dapat berpartisipasi dalam penelitian ini. Rancangan penelitian ini menggunakan wawancara yang difokuskan pada strategi guru menggunakan lagu sebagai media pembelajaran siswa dan tantangannya. Hasil dari penelitian ini adalah guru memiliki beberapa strategi yang digunakan untuk mengajar pronunciation melalui lagu cocomelon, diantaranya drilling, tongue twister, game, dan lyric composition. Selain itu, peneliti juga menemukan beberpa hambatan guru ketika mengajar pronunciation menggunakan lagu cocomelon, antara lain siswa merasa takut dan kurang percaya diri, guru mengalami kesulitan untuk memanage tingkah laku siswa, peralatan yang digunakan sebagai media terbatas, dan juga keterbatasan waktu dalam mengajar di kelas. Peneliti berharap dengan adanya penelitian ini, pembaca dapat memanfaatkan penelitian ini agar menjadi rujukan mereka dan melengkapi penelitian yang belum lengkap ini.

Kata kunci: *Strategi Guru, EFL, Pengucapan, Pengajaran Bahasa Inggris bagi Pembelajar Muda, Lagu.*

ABSTRACT

Using songs on the Cocomelon YouTube channel for children learning English can help children to make the teaching and learning process easier. The aim of this research is to find out what teachers' strategies are in teaching pronunciation to elementary school students using songs on the Cocomelon YouTube channel, and the challenges. Because teaching students in a place that uses EFL is much more challenging than teaching ESL.

Researchers took a sample of one teacher at an elementary school in Pekalongan who used songs on the Cocomelon YouTube channel in the learning process to be able to participate in this research. This research design uses interviews that focus on teachers' strategies for using songs as a medium for student learning and their challenges. The results of this research are that teachers have several strategies that are used to teach pronunciation through cocomelon songs, including drilling, tongue twisters, games, and lyric composition. Apart from that, researchers also found several obstacles for teachers when teaching pronunciation using the cocomelon song, including students feeling afraid and lacking self-confidence, teachers having difficulty managing student behavior, limited equipment used as media, and also limited time in teaching in class. . Researchers hope that with this research, readers can use this research to become their reference and complete this incomplete research..

Keywords: *Teacher Strategies, EFL, Pronunciation, Teaching English Young Learners, Song.*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research entitled **Teachers' Strategies in Teaching Pronunciation for Primary School Students Using Songs on Cocomelon Youtube Channel**. It was submitted to UIN K.H. Abdurrahman Wahid Pekalongan's English Education Department to fulfill one of the prequisites for a Bachelor's Degree in English Education. On this occasion, I'd want to convey my heartfelt appreciation to:

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Nadhifatul Aulia

TABLE OF CONTENTS

COVER i
SURAT PERNYATAAN KEASLIAN SKRIPSI ii
NOTA PEMBIMBING iii
APPROVAL SHEET iv
ACKNOWLEDGEMENT v
MOTTO vi
ABSTRAK vii
ABSTRACT viii
PREFACE ix
TABLE OF CONTENTS x
TABLE LIST xii
FIGURE LIST xiii

CHAPTER I INTRODUCTION 1
1.1. Background 1
1.2. Formulation of the Problem 3
1.3. Operational Definition 4
1.4. Aim of the Study 5
1.5. Significance of the Problem 5

CHAPTER II THEORETICAL BACKGROUND 7
2.1 Theoretical Framework 7
2.1.1 EFL (English as a Foreign Language) 7
2.1.2 Pronunciation 8
2.1.3 Teacher's Strategies in Teaching Pronunciation 11
2.1.4 Teaching English for Young Learners 13
2.1.5 Song 16
2.2. Previous Studies 20
2.3. Conceptual Framework 22

CHAPTER III RESEARCH PROCEDURE 23
3.1 Research Design 23
3.2 Research Setting and Participants 23
3.3 Research Context 24
3.4 Data Collection 24
3.5 Data Analysis 25
3.6 Research Steps 27

CHAPTER IV RESULTS AND DISCUSSION 28
4.1 Result 28
4.1.1 Teacher Strategies in Teaching Pronunciation Using Song 28
4.1.2 Obstacles in Teaching Pronunciation Through Song 36
4.2 Discussions 39
4.2.1 Teacher Strategies in Teaching Pronunciation Using Song 39
4.2.2 Obstacles in Teaching Pronunciation Using Song 43

CHAPTER V CONCLUSION 49
5.1 Summary of Findings 49
5.2 Recommendation 49

REFERENCES
ENCLOSURE

TABLE LIST

Table 4.1 Table of Teacher Strategies in Teaching Pronunciation Using Song 40

Table 4.2 Table of Obstacles in Teaching Pronunciation Through Song 44

FIGURE LIST

Figure 2.1 The Conceptual Framework 23

CHAPTER I

INTRODUCTION

1.1 Background Of Study

Teacher is the one of the important elements in the process of teaching and learning activities. According to Djamarah (2006) the teacher is someone who provides knowledge to students or professionals who can make students plan, analyze, and conclude the problems they face. In the learning process, teachers are faced with various conditions. The teaching process in the classroom needs to have good lesson planning, and teacher must be aware of how students learn and how to create a condusive learning process.

In teaching students in class, there are many factors that must be considered by the teacher when teaching. One of them is the right strategy for teaching English for young learners because it was easier for students to accept the material presented if it is taught using the right strategy. Lestari & Pratolo (2019) stated that teaching strategies for young English learners should concentrate on techniques used for more specialized skills such as vocabulary, reading, and listening. The current study looked at the techniques used by TEYL teachers.

Another factor that must be considered by English teachers who teach young learners is, students often experience difficulties in learning English because English is not their mother tongue and they rarely use it. EFL certainly has higher challenges in teaching and also requires extra strategies. Derakhshan and Shirmohammadli (2015) argue that teaching English is an important issue

in countries where English is not the mother language. This happen because students must learn the sentence through a textbook first so that they can speak English for daily conversations.

To be able to understand all sentences in textbooks, students need to know the meaning each word used in sentences. There are several ways to help understand vocabulary in textbooks Jean, Girard and Gail (2012) says there are four ways to make it easier to understand vocabulary, that is (a) Form (in this part will be contained learn listening and repeating, looking at or observing, noticing grammatical information, copying, organizing), (b) Pronunciation (pronouncing), (c) Word Meaning (contain learn about the meaning of each vocabulary, and (d) Usage (will contain how to use vocabulary).

The problem that researchers observe in primary school is learning english. One of the most difficult aspects besides grammar and vocabulary is pronunciation. Amzah (2020) argues that bad pronunciation can have a bad effect on that skill, with good pronunciation people can have good communication with others, we can more easily discuss it with our friends or with teachers and others. In pronunciation in the context of English for young learners, it requires more creative because they are not used to pronouncing foreign languages. According to Pascoe & Ellen (2003) teaching goals pronunciation is to develop English that is understandable and not confusing to listeners, to develop English that meets everyone's needs and delivers results in communication fluency, helps learners feel more comfortable using English,

develops positive self-perceptions as non-native speakers in verbal communication, develops verbal awareness speaking, individual skills in speech monitoring, and speech adjustment strategies help learners develop in and out of the classroom.

Some research shows that students can learn pronunciation in many ways, like watching movies, reading books, listening to music, and the like. Using songs as learning media is an alternative to overcome difficulties for students to learn ESL. Brewster et al (2002) also says that songs provide incredible benefits for pronunciation learning. Songs can be an interesting thing for students to learn a foreign language. Learning English using song can make it easier for the students study because songs can be repeated anytime.

One of the primary schools in Pekalongan uses songs as a learning method in English subjects and uses the Cocomelon YouTube channel as a learning medium. Based on initial experience, students seemed very excited to take part in the learning.

Based on the reason above, the researcher wanted to conduct using songs as one of the teaching strategies to help primary school efl students' pronunciation. So that the researcher is interested to conduct research with a predetermined title, namely: Teacher's Strategies in Teaching Pronunciation for Primary School Students Using Songs on Cocomelon Youtube Channel.

1.2 Formulation of the Problem

This research provides two research question. The researcher was explore:

1. What are the teacher's strategies used in teaching pronunciation for Primary School Students using songs on Cocomelon Youtube Channel?
2. What are the obstacles when teaching using songs on cocomelon youtube channel?

By using this formula, the researcher hopes to know more about how the Teacher's strategy and obstacle in using songs on cocomelon youtube channel to help primary school EFL Students' pronunciation.

1.3 Operational Definitions

1. Teacher Strategies : Teacher's way of varying the way of teaching and creating a teaching atmosphere that is easy to accept and fun in the classroom so that students can be involved and active in participating in learning actively and not passively (Djamarah, 2006).
2. EFL or English as a foreign language is the teaching of English to students whose first language is not English (Cambridge Dictionary).
3. Pronunciation is the way in which language or a particular word or sounds is spoken (Oxford).
4. Teaching English for Young Learners : (McKay, 2005) shows that young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of foral schooling. In the education system of most countries, young learners are children who are in the primary or elementary school. In terms of age, young learners are between the ages of approximately five and twelve.

5. Song are a set of lyrics were compiled and sing with harmonious tone. According to (Griffe, 1992) that the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio.

1.4 Aim of the Study

This research aims to found the strategies used by teacher in teaching young students about pronunciation through songs on the Cocomelon YouTube channel and also the challenges they have faced in the teaching and learning process.

1.5 Significance of Research

1.5.1 Theoretical Use

This research was contribute to Brown's theory and support theories related to Teacher's strategy has been used in teaching pronunciation and obstacle in using songs to help primary school EFL students' pronunciation.

1.5.2 Empirical Use

This research was provide empirical insight into Teacher's strategy and obstacle in using songs on cocomelon youtube channel to help primary school EFL students' pronunciation.

1.5.3 Practical Use

a. Teacher

The aim of this research is to help teachers found what strategies are used in teaching pronunciation using the Cocomelon YouTube channel for young learners and their challenges.

b. Readers

With this research, it is hoped that readers will be more enthusiastic about motivating themselves to improve their skills in teaching strategies for young learners.

c. Other Researchers

It is hoped that this research can be used as a reference by other researchers who wish to conduct additional research on related topics.

CHAPTER V

CONCLUSIONS

5.1 Summary of the Findings

Based on the results and discussion, researchers revealed that teachers used many strategies to teach students pronunciation through the cocomelon song. These strategies include drilling, tongue twisters, game and lyric composition. In the learning process, of course it doesn't always run smoothly. There are many obstacles experienced by teachers and students in the learning process. Based on the results of interviews, researchers found several obstacles experienced by teachers when teaching pronunciation using songs in primary schools, including: many students feel embarrassed and lack of confidence, teacher's find difficult to manage students behavior, the tools used for learning media are limited, and teacher have limited study time in class. These are the strategies and obstacles experienced by teachers when teaching pronunciation through songs.

5.2 Recommendation

The researcher provided several recommendations as follows:

1. This research used qualitative but some day this research can be studied using quantitative or combining the qualitative and quantitative to provides many variations of this research.
2. This research was still not perfect and only involved one participant. Therefore, future research is expected to involve more participants so that more variations of information are known later.

3. This research used the descriptive method, therefore further research can bedeveloped into another kind of method.

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ENCLOSURE

Enclosure 1

Ms. Afianti Wulandari

Day / Date : Minggu, 15 Oktober 2023

Participation : Ms. Afianti Wulandari

Observation Place : SD Islam 06 Pekalongan

Name		Bahasa indonesia
Interviewer	:	Assalamualaikum Wr. Wb. Selamat siang, Mam…
Ms. Afianti	:	Waalaikumsalam, selamat siang
Interviewer	:	Sebelumnya saya ingin mengucapkan terima kasih mam, karena mam telah berkenan untuk meluangkan waktu untuk wawancara. Ini berkaitan dengan tesis saya yang berjudul "TEACHER'S STRATEGIES IN TEACHING PRONUNCIATION FOR PRIMARY SCHOOL STUDENTS USING SONGS ON COCOMELON YOUTUBE CHANNEL". Sejak kapan ibu mulai mengajar di SD ini?
Ms. Afianti	:	Saya mengajar di SD ini sejak tahun 2010
Interviewer	:	Apa yang ibu lakukan ketika pertama kali mengajar bu?
Ms. Afianti	:	Pertama kali saya mengajar, saya hanya berpatokan dengan buku paket / lks untuk mengajar. Saya hanya mempelajari seputar apa yang ada didalamnya. Belum berani untuk explore dalam mengajar.
Interviewer	:	Ibu mengajar kelas berapa saja di SD ini bu?
Ms. Afianti	:	Awal mengajar saya mengajar kelas 1 sampai kelas 5 saja, karena kelas 6 itu kan kelas ujian jadi perrlu focus dan perlu guru yang expert. Tapi di tahun ke

		dua saya sudah mengajar semua kelas dari kelas 1 – 6
Interviewer	:	Apa yang ibu rasakan ketika mengajar kelas 1,2,3 dan kelas 4, 5, 6. Apakah ada perbedaan?
Ms. Afianti	:	Jelas sangat berbeda, di kelas 1 2 3 saya cenderung mengajar menggunakan games, lagu, atau kegiatan praktek yang menarik perhatian siswa, jadi bermain sambil belajar. Kalau mengajar kelas 4 5 6 sudah mulai mengajar materi materi yang cukup sulit, jadi tidak terlalu diselingi dengan bermain, meskipun terkadang tetap menggunakan games ketika pembelajaran.
Interviewer	:	Apakah hanya games dan lagu bu? Bagaimana dengan drilling dan tongue twister? Apakah anda pernah mendengarnya? Apakah anda pernah menggunakannya?
Ms. Afianti	:	Ya, saya pernah menggunakannya juga, namun saya lebih sering menggunakan game dan lagu sebagai media untuk mengajar. Drilling dan tongue twister juga terkadang saya selipkan ketika bermain game atau ketika belajar menggunakan lagu
Interviewer	:	Biasanya games dan lagu apa yang ibu gunakan untuk mengajar young learners?
Ms. Afianti	:	Kalau game biasanya saya menggunakan gambar sebagai media, kita bermain sambil belajar menebak gambar menggunakan bahasa inggris. Lalu kalau lagu biasanya saya menggunakan cocomelon untuk meningkatkan pronunciation vocabulary siswa.
Interviewer	:	Sejak kapan ibu tau tentang cocomelon?
Ms. Aafianti	:	Sejak awal tahun 2017
Interviewer	:	Darimana ibu tau tentang cocomelon ini?

Ms. Afianti	:	Waktu itu saya mengikuti seminar online bersama guru guru lain, yang isinya tentang setiap guru harus terus berkembang dan belajar mengikuti zaman. Setelah dari situ saya berinisiatif untuk mencari media belajar lain di platform seperti google, youtube, facebook. Lalu saya menemukan lagu cocomelon, menurut saya lagu lagu dalam channel cocomelon cocok untuk diajarkan pada young learners kelas 1 2 3
Interviewer	:	Lalu sejak kapan ibu mulai menerapkan cocomelon sebagai media pembelajaran untuk anak?
Ms. Afianti	:	Pada semester 2 di tahun 2017
Interviewer	:	Kapan ibu menggunakan cocomelon sebagai media pembelajaran? Apakah setiap hari? Setiap minggu? Atau kapan?
Ms. Afianti	:	Saya hanya menggunakan nya 2 minggu sekali .
Interviewer	:	Mengapa ibu memilih cocomelon sebagai media?
Ms. Afianti	:	Karena dalam cocomelon itu terdapat lagu dengan vocabulary yang ringan, musiknya yang bernuansa gembira dapat menambah semangat anak untuk belajar, selain itu juga animasi dalam visual lagu tersebut cukup menarik perhatian anak anak.
Interviewer	:	Mengapa tidak menggunakan lagu lain bu?
Ms. Afianti	:	Lagu lain juga terkadang saya terapkan sebagai media, seperti lagu “naik naik ke puncak gunung” yang liriknya saya ganti dengan anatomi tubuh, atau lagu “cicak cicak di dinding” yang liriknya saya ganti dengan benda di sekitar kelas. Namun saya lebih sering menggunakan lagu cocomelon yang berjudul “twinkle twinkle little star” dan diubah liriknya menjadi nama nama buah.

Interviewer	:	Mengapa harus menggunakan lagu untuk media pembelajaran bu? Mengapa tidak menggunakan buku paket/lks?
Ms. Afianti	:	Buku paket dan lks tetap saya gunakan sebagai acuan materi pembelajaran, selebihnya saya mengexplore cara mengajar dengan menyesuaikan kemampuan siswa di masing masing kelas.
Interviewer	:	Bagaimana cara ibu mengajar jika menggunakan cocomelon?
Ms. Afianti	:	Ada banyak cara. Terkadang saya hanya play lagu dan mengajak siswa untuk bernyanyi bersama dan menirukan liriknya. Terkadang juga saya play-pause setiap kata, dan meminta siswa untuk mengeja di setiap kata tersebut. Terkadang juga saya play lagu tersebut sambil menirukan gerakan yang dimaksud dalam lirik di lagu tersebut.
Interviewer	:	Apakah efektif jika ibu menggunakan cocomelon untuk mengajar pronunciation?
Ms. Afianti	:	Menurut pengalaman saya, hal itu cukup efektif. Karena jika menggunakan lagu (cocomelon) ketertarikan siswa untuk belajar itu cukup tinggi, sehingga apa yang diajarkan itu dapat dipahami oleh siswa.
Interviewer	:	Bagaimana respon siswa ketika pembelajaran menggunakan cocomelon berlangsung bu?
Ms. Afianti	:	Siswa sangat excited jadi pembelajaran di kelas pun belajar dengan menyenangkan.
Interviewer	:	Apakah jika pembelajaran berlangsung siswa jadi mengerti/ paham arti dari kata tersebut?

Ms. Afianti	:	Paham, karena setiap materi dilakukan sambil praktik menunjuk benda, atau mempraktikan arti tersebut.
Interviewer	:	Mengapa harus menggunakan cocomelon bu? Mengapa tidak ibu sendiri saja yang menjelaskan?
Ms. Aafianti	:	Kalau saya hanya menjelaskan secara lisan, siswa tidak akan memahami apa yang saya sampaikan. Karena young learners itu cenderung menyukai hal hal yang menarik perhatian mereka. Jadi tidak cukup apabila hanya saya menjelaskan secara lisan.
Interviewer	:	Apakah alat di SD ini memadahi jika menggunakan cocomelon?
Ms. Afianti	:	Kurang memadahi karena keterbatasan alat di sekolah
Interviewer	:	Alat apa saja yang digunakan ketika mengajar menggunakan cocomelon?
Ms. Afianti	:	Saya menggunakan TV LED, kadang juga menggunakan LCD Proyektor, kadang juga saya hanya menggunakan laptop yang disambungkan speaker saja.
Interviewer	:	Ketika pembelajaran berlangsung, apakah ada kendala ketika menggunakan alat? Apakah butuh bantuan oranglain untuk menggunakan alat tersebut?
Ms. Afianti	:	Jika menggunakan LCD proyektor / Laptop saya bisa menggunakannya sendiri. Tapi jika menggunakan TV LED saya membutuhkan bantuan guru lain untuk membawa TV tersebut ke dalam kelas.
Interviewer	:	Apakah ada kendala lain selain dari alat bu, apakah ada kendala dari ibu pribadi ketika mengajar?
Ms. Afianti	:	Kendala dari saya pribadi adalah ketika menghadapi situasi dan kondisi siswa di hari itu. Terkadang siswa sangat sulit untuk diatur, terkadang juga siswa sangat

		mudah diatur.
Interviewer	:	Dimana ibu mengajar ketika menggunakan lagu cocomelon?
Ms. Afianti	:	Di kelas mbak.
Interviewer	:	Apakah siswa belajar di kelas mengalami kesulitan? Panas, sempit atau semacamnya.
Ms. Afianti	:	Tidak, ruang kelas yang digunakan cukup untuk digunakan oleh siswa satu kelas.
Interviewer	:	Apakah ketika pembelajaran menggunakan cocomelon, kelasnya kondusif bu?
Ms. Afianti	:	Kami para guru tidak bisa memastikan ya mba, karena kondisi anak setiap hari nya itu selalu berbeda. Tapi jika materi yang diajarkan adalah cocomelon anak anak excited untuk mengikutinya sehingga kelas cukup kondusif.
Interviewer	:	Apakah ketika pembelajaran, siswa berlarian?
Ms. Afianti	:	Iya mba, tentu saja ada yang berlarian.
Interviewer	:	Lalu bagaimana cara ibu mengatasi hal itu?
Ms. Afianti	:	Saya tunjuk mereka yang berlarian/ribut di kelas untuk maju ke depan, dan memimpin teman-temannya untuk bernyanyi.
Interviewer	:	Apa ada kendala lain dari siswa bu?
Ms. Afianti	:	Ada beberapa, mbak. Banyak siswa yang merasa malu dan tidak percaya diri ketika akan mengucapkan sebuah kata, jadi mereka akan cenderung diam dan malu dan takut ketika diarahkan untuk membaca/menyebutkan sebuah kata. Lalu tentang tingkah laku peserta didik, perbedaan karakteristik dan tingkah laku peseta didik sangat

		berpengaruh dalam keadaan belajar di kelas. Perbedaan karakter pada anak satu dan anak lainnya membuat sasya agak sulit untuk mengondisikan kelas
Interviewer	:	Apa ada lagi bu?
Ms. Afianti	:	Kendala lain di alat mbak, karena alat yang terbatas proses pembelajaran agak sedikit terganggu. Dan juga keterbatasan jam pelajaran bahasa inggris, karena mata pelajaran bahasa inggris hanya mendapat 2 jam pelajaran dalam seminggu. Sehingga dalam 2 jam tersebut harus dimanfaatkan untuk menjelaskan teori dan praktiknya kepada siswa. Itu sangat terbatas sekali waktunya.
Interviewer	:	Apakah menurut anda itu cukup mam?
Ms. Afianti	:	Actually kurang, tapi saya berusaha memanfaatkan waktu sebaik mungkin.
Interviewer	:	Lalu apakah strategi yang anda lakukan itu efektif bu?
Ms. Afianti	:	Ya, menurut saya cukup efektif untuk meningkatkan kemampuan pronunciation siswa.
Interviewer	:	Baik bu, terima kasih banyak telah menjawab pertanyaan saya bu.
Ms. Afianti	:	Iya mbak, sama sama

Enclosure 1

Ms. Afianti Wulandari

Day / Date : Sunday, 15th of October 2023

Participation : Ms. Afianti Wulandari

Observation Place : SD Islam 06 Pekalongan

Name		Data Transcription (Translated from Bahasa Indonesia)
Interviewer	:	Assalamualaikum Wr. Wb. Good afternoon, ma'am...
Ms. Afianti	:	Waalaikumsalam, Good afternoon
Interviewer	:	First of all, I would like to thank you, mam, because you have agreed to take the time for an interview. This is related to my thesis entitled "TEACHER'S STRATEGIES IN TEACHING PRONUNCIATION FOR PRIMARY SCHOOL STUDENTS USING SONGS ON COCOMELON YOUTUBE CHANNEL". When did you start teaching at this elementary school?
Ms. Afianti	:	I have taught at this elementary school since 2010
Interviewer	:	What did you do when you first started teaching?
Ms. Afianti	:	The first time I taught, I only used textbooks/worksheets to teach. I just studied what was in it. Haven't dared to explore teaching yet.
Interviewer	:	How many classes do you teach at this elementary school, ma'am?
Ms. Afianti	:	When I started teaching, I only taught grades 1 to 5, because grade 6 was an exam class so needed focus and needed expert teachers. But in the second year I taught all classes from grades 1 – 6.
Interviewer	:	What do you feel when teaching grades 1, 2, 3 and grades 4, 5, 6. Are there any differences?
Ms. Afianti	:	Obviously very different, in grades 1 2 3 I tend to teach

		using games, songs or practical activities that attract students' attention, so playing while learning. If you teach grades 4 5 6, you have started teaching quite difficult material, so you don't really alternate it with playing, although sometimes you still use games when learning.
Interviewer	:	Is it just games and songs, ma'am? What about drilling and tongue twisters? Have you ever heard of it? Have you ever used it?
Ms. Afianti	:	Yes, I have used them too, but I more often use games and songs as a medium for teaching. I also sometimes include drilling and tongue twisters when playing games or when learning to use songs.
Interviewer	:	What games and songs do you usually use to teach young learners?
Ms. Afianti	:	In games I usually use pictures as a medium, we play while learning to guess pictures using English. Then for songs I usually use cocomelon to improve students' pronunciation vocabulary.
Interviewer	:	Since when did you know about cocomelon?
Ms. Afianti	:	Since early 2017
Interviewer	:	How did you know about this cocomelon?
Ms. Afianti	:	At that time I attended an online seminar with other teachers, the content of which was that every teacher must continue to develop and learn to keep up with the times. After that, I took the initiative to look for other learning media on platforms such as Google, YouTube, Facebook. Then I found the cocomelon song, in my opinion the songs on the cocomelon channel are suitable to be taught to young learners in grades 1 2 3.
Interviewer	:	So when did you start using cocomelon as a learning

		medium for children?
Ms. Afianti	:	In semester 2 of 2017
Interviewer	:	When do you use cocomelon as a learning medium? Is it every day? Every week? Or when?
Ms. Afianti	:	I only use it once every 2 weeks.
Interviewer	:	Why did you choose cocomelon as a media?
Ms. Afianti	:	Because in Cocomelon there are songs with light vocabulary, the music has a happy nuance which can increase children's enthusiasm for learning, apart from that, the animation in the song's visuals is quite attractive to children.
Interviewer	:	Why not use another song ma'am?
Ms. Afianti	:	I also sometimes use other songs as media, such as the song "Naik Naik ke Puncak Gunung" where I replaced the lyrics with body anatomy, or the "Cicak Cicak di Dinding" song where I replaced the lyrics with objects around the class. However, I more often use the cocomelon song entitled "twinkle twinkle little star" and change the lyrics to the names of fruit.
Interviewer	:	Why should you use songs as learning media, ma'am? Why not use textbooks/worksheets?
Ms. Afianti	:	I still use packet books and worksheets as a reference for learning materials, the rest I explore how to teach by adjusting the abilities of students in each class.
Interviewer	:	How do you teach if you use cocomelon?
Ms. Afianti	:	There are many ways. Sometimes I just play a song and invite students to sing along and imitate the lyrics. Sometimes I also play-pause each word, and ask students to spell each word. Sometimes I also play the song while imitating the

		movements mentioned in the lyrics of the song.
Interviewer	:	Is it effective if you use cocomelon to teach pronunciation?
Ms. Afianti	:	In my experience, it is quite effective. Because if you use songs (cocomelon) students' interest in learning is quite high, so that what is taught can be understood by students.
Interviewer	:	How do students respond when learning using cocomelon, ma'am?
Ms. Afianti	:	Students are very excited so learning in class is fun.
Interviewer	:	Will students understand the meaning of the word as the learning progresses?
Ms. Afianti	:	Understand, because each material is done while practicing pointing to objects, or practicing the meaning.
Interviewer	:	Why should you use cocomelon ma'am? Why don't you just explain it yourself?
Ms. Afianti	:	If I only explain verbally, students will not understand what I say. Because young learners tend to like things that attract their attention. So it's not enough if I just explain verbally.
Interviewer	:	Are the tools in this elementary school adequate for using cocomelon?
Ms. Afianti	:	Inadequate due to limited equipment at school.
Interviewer	:	What tools are used when teaching using cocomelon?
Ms. Afianti	:	I use an LED TV, sometimes I also use an LCD projector, sometimes I just use a laptop with speakers connected.
Interviewer	:	When learning takes place, are there any obstacles when using the tools? Do you need help from other people to use the tool?
Ms. Afianti	:	If I use an LCD projector / Laptop I can use it myself. But if I use an LED TV, I need the help of another teacher to bring the TV into the classroom.

Interviewer	:	Are there any other obstacles apart from the tools, ma'am, are there any obstacles from you personally when teaching?
Ms. Afianti	:	My personal obstacle is when I face the situation and condition of the students on that day. Sometimes students are very difficult to manage, sometimes students are very easy to manage.
Interviewer	:	Where do you teach when using the cocomelon song?
Ms. Afianti	:	In class, sis.
Interviewer	:	Are students learning in class having difficulty? Hot, cramped or something.
Ms. Afianti	:	No, there is enough classroom space for one class of students to use.
Interviewer	:	Is the class conducive when learning using cocomelon?
Ms. Afianti	:	We teachers can't be sure, sis, because the condition of children is always different every day. But if the material taught is cocomelon, the children are excited to follow it, so the class is quite conducive.
Interviewer	:	Do students run around when learning?
Ms. Afianti	:	Yes sis, of course there are people running around.
Interviewer	:	So how do you deal with this?
Ms. Afianti	:	I appointed those who were running around/noisy in class to come to the front and lead their friends in singing.
Interviewer	:	Are there any other obstacles for students?
Ms. Afianti	:	There are several, sis. Many students feel embarrassed and not confident when they want to say a word, so they tend to be silent and embarrassed and afraid when directed to read/say a word. Then about student behavior, differences in characteristics and behavior of students have a big influence on learning

		conditions in the classroom. The differences in character between one child and another make it a bit difficult for me to condition the class.
Interviewer	:	Is there anything else ma'am?
Ms. Afianti	:	Another problem with the tools, sis. Is that because the tools are limited, the learning process is a bit disrupted. And there are also limited hours for English lessons, because English subjects only get 2 hours of lessons a week. So these 2 hours must be used to explain theory and practice to students. That's very limited time.
Interviewer	:	Do you think that's enough mam?
Ms. Afianti	:	Actually not enough, but I try to make the most of my time.
Interviewer	:	So is the strategy you are using effective?
Ms. Afianti	:	Yes, I think it is quite effective for improving students' pronunciation skills.
Interviewer	:	OK ma'am, thank you very much for answering my question ma'am.
Ms. Afianti	:	Yes sis, you're welcome.

ENCLOSURE 2

OBSERVATION DOCUMENTATION

CURRICULUM VITAE

Personal Detail

Name : Nadhifatul Aulia

Place/ Date of birth : Pekalongan, 02 Maret 2002

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Citizenship : Indonesia

Religion : Islam

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Formal Education

- 2007 – 2013 : SD Islam 06 Pekalongan
- 2013 – 2016 : SMPN 6 Pekalongan
- 2016 – 2019 : SMKN 2 Pekalongan