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
2023

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
2023

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama   : Nadhifatul Aulia

NIM   : 2519095

Fakultas   : Tarbiyah dan Ilmu Keguruan

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.

Pekalongan, 10 Oktober 2023

NADHIFATUL AULIA

NIM. 2519095

Ahmad Burhanuddin, M.A.
Dusun Ca RT 44/RW 06 Ds. Cibuyur
Kec. Warungpring, Pemalang, Jawa Tengah

NOTA PEMBIMBING

Lamp. : 3 (Tiga) Eksemplar

Hal. : Naskah Skripsi Sdri. Nadhifatul Aulia

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi TBIG
di
   PEKALONGAN

Assalamu'alaikum Wr. Wb.

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

Nama	:	Nadhifatul Aulia
NIM	:	2519095
Jurusan	:	FTIK/ Tadris Bahasa Inggris
Judul	:	"TEACHER'S STRATEGIES IN TEACHING PRONUNCIATION FOR PRIMARY SCHOOL STUDENTS USING SONGS ON COCOMELON YOUTUBE CHANNEL"

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.

Pekalongan, 31 Oktober 2023

Pembimbing

Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004

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:

Nama	:	**NADHIFATUL AULIA**
NIM	:	**2519095**
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, 9[h] November 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Dr. M. Ali Ghufron, M.Pd.
NIP. 19870723 202012 1 004

Examiner II

Chubbi Millatina Rokhuma, M.Pd.
NIP. 19900507 201503 2 005

Pekalongan, 15th November 2023
Assigned by
The Dean of FTIK UIN Pekalongan

Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

iv

ACKNOWLEDGEMENT

Praise be to Allah SWT, who has bestowed mercy and grace, to the writer finally able to complete this thesis. The writer realizes that without the help and encouragement of all parties, the completion of this thesis would not be possible. Therefore with sincerity and humility, the writer would like to express his highest gratitude and appreciation to:

1. First and foremost, my beloved parents. I would like toexpress my gratitude to my parents, Mr. Furkon and Mrs. Nadia, for your support, prayers, and unconditional love until I could finish this thesis. To my sister Dewi Masyitoh and my little brother M. Rendy Firmansyah, even though sometimes you are annoying, I am always thankful to have you.

2. Second, I would like to say my gratitude to my supervisor, Mr. Ahmad Burhanudin. Thank you for your supervising my thesis and letting me experience this incredible journey in our department.

3. Third, I would like to say my beloved partner, someone who have supported me all this time. Thank you for everything my dear.

4. Fourth, do not forget to mention my gratitude to my fellows UKM Seni Musik El-Fata especially Damawindra'19. And my besties in English Education'19 C class. Thank you for your unwavering support, memories, and experiences. I am very happy to be one of you.

5. Last but not least, I want to say a big thank you to me. Thank you for working hard and not giving up untill this thesis is finished. Keep working hard for another challenge. I am proud of myself.

MOTTO

"The secret to move forward is to start."

(Mark Twain)

"Failure only happens if we give up."

(Bacharuddin Jusuf Habibie)

vi

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:

1. The head of the English Education Department and Teachers' Training Faculty of UIN KH. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M. Ag.

2. Mr. Ahmad Burhanudin, M. Ag. as my supervisor who has given me suggestions, guidance, and time in writing this final project.

3. All lecturers and staff of the English Education Department, UIN KH Abdurrahman Wahid Pekalongan.

4. My beloved parents who have given me endless support, prayer, advice, andencouragement in writing this thesis.

5. My dearest friend who had fought through the journey together since the very beginning.

Pekalongan, 31 Oktober 2023

Nadhifatul Aulia

TABLE OF CONTENTS

TABLE LIST

FIGURE LIST

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.
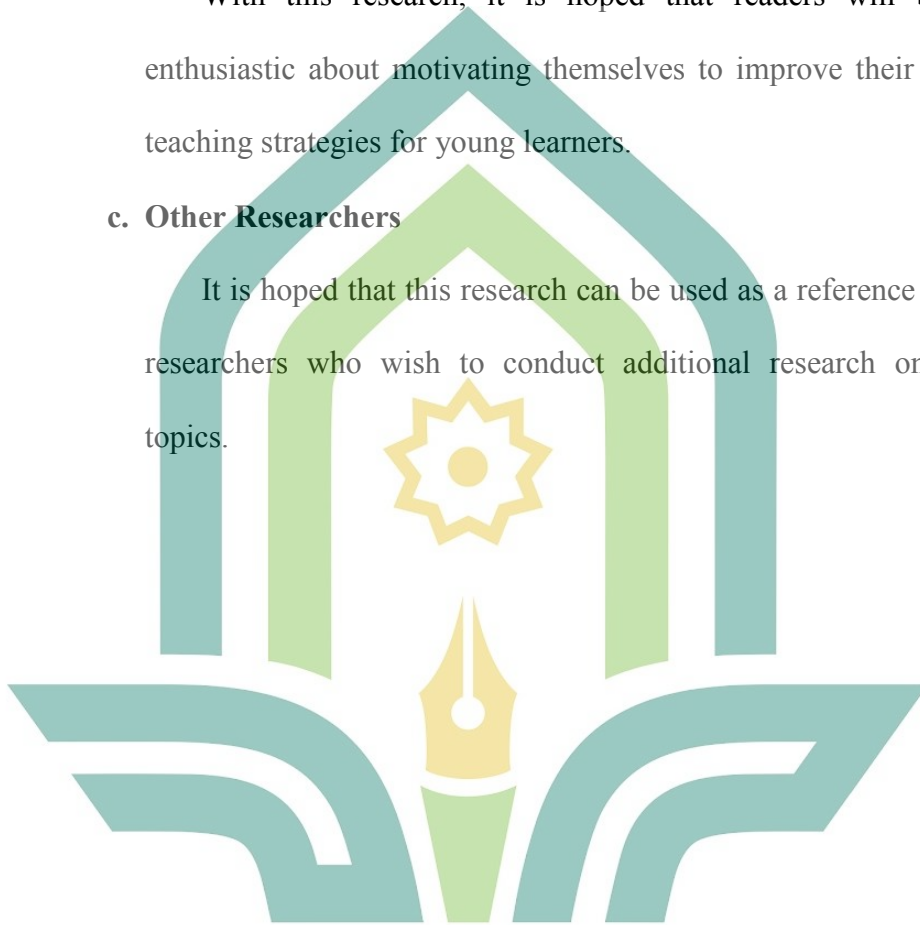
CHAPTER II

THEORETICAL BACKGROUND

2.1 Theoretical Framework

2.1.1 EFL (English as a Foreign Language)

The influence of globalization in Indonesia has resulted in an increasingly rapid flow of information exchange across nations through many media. Foreign languages are one of the impacts of globalization that occurred in this decade. The foreign language used as an international language today is English. Effective application of English learning in Indonesia is very necessary considering that English is foreign language for Indonesians. Position of English as a language foreigners that apply in Indonesia as expressed by one person expert who said "If in several ASEAN countries, Malaysia and Brunei Darussalam and the English Philippines are domiciled as second language (second language), in Indonesia, the position of English is a foreign language (Nurhayati, 2009). So that the Indonesian government has made English subjects mandatory at the school level, starting from elementary school to senior high school.

Tomlinson (2005) said that English as a foreign language means that English is used and positioned solely as a learning language in institutional education, both formal and non-formal, and is not used as a language in social and everyday interactions. The language of the country is also not basic. This has shown that English is only studied

in theory and science only. This is certainly contrary to the concept of learning a language: where to learn a language learns 4 language skills: Listening, Speaking, Reading, and Writing. In the learning process which is located as a foreign language, every student must acquire an approach by emphasizing habituation and the ability (listening, speaking, reading and writing) to use the language what they have learned.

2.1.2 Pronunciation

Pronunciation is a part of speaking ability and is very important to do to make a good communication, therefore pronunciation is an important factor in leaning English. Yuzawa (2007) Pronunciation is a basic and necessary skill for those who want to use English to communicate. According to Yuzawa's statement, pronunciation should be taught to help students English pronunciation. The implementation of digital media in the classroom is one of the ways made the teaching-learning process more lively and interesting for students.

Teaching pronunciation is essential, consider the problems EFL students faced when speaking English. According to Fitrawati (2015) Students feel anxious about work make a mistake when speaking. Before they start speaking, students pay too much attention to what they are going to say, whether is is correct or not. Students also have problems with their English level, includes vocabulary, grammar, and

pronunciation. All these problems make students afraid to speak English. Meanwhile, students cannot pronounce well without practice.

Pronunciation is very important in spoken communication; it is also an important part of communication competence. Comprehensible pronunciation should be true goal of oral communication. If students want to change the way they say English words, they need to change the way they think about the sound of those words. It is true that they both sound different and it is more important parts of speech like syllables, stress, pattern, and rhythm. Unfortunately, most English teachers ignore the importance of learning pronunciation.

In teaching pronunciation, teachers need strategies so that students can understand the material easily. Language learning strategies can be defined as techniques, or methods used by teachers for students to make the language learning process easier, faster and more effective. Or it could be said that learning strategies are the methods chosen and used to help them achieve the set learning goals. As stated by Calka (2011), pronunciation learning strategies are actions taken by teachers to make pronunciation learning easier, faster and more effective. The following are some strategies or methods used in teaching pronunciation:

1. Drilling

Setiyadi (2006) says drilling technique is a language teaching technique through dialogue, which emphasizes students' habits

through repetition, memorizing the grammatical structure of language and by arranging sentence patterns using language and culture. With this technique, the teacher calls out a word or structure and asking students to repeat it. The goal is to achieve better pronunciation and remember new items. Drilling can be classified into seven categories: transformational drill, chain drill, single-shot substitution drill, multiple-slot substitution drill, repetition drill, backward build-up drill, and question and answer drill. Drilling most often used namely:

a. Chain Drill

This method consist of one person asking continuous questions to another. The teacher begins a series of questions to student number 1, then student number 1 asks student number 2, and so on. This method encourages students to communicate while allowing the teacher to observe each student's pronunciation.

b. Repetition Drill

This method requires students to repeat the teacher's words as quickly and accurately as possible. Normally, this exercise is used for dialogue lines.

2. Tongue Twister

Tongue twister is a repetitive oral twisting of the tongue to train the tongue with specific sound. Tongue Twister is a form of

collaborative learning, Tongue Twister can try pronunciation continuously. According to Ashworth (2011) a tongue twister is a group of words that begin with the same letter or sound. Tongue twister is difficult because the word or sentence has the same pronunciation. So, learners can learn language in English using Tongue Twister technique.

3. Game

This activity focused on student activities in the game. This activity is very helpful in learning pronunciation, from an instructional point of view, creating a useful game context for language use. Using this activity, teacher can make students learn subconsciously. Therefore, when they focus in play activities, students learn language in the same way they acquired it their native language without them realizing it.
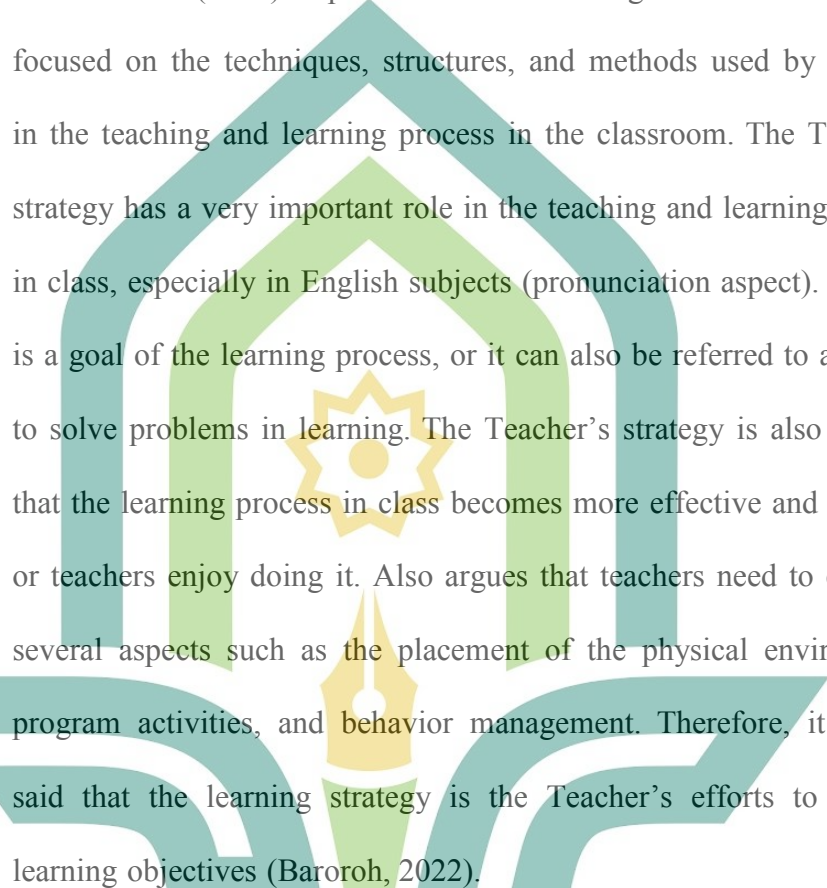
4. Song

Learning pronunciation using songs is very frequently used. Use this song makes students not feel bored, so that students learn pronunciation through lyrics songs without realizing it. It considered brewster (2005) songs can motivate, inspire and make a students enthusiasm.

2.1.3 Teacher's Strategies in Teaching Pronunciation

In the teaching process each teacher must have a strategy that has been used when teaching in the classroom to achieve learning

objectives and process learning can be easier and effective. This teaching strategy will be easier for teachers to get if they use media, the media used includes books, the internet, movies, songs, and the other.

Harmer (2001) explained that the strategies used for teaching focused on the techniques, structures, and methods used by teachers in the teaching and learning process in the classroom. The Teacher's strategy has a very important role in the teaching and learning process in class, especially in English subjects (pronunciation aspect). Strategy is a goal of the learning process, or it can also be referred to as a way to solve problems in learning. The Teacher's strategy is also used so that the learning process in class becomes more effective and students or teachers enjoy doing it. Also argues that teachers need to consider several aspects such as the placement of the physical environment, program activities, and behavior management. Therefore, it can be said that the learning strategy is the Teacher's efforts to achieve learning objectives (Baroroh, 2022).

Oxford (1990) grouping learning strategy into two major parts: Direct, and Indirect. Direct strategies are of three types; memory, cognitive, and compensation. And Indirect strategies are; meta-cognitive, affective, and social. Each strategy has its own types of activities.

So it can be concluded that the Teacher's strategy is the Teacher's effort in varying the way of teaching and creating a pleasant teaching atmosphere in the classroom so that students can be actively involved in following the lesson and understand the material presented by the teacher.

According to Brown (1987), there are several principles in planning a strataegy :

1. Strategies must include the needs of students from focusing on language into focus on message interactions, meaning, and natural interactions.

2. Strategies must be full of motivation.

3. Strategies should encourage to use original and meaningful language.

4. The teacher should give feedback according to it.

5. Combine speaking processes and listening to make the right strategy.

6. Develop speaking skills.

2.1.4 Teaching English for Young Learners

Teaching English to young learners is important. Because the earlier you start learning a foreign language, the more likely they are to improve language skills. Learners have a great opportunity to learn in their native language pronunciation; improved overall school performance and superior problem-solving skills; Development of lifelong communication skills with more people. Deepen your

understanding of other cultures. In addition, education for young learners fail when teachers can not provide a fun learning environment that makes young learners dislike the language.

As outlined by Sutrisno (2013), here are some of the potential risks that can arise when teaching English to young learners such as teachers can put young learners in a dangerous situation if these learners are being supervised by someone else without educational skills or proper training. Sutrisno (2013) also said younger learners risk losing the opportunity to acquire pronunciation if they copy inappropriate pronunciation such as teacher illustration. Based on theory of the Critical Stage Hypothesis, this could be a potential risk for these young practitioners, as it make them fossilized or their language acquisition potential could be wasted. This also happens when the teacher gives an assessment do not measure what learners have learned.

Scott & Lisbeth (1992) it shows some characteristics of young learners 8-10 years old cited by Hashemi & Azizinezhad (2011) as follows:

1. They are mature enough

2. They have particular point of view

3. Can explain the difference between fact and fiction

4. They are interested in asking questions

5. Believes what is being said and the real world to express and understand meaning/message

6. Disagreement about they like and dislike

7. They are open to what is happening in the classroom and ask the teacher about his decisions

8. Collaborate with each other and learn from others.

Teaching English to young learners requires good teaching skills, creativity, preparation and patience. Teachers must prossess all these qualities to keep young learners engaged. Teachers also need to think about other characteristics that distinguish young learners and adult. These characteristics are described below:

1. Young learners have short attention spans

2. Young learners are highly active, imaginative and self-centered

3. Young learners love compliments and rewards

4. Young learners are less shy than older learners

5. Young learners enjoy imitation and are good at listening carefully

6. Young learners enjoy learning through play, action, making and doing anything

7. Younger learners understand language as units rather than as individual words

8. Young learners interpret meaning without necessarily understanding individual words

9. Young learners learn more indirectly than directly

10. Young learners develop physically, mentally and conceptually.

Here are some ideas can involved in educational activities such as:

1. Switch to simple English during class

2. Speak clearly

3. Use fun language learning games

4. Has a good sense of humor

5. Use body language where appropriate bring the physical object to the class

6. Listening to music and watching movie in English

7. Make a list of the language of instruction for each activity and have it ready for use throughout the day.

8. Use chalkboards and posters to remind children that you are learning English

9. Praise the children for their efforts and encourage them to use English for routine requests in class.

10. Create a list of daily instructions.

2.1.5 Song

Pronunciation is one of the micro-skills of speaking. One of the media used for English learning for young learners is children English song. Griffee (1992) say that the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio. A song is a song accompanied by a rhythm that contains a certain message. Songs as authentic material can be good models for

pronouncing English words. English children's songs are usually sing by native speakers. People assume that native speakers have good pronunciation. When they try to sing over and over, they may unconsciously raise their pronunciation. Then, students who learn with song will have fun and enjoy the lessons. Having fun in class means that students are more motivated to learn. Teachers find it easier to teach when students are highly motivated to learn. Children english songs contain similar sounds and word repetitions. It's really helpful for students to become familiar with sounds and words.

2.1.5.1 Benefit of Song

According to Kusrini (2012) The songs provide examples of authentic, memorable and rhytmic language. It can motivate students to listen repeatedly imitating and mimicking their musical heroes (singers). In addition, using English nursery rhymes in the EFL classroom leads to an effective learning process, because learning with English nursery rhymes is fun and not boring. It considered Brewster (2005) Songs can motivate, inspire and make a students enthusiasm. Intrinsic motivation seems to stimulate students' emotions and increase their willingness to learn.

According to Brewster et al (2002) there are many advantages to using songs as a learning resource. First, songs are linguistic resources. Second, songs are an affective/

psychological resource. Third, songs are a cognitive resource. Brewster et al (2002) also revealed that songs provide extraordinary benefits for learning pronunciation. Several important features of pronunciation such as stress and rhythm as well as intonation can be trained naturally through songs.

2.1.5.2 Lack of Song

In the process of learning English does not always run smoothly, there are many factors that hinder the teaching of English using the Cocomelon song on the YouTube channel in the classroom. Many students are not confident and tend to be embarrassed when asked to sing/recite songs during learning. Fauzyah and Yanti (2016) argue that a person's self-confidence is also strongly influenced by the level of abilities and skills they possess. Confident people always believe in every action they take. For this reason, teachers must continuously provide practical examples of using songs to students so that students want to do it confidently, this takes quite a lot of time.

Other factors can also come from teachers, namely teachers who have difficulty dealing with different student behavior in class. Teaching using songs is also not as easy as you imagine. Kellough (1996) said that children have short concentration power. Short concentration makes it difficult for children to remain focused and attentive to music learning

activities. Because there are quite a lot of students in the class, the behavior of each student greatly influences the behavior of other students. This happens because the behavior of each student in the class is different. So this makes it quite difficult for teachers to condition the class when learning using songs.

Based on Aprilia's research, Sutaryadi, Susilowati (2013) argued that most students have different characteristics when participating in the learning process. This difference makes it a bit difficult for teachers to manage students during the learning process so they can still achieve their learning goals.

Another problem when teaching pronunciation with songs is that the tools at school are limited, so learning at school does not take place optimally. Hamalik (2005) believes that the use of educational media in the teaching and learning process can create motivation, stimulate learning activities and even have a psychological influence on students. In addition to arousing students' motivation and interest, learning media can also help them improve their understanding, present course material in an interesting and credible manner, and facilitate for transmitting that material to students.

The limited time spent learning English should be best utilized by teachers and students, especially when learning pronunciation, which requires a lot of time and repetition when

teaching to students. Because English is only taught 2 hours per week, including a number of subjects and exercises to be taught, the estimated time to complete a subject is uncertain depending on the difficulty of the subject.

2.2 Previous Studies

The researcher will conduct a research entitled "Teacher's Strategies To Help Primary School Efl Students' Pronunciation Using Songs On Cocomelon Youtube Channel". There are some research underlying the current proposal. First, a study conducted by Betty Marlina Sihombing & Purba (2018) entitles "Improving Students' Pronunciation Mastery Through Learning By Using Medias (English Song and English Movie)". This research used qualitative and quantitative method. Qualitative data were taken from obersvation and diary notes. And quantitative data were taken from the mean of sound production test and questionnaire. This research uses classroom action research which the partisipant is the fourth semester students of English Department of Letter Faculty in Darma Agung University with 35 samples. The result shows that using medias by listening to the English songs and watching the English short movies are effective to improve the students' mastery in pronunciation.

Second, a study conducted by Kusmaryati (2020) entitles "Teacher's Perspectives Of Teaching English To Young Learners (A Descriptive Study At Primary Schools In Kudus)". This research used method descriptive qualitative research, descriptive research was conducted through collect the

teacher's responses to the questionnaire. The purpose of this study is to investigate teacher's perceptions on teaching English to young learners in Kudus.
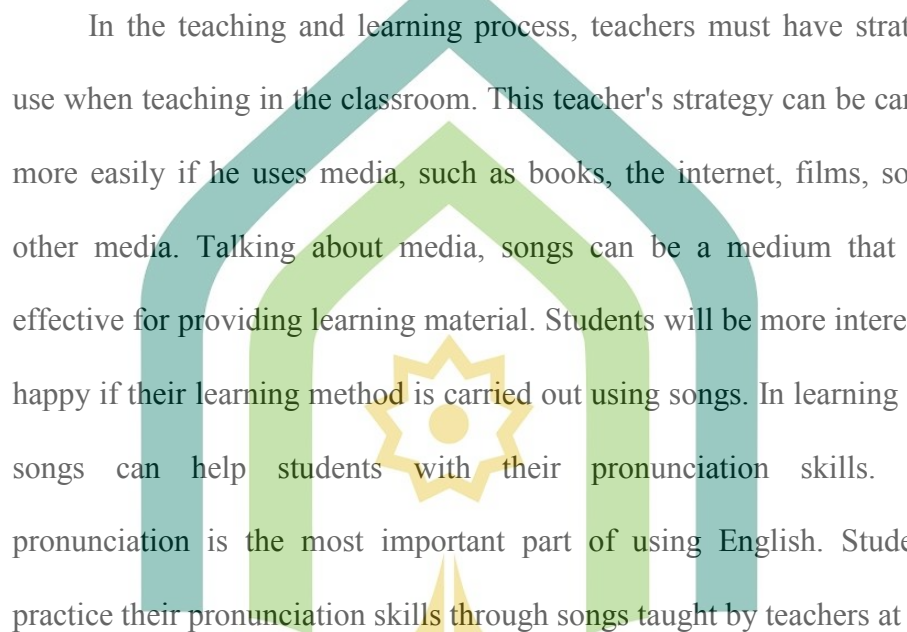
Third, a study conducted by Fitrawati (2013) entitles "Teaching English For Young Learners; How They Learn And Pedagogical Implication". Researcher hopes that this research give English teachers in general, and English for young learners in particular, insights into the necessity of considering issues related to the way young learners learn when creating their teaching learning process. The result shows that Teacher English to young learners is such a challenging task that needs to be handled properly by professional teachers if it is to be successful.

Fourth, a study conducted by Luh et al., (2020) entitles "Strategies Implemented in Teaching English for Young Learners in Primary School". This research used method descriptive qualitative research in SD Suta Dharma Denpasar, Bali. In collecting data, researchers conducts observation in class and interview. The result showed that there were eight strategies can used by teacher in teaching English. They are; listen and repeat, listen and do, question and answer, in-pair, cooperative learning, and games. The researhcer conduct this research because the teacher has a little knowledge of teaching English for young learners and a lack of media for learning at school.

Previous study explain that use song as a media learning process to increase pronunciation more effective than not using song. Butler-Pascoe and Wiburg (2003) shows that the goal of teaching pronunciation are to

develop English that is easy to understand and not confusing to the listener. Then, the difference to the current proposal with this research is in this research, will be focused on the Teacher's strategy and obstacle in teaching pronunciation through songs to young learners.

2.3 Conceptual Framework

In the teaching and learning process, teachers must have strategies to use when teaching in the classroom. This teacher's strategy can be carried out more easily if he uses media, such as books, the internet, films, songs and other media. Talking about media, songs can be a medium that is quite effective for providing learning material. Students will be more interested and happy if their learning method is carried out using songs. In learning English, songs can help students with their pronunciation skills. Because pronunciation is the most important part of using English. Students can practice their pronunciation skills through songs taught by teachers at school.

Talking about learning English using songs, this is very effective, especially for teaching students who don't use English as their mother tongue. The level of difficulty faced by teachers in teaching English as a Foreign Language is greater than teaching students who use English as their mother tongue. Apart from that, the challenges that teachers will face in teaching pronunciation using songs must also be considered so that the teaching and learning process runs smoothly.

EFL STUDENTS

PRONUNCIATION

YOUNG
LEARNERS

SONGS

TEACHER'S
STRATEGIES

OBSTACLES
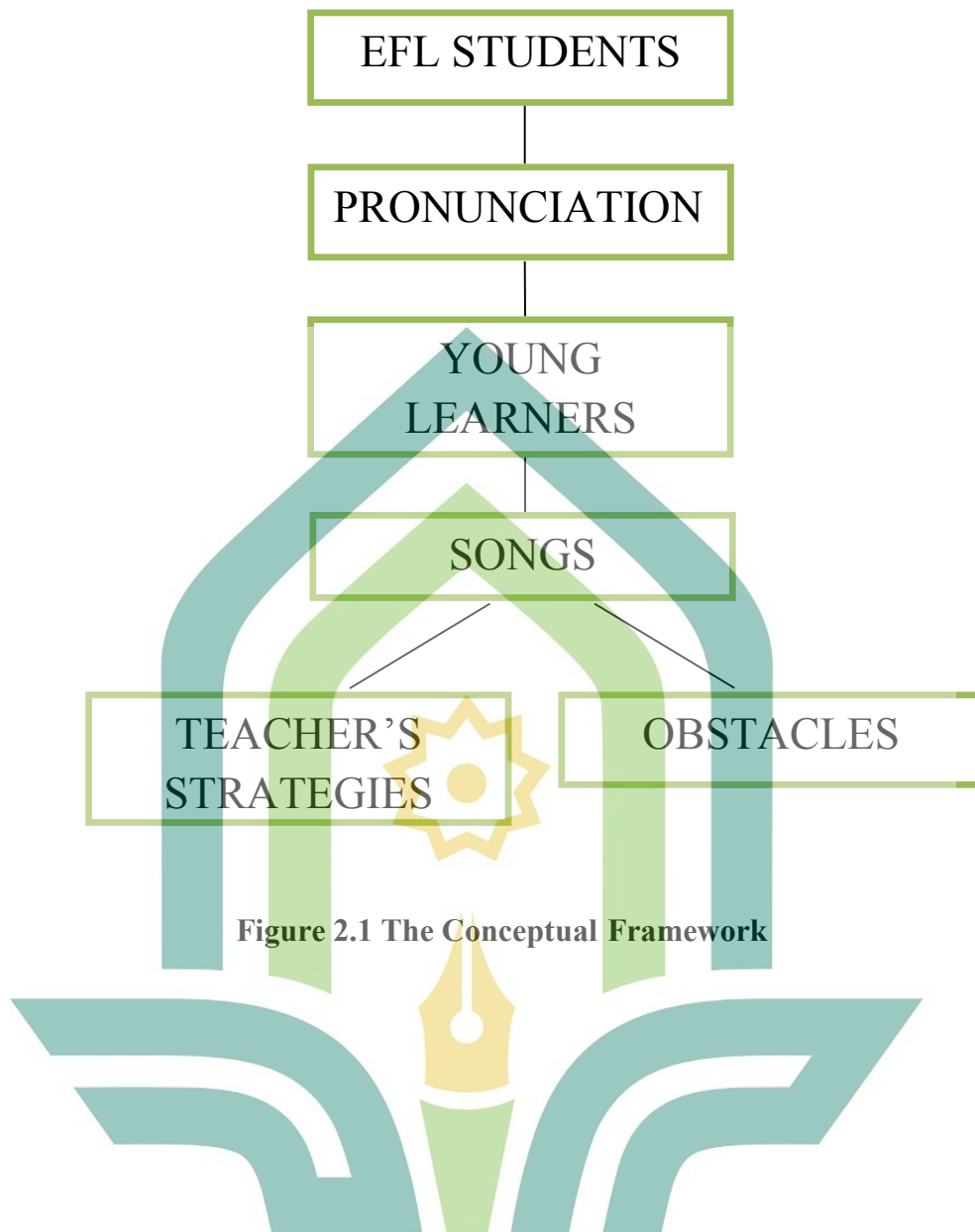
Figure 2.1 The Conceptual Framework

CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

This Research was discuss about Teacher's Strategies in Teaching Pronunciation for Primary School Students Using Songs on Cocomelon Youtube Channel in learning english, by finding Teacher's strategy and obstacle in teaching pronunciation through songs to young learners. Therefore, this research was use qualitative research method with descriptive qualitative. According to Gay (2006) qualitative research is the collection, analysis, and interpretation of comprehensive narrative visual data to gain insights into a particular phenomenon. This is chosen because participants has shown their ability to pronounce english through song correctly.

3.2 Research Setting and Participants

This research took place in an elementary school in Pekalongan, Central Java, Indonesia. This research has involved one teacher at Elementary School who used songs on cocomelon youtube channel in the learning process. The researcher chose this teacher because she used songs on cocomelon youtube channel to teach primary school.

The researcher have known how the Teacher's strategy in teaching pronunciation through songs to students. Her personal information will be kept confidentially.

3.3 Research Context

Many young learners have problems when learning pronunciation because they do not fully master English. This topic was chosen by researchers because it aims to find out the strategies and challenges experienced by teachers when teaching pronunciation to young learners through songs as a learning medium. This research involved one teacher in an elementary school who has been selected according to used cocomelon youtube channel as a media.

3.4 Data Collection

The researcher collected the data by observation and interview. Researcher used observation methods as the data collection technique. Sugiono (2013) says observation is a difficult process, this process consist of various biological and psychological processes, in addition the most important thing is the memory process and observation. This observation aims so that researchers can adapt easily and closer with the participant of research so can made research process easier.

The second technique used is an interview. Interview is a question-answer activities by interviewer to participants to get informations. Lexy J. Moelong (2012) says interview is activities have a conversation with a certain purpose. The type of interview that has been chosen is a semi-structured interview. Semi-structured interviews contain open-ended questions that are adapted to the informant's answers but do not out from the topic being asked.

In this case researcher have focused on how the the Teacher's strategy and obstacle in teaching pronunciation through songs to students.

3.5 Data Analysis

In this research, researcher have used thematic analysis. The researcher have collected descriptive data to answer the existing problems. After the data was collected, the researcher will examine the data with the aim of finding patterns, themes, and subthemes. Braun & Clarke (2006) :

1. Becoming familiar with the data

The first step in qualitative analysis is for the researcher to read and reread the transcript. In interview quotations, the researcher has understood the entire data or data corpus which includes all interviews and other data that may be used before going any further. This stage is used by the researcher to record and record initial impressions.

2. Generating initial codes

In this phase, the researcher begin to organize data in a meaningful and systematic way. Coding reduces large amounts of data into small chunks of meaning. There are different ways to code and the methods are determined by the perspective and research question. In this case study I want to discuss the teacher's strategy in teaching with songs via the Cocomelon YouTube channel. What the researcher do is develop some initial ideas. Then start coding separately. Once completed, the researcher compared each code created and discussed and modified it.

3. Searching for themes

   A theme is a pattern that captures something significant or interesting about the data or research question. In this research, the researcher conducted searches related to themes that are relevant to what will be used for this research.

4. Reviewing themes

   This stage is used by the researcher to collect all data relevant to each theme. Does the theme make sense? Does the data support the theme? Am I trying to fit too much into a theme? If the themes overlap, are they truly separate? Are there themes within themes (subthemes)? Are there other themes in the data?

5. Defining themes

   This stage is the final refinement of the themes which aims to identify the "essence" of each theme. What is the theme? If there are subthemes, how do they interact and relate to the main theme? How do these themes relate to each other? In this analysis, the researcher wants feedback in the form of an overall theme that is continuous with other themes.

6. Write-up

   At the end of the research, the researcher writes a journal article and a thesis. After all stages have been carried out properly by the researcher, the report writing will be carried out by the researcher.

3.6 Research Steps

The research steps included the implementation of the research steps from the start to the end of the research. There were seven steps in this research, such as:

1. Selecting the research area and finding the problem about the phenomenon

    In this step, the researcher determined the research area first. Then, the researcher explored the problem to be discussed in this research and then developed it into a specific phenomenon.

2. Conducting the literature review

    The second step was to conduct the literature review. The researcher conducted a literature review of previous studies (books, journal articles, thesis) related to the topic of the problem, intended to bring up research gaps. Then, the researcher also determined theories related to the topic of the problem that was employed to analyze data and determined research methods such as research design, data collection, and data analysis.

3. Formulating the research questions and objectives of the research

    After conducting the literature review, the researcher formulated the research questions and defined the objectives of the research.

4. Collecting the data

    This step involved collecting data from the participants utilizing semi-structured interviews. In this case, a semi-structured interview was conducted twice at different times.

5. Analyzing the data

   After collecting data from participants, the researcher transcribed the data, then analyzed and interpreted the data considering the theories mentioned in the previous chapter.

6. Writing the research

   The researcher narrated the findings of the research accurately and objectively.

7. Presenting the findings of the research

   The final step is to show the findings of the research properly.
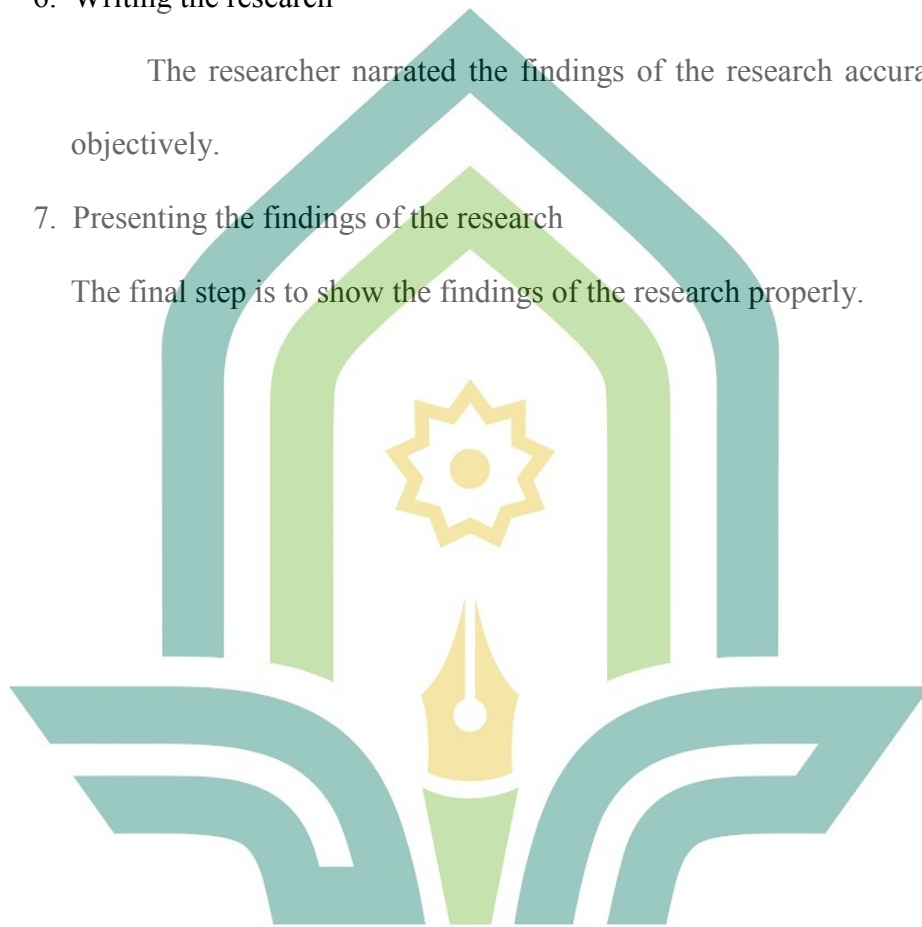
CHAPTER IV

RESULTS AND DISCUSSION

4.1 Result

The results of the research were collected through observation and interviews. Based on that, the researcher found the various strategies from the teacher and the obstacles in applying the strategies as follows:

4.1.1 Teacher Strategies in Teaching Pronunciation Using Song

The strategies from the English teacher at one of the primary school in Pekalongan regencies can be found based on interview with participant of the research, about the strategies for teaching pronunciation through song as a media. The researcher's asked some questions about the related topic. From the interview, the researcher found several findings as follows:

The first question is about what do you feel when teaching grades 1, 2, 3 and grades 4, 5, 6. Are there any differences?

> *" 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."*
> (I, offline interview, 15th of October 2023)

Another question about 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?

> *" 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*

28

tongue twisters when playing games or when learning to use songs.."
(I, offline interview, 15th of October 2023)

From the interviews it was found that the teacher used many strategies, including drilling, tongue twisters, games and lyric composition.

4.2.1.1 Drilling

From the interview, the first strategy is drilling. This strategy of using the drilling technique can really help teachers and students in the pronunciation learning process. By continuously repeating words, students will easily understand and remember, especially if they use songs in the practice process. The teacher said that,

"... I also sometimes include drilling and tongue twisters when playing games or when learning to use songs."
(I, offline interview, 15th of October 2023)

She used the drilling strategy because they did the exercise together in class, rather than having to practice alone at home. Procedure in applying strategies in the classroom:

Regarding the procedure of applying the strategies, below are the steps done by the teacher:

1. Opening

In general, the steps of teaching English are almost the same. In the opening the teacher started the lesson by saying greetings or salam, then she checked the student's attendance

and asked the students who were absent today, and also asked the reason why the student was absent. After that, the teacher continued the lesson by reviewing the material learned in the last meeting and warm-up with small games and starting new material by encouraging students by asking "Are you ready for the English lesson today? If you ready say ready and applaud" and then the students answered ready and continued to applaud.

2. Whilst teaching

After the opening, the teacher continues the material that will be studied that day. At first the teacher explains the learning objectives and explains things related to the topic of class activities that day simply. The teacher begins the lesson by presenting several examples of the material he has studied. Today's material is about Parts of the body. When starting to enter the material, the teacher gives examples of the names of human body parts and their meanings, then the students record them in their respective books. Then the students were told to practice, by making the students stand while singing the Cocomelon song entitled "Head Shoulder Knees and Toes" while practicing touching these body parts. This is repeated until students memorize the names of their body parts in English.

3. Closing

The teacher asks all students whether they understand the material and the song, by singing together without the teacher guiding them. If the students are able to do this independently, the teacher closes the class and conveys some motivation to the students. The teacher closed the lesson by saying "that's all thank you for today" followed by closing greetings and the class ended.

4.2.1.2 Tongue Twister

Based on the interview, the next strategy is tongue twisters. Sentences or a series of words that are difficult to pronounce correctly are called tongue twisters. Ahmad Hidayat (2012) states that repetition is a useful strategy because it allows students to pronounce sounds correctly and realize their mistakes simply by repeating the action. Tongue twisters are a fun way to practice one or two sounds to pronounce them correctly. This strategy helps students to better master pronunciation correctly. From the interview, the teacher said:

> " .., I also sometimes include drilling and tongue twisters when playing games or when learning to use songs."
> (I, offline interview, 15th of October 2023)

She said the strategy makes students happy in learning because they feel challenged by doing the activity. Even though students have some difficulty when their speed increases,

students still enjoy the learning process using this strategy. Apart from that, this strategy can also train students' memory and focus. Procedure in applying storytelling in the classroom:

1. Opening

   In the opening, the teacher started the lesson by saying greetings, then she checked the student's attendance and asked the students who were absent today, and also asked the reason why the student was absent. After that, continued the lesson by reviewing the material learned in the last meeting.

2. Whilst teaching

   The teacher continued the material that was going to be learned that day. In the beginning, the teacher explained the purpose of learning the lesson and explained the things related to the topic in the classroom activity that day. The teacher starts the material about Transportation, when starting to enter the material the teacher gives pictures containing various types of transportation then all students are asked to imitate the name of the transportation in English, in the middle of the lesson the teacher plays the song "Wheels on the Bus" together. This starts by singing the song slowly, and gets faster and faster until the student does it fluently.

3. Closing

   The teacher asked all students whether they understood

the material, by reviewing a little material and asked whether there were questions about the material or not. Since there were no questions, the teacher closed the class and delivered some advice for her students and said "that's all thank you for today" followed by a greeting.

4.2.1.3 Game

The third strategy is game. The teacher used this guessing game technique to support students' pronunciation by guessing the correct pronunciation of the picture provided by the teacher. She said:

> *"In games I usually use pictures as a medium, we play while learning to guess pictures using English…."*
> (I, offline interview, 15th of October 2023)

Procedure in applying strategies in the classroom:

1. Opening

The teacher started the lesson by saying greetings then checked the student's attendance and asked the students who were absent today, after that, the teacher reviewed the material learned in the last meeting.

2. Whilst teaching

After opening, the teacher continued the material that was going to be learned that day. In the beginning, the teacher explained the purpose of learning the. The material of the day was about vegetables. When starting to enter the

material, the teacher gives examples of vegetables in the cocomelon video along with the song lyrics and meaning. Then students are asked to imitate the vegetables in the video. In the middle of the lesson, when students have started to know vegetables in English, the teacher will tell the students that games will be held. After the teacher instructs the students about the rules, the game begins. The teacher only shows pictures of vegetables like in the video without turning on the audio or subtitles. Then students who know the name of the vegetable are asked to raise their hands and then answer. If the answer and pronunciation are correct, the student will get a reward from the teacher.

3. Closing

In the closing, the teacher asked all students whether they understood the material, by reviewing a little material. If there were no questions, the teacher closed the class and delivered some advice for her students, and ended the class.

4.2.1.4 Lyric Composition

The final strategy used by the teacher is using lyric composition. Imitating songs using different lyrics can improve students' memory. Lyric composition is changing the formation of a previously known song and changing the lyrics according to the learning material. Teachers found it because it was easier to

teach when students are highly motivated to learn. She said :

> *"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. "*
(I, offline interview, 15th of October 2023)

Teachers used lyric composition as a strategy for teaching pronunciation through songs because they can more easily learn pronunciation in a fun way.

Procedure in applying strategies in the classroom:

1. Opening

    In the opening, the teacher started the teaching-learning by saying greetings then checked the student's attendance and asked the students who were absent and asked the reason, after that, the teacher reviewing the material learned in the last meeting.

2. Whilst teaching

    Then the teacher continues the material that will be studied that day. The teacher explains the learning objectives. Today's material is about objects around the classroom. The teacher gives examples of names of objects around the class using English along with their meanings. The teacher explains the names of objects around him using songs. "Cikak Cicak di Dinding" where the lyrics are changed based

on the objects in the class. Then the students were asked to imitate. This is done repeatedly until students understand and can pronounce the name of the object correctly.

3. Closing

The teacher asked all students whether they understood the material, by reviewing a little material. If there were no questions, the teacher closed the class and delivered some advice for her students, and ended the class.

4.1.2 Obstacles in Teaching Pronunciation Through Song

Teachers in implementing pronunciation teaching strategies in learning activities are not always smooth, teachers often encounter various obstacles that students face when speaking. Regarding obstacles to implementing teacher strategies, researchers asked several questions.

4.2.2.1 Many Students Feel Embarrassed and Lack of Confidence

Concerning the obstacles to applying the teacher strategies, the researcher asked some questions. The first is about the obstacle in applying the strategies. From the results of the interview, the participant answered as follows:

> *"...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..."*

(I, offline interview, 15th of October 2023)

One of the obstacles encountered when speaking is shyness and not having confidence. The students feel embarrassed, they

are often embarrassed and some of them were silent.

4.2.2.2 Teacher's Find Difficult to Manage Students Behavior

Differences in characteristics and behavior of students greatly influence learning activities in the classroom. The development and characteristics of children in primary schools differ from one child to another. This difference makes it a little difficult for teachers to handle students during the learning process so that they can still achieve learning goals. On the interview teacher said:

> *"...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."*
> (I, offline interview, 15th of October 2023)

The teacher said that this often happens / is often experienced by all teachers. So it is very necessary for teachers to understand the character of each child so that learning can run smoothly and according to learning objectives.

4.2.2.3 The Tools Used for Learning Media are Limited

Another problem when teaching pronunciation using songs is the limited tools that schools have, so that learning at school runs less than optimally. Hamalik (2005) said that the use of instructional media in the teaching and learning process can generate motivation and stimulation of learning activities, and even have psychological influences on students. Apart from

arousing student motivation and interest, learning media can also help students increase understanding, present lesson material in an interesting and reliable manner, and make it easier to convey it to students.

The teacher said that:

" Another problem with the tools, sis. Is that because the tools are limited, the learning process is a bit disrupted."
(I, offline interview, 15th of October 2023)

According to the above interview, limited tools make teachers carry out less than optimal learning. Students are therefore less interested in how the material is presented. Zaini (2017) said that students who use learning media need an intermediary, or what is usually referred to as learning media, so that teachers can refocus their attention and keep the engaged through the teaching and learning process.

4.2.2.4 Teacher Have Limited Study Time in Class

The limited time in learning English must be utilized as well as possible by teachers and students, especially when learning pronunciation which requires a long time and repeatedly when taught to students, from the interview with the teacher she said:

"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."
(I, offline interview, 15th of October 2023)

English only gets 2 hours of lessons a week, this includes several materials and exercises that must be taught, the estimated time to complete one material is uncertain depending on the level of difficulty of the material. If the material is easy, it can be taught in one or two meetings. The first meeting was held to introduce the material and exercises. And the second meeting was held to repeat the material and assignments. However, if the material is quite difficult, 3-4 meetings are needed to make students understand the material.

4.2 Discussions

4.2.1 Teacher Strategies in Teaching Pronunciation Using Song

In teaching, teachers really need strategies to be able to teach according to the conditions of each student in the class, especially when teaching pronunciation using song. Pronunciation is an important part of speaking fluently and needed for effective interaction, so learning it is important to learning English. Pronunciation is an important and basic ability for anyone wanting to communicate in English (Yuzawa, 2007). To make sure for learning in the classroom more efficient and enjoyable for both teachers and students, the teacher's strategy is also applied. As Baroroh (2022) said the teacher's efforts to make learning objectives can be considered the learning strategy.

This research took place in one of the primary school in Pekalongan Regency and was based on experience of English teacher in

teaching pronunciation. Seen in the activity of the teaching-learning process in the pronunciation class, teachers use various strategies in teaching pronunciation including, drilling, tongue twister, games, and lyric composition.

According to Harmer (2001) the methods, procedures, and structures that teachers use to encourage learning in the classroom were the main focus of teaching strategies. The strategies used must be adjusted to what is needed by teachers and students so that learning can run smoothly.

The strategies implemented by teachers must be appropriate to the students' abilities and conditions. In teaching pronunciation use song, strategies must be adapted to the material. He also gives examples of related material in the form of singing, telling stories, or spelling words. Based on that the researcher observation found the strategies are used, there are:

Table 4.1
Table of Teacher Strategies in Teaching Pronunciation Using Song

NO	Strategies of Teaching Pronunciation Using Song	Used in Pronunciation Class	Frequency
1.	Drilling	Yes	Often
2.	Tongue Twister	Yes	Often
3.	Game	Yes	Often
4.	Lyric Composition	Yes	Often

From the result above, some of these strategies are often used and some are rarely used. Tongue twister, game, and lyric composition are

strategies whose frequency is often used because the strategy matches the material presented and students tend to prefer the strategy, while drilling is rarely used.

4.2.1.1 Drilling

From the result, the first strategy is drilling. According to Rusman (2012) the drill model is a model for learning the learning materials that have been provided. This strategy of using the drilling technique can really help teachers and students in the pronunciation learning process. By continuously repeating words, students will easily understand and remember, especially if they use songs in the practice process. As stated by Fransiska (2016) drilling techniques can improve students' vocabulary mastery.

4.2.1.1 Tongue Twister

Based on the result, the next strategy is tongue twisters. Sentences or a series of words that are difficult to pronounce correctly are called tongue twisters. Ahmad Hidayat (2012) states that repetition is a useful strategy because it allows students to pronounce sounds correctly and realize their mistakes simply by repeating the action. Tongue twisters are a fun way to practice one or two sounds to pronounce them correctly. This strategy helps students to better master pronunciation correctly.

This strategy makes students happy in learning because they feel challenged by doing the activity. Even though students have some difficulty when their speed increases, students still enjoy the learning process using this strategy. Apart from that, this strategy can also train students' memory and focus. As stated by Machackova (2012) that the tongue twister can be used to increase students' motivation and classroom conditions, as well as their ability to pronounce words correctly.

4.2.1.1 Game

The third strategy is game. Shamy (2006) states that a game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win. The teacher used this guessing game technique to support students' pronunciation by guessing the correct pronunciation of the picture provided by the teacher. Klippel (2004) said that guseesing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer.

Teachers use this strategy to help eliminate boredom in students when studying. Apart from that, games can also provide challenges to solve problems in a happy atmosphere. Games can also create a spirit of cooperation as well as healthy competition.

4.2.1.1 Lyric Composition

The final strategy by the result is teacher use lyric compositioin. According to Kusrini (2012) the song's words offer examples of real, memorable, and rhytmic language. Imitating songs using different lyrics can improve students' memory. Sumarni & Musyafa (2020) said that song lyrics are a medium that can be used to convey values or material in learning. Lyric composition is changing the formation of a previously known song and changing the lyrics according to the learning material. Teachers found it because it was easier to teach when students. Teachers used lyric composition as a strategy for teaching pronunciation through songs because they can more easily learn pronunciation in a fun way.

4.2.2 Obstacles in Teaching Pronunciation Using Song

In implementing activities to learn pronunciation using songs, the English teacher also mentioned that in practicing pronunciation teachers often overcome obstacles from students, many students feel embarrassed and lack self-confidence, Teacher's find difficult to manages students behavior, the tools used for limited learning media, and teacher have limited study time in class. He conveyed examples of obstacles such as one child who was silent or slow in thinking and expressing things. There are also students who run around alone while learning is taking place,

even though their friends are following the lesson well. Based on interviews, researchers found several obstacles:

Table 4.2
Table of Obstacles in Teaching Pronunciation Through Song

NO	Obstacles in Teaching Pronunciation through Song
1.	Many Students Feel Embarrassed and Lack of Confidence
2.	Teacher's Find Difficult to Manage Students Behavior
3.	The Tools Used for Learning Media are Limited
4.	Teacher Have Limited Study Time in Class

From the results above, there are 4 obstacles in applying the strategies in teaching pronunciation through song. The obstacle appears from students in teaching pronunciation. There are many students who feel embarrassed and lack confidence. Most students feel embarrassed when speaking in front of the class. Then, Teacher's find difficult to manage students behavior. Differences in behavior and characteristics between one student and another make it a little difficult for teachers to be able to condition the class when conducting learning. Then, the tools used for learning media are limited, the tools used are limited due to the availability of the school. Lastly, teacher have limited study time in class, the time students have when studying in class is also very limited because of the large number of subjects. But from each obstacle, the teacher also has her own way to overcome it.

4.2.2.1 Many Student Feel Embarrassed and Lack of Confidence

As said by the teacher in the interview session, many students felt embarrassed and many of them also lacked confidence in speaking. Because they are still in elementary school, many students are embarrassed or lack confidence when saying a word. Students' low self-confidence is influenced by their poor English language skills. Fauzyah & Yanti (2016) argue that a person's self-confidence is also greatly influenced by the level of abilities and skills they possess. A confident person always believes in every action he takes.

Many students in elementary schools are still afraid to learn English because of the lack of practice they do, the y think English is a boring subject because there are many things they don't understand when learning, which causes students' self-confidence to be low . The teacher suggested that as a way to minimize feeling embarrassed when speaking in front of others, students should be encouraged or given a stimulus that it is okay to express ideas. The teacher can increase students' confidence in speaking by motivating them before the lesson, during the learning process, and at the end of the lesson (Purnama,

Sujana, & Apgrianto 2022).

4.2.2.1 Teacher's Find Difficult to Manage Students Behavior

Differences in characteristics and behavior of students greatly influence learning activities in the classroom. The development and characteristics of children in primary schools differ from one child to another. Based on research conducted by Aprilia, Sutaryadi, Susilowati (2013) said that most students have different characters in participating in the learning process. This difference makes it a little difficult for teachers to handle students during the learning process so that they can still achieve learning goals.

4.2.2.1 The Tools Used for Learning Media are Limited

Another problem when teaching pronunciation using songs is the limited tools that schools have, so that learning at school runs less than optimally. Hamalik (2005) said that the use of instructional media in the teaching and learning process can generate motivation and stimulation of learning activities, and even have psychological influences on students. Apart from arousing student motivation and interest, learning media can also help students increase understanding, present lesson material in an interesting and reliable manner, and make it

easier to convey it to students.

According to the above interview, limited tools make teachers carry out less than optimal learning. Students are therefore less interested in how the material is presented. Zaini (2017) said that students who use learning media need an intermediary, or what is usually referred to as learning media, so that teachers can refocus their attention and keep the engaged through the teaching and learning process.

4.2.2.4 Teacher Have Limited Study Time in Class

The limited time in learning English must be utilized as well as possible by teachers and students, especially when learning pronunciation which requires a long time and repeatedly when taught to students because English only gets 2 hours of lessons a week, this includes several materials and exercises that must be taught, the estimated time to complete one material is uncertain depending on the level of difficulty of the material. If the material is easy, it can be taught in one or two meetings. The first meeting was held to introduce the material and exercises. And the second meeting was held to repeat the material and assignments. However, if the material is quite difficult, 3-4 meetings are needed to make students

understand the material.

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.

REFERENCES

Ahmad Hidayat. (2012). Relationship between watching films and students' pronunciation mastery among the seventh grade students at SMPN 1 Pakem, Sleman, Skripsi, p. 16

Amzah, A. N. (2020). THE ANALYSIS OF TEACHING ENGLISH PRONUNCIATION Inspiring : English Education Journal. *Inspiring : English Education Journal*, *3*(1), 1–16.

Aprilia, Sutaryadi, Susilowati. (2013). *Penanganan Perbedaan Individual Dalam Proses Pembelajaran Stenografi*. FKIP. Universitas Sebelas Maret. Surakarta.

Asworth, Jessica. (2012). Tongue Twisters Buddings Poets. Dayton: Lorenz Education Press.

Baroroh, J. M. (2022). *Teacher strategies in teaching pronunciation in post pandemic at MTS Wahid Hasyim 01 Dau*.

Betty Marlina Sihombing, H., & Purba, D. (2018). Improving students' pronunciaMPROVING STUDENTS' PRONUNCIATION MASTERY THROUGH LEARNING BY USING MEDIAS (Englsih Songs and English Movies). *Jurnal Darma Agung*, *XXVI*(1), 591–599.

Brewster, J., Ellis, G., Girard, D. (2002). *The Primary English Teacher's Guide. England*: Penguin English.

Brown, H.D. (1987). *Principle of Language Learning and Teaching (2ⁿᵈ Edition)*. New Jersey: Prentice Hall

Calka, A. (2011). *Pronunciation Learning Strategies – Identification and Classification. In Pawlak, Miroslaw, et.al. (eds.) Speaking and Instructed Foreign Language Acquisition*. British: British Library Cataloguing.

Dale T. Griffe, *Songs in Action*, (New York: Prentice Hall International, 1992), p. 3

Derakhshan, A., & Shirmohammadli, M. (2015). The Difficulties of Teaching English Language: The Relationship between Research and Teaching. *International Journal of Linguistics*, *7*(1), 102. https://doi.org/10.5296/ijl.v7i1.6648

Djamarah, S. B. (2006). *Strategi belajar mengajar / Syaiful Bahri Djamarah dan Aswan Zain* (Ed. Rev). Rineka Cipta. https://www.semanticscholar.org/paper/88574f710b17a8fabe175d4212fde50 d0b937f3e

El-Shamy. Susan. (2006). Training Game. Virginia: Stylus Publishing, LCC

Fitrawati, F. (2013). Teaching English for Young Learners " How They Learn and

Pedagogigal Implication ". *Pedagogi: Jurnal Ilmu Pendidikan*, *13*(2), 62. https://doi.org/10.24036/pedagogi.v13i2.4282

Fransiska, R. (2016). *The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin* [Unpublished Thesis, Universitas Airlangga]. http://lib.unair.ac.id

Griffe, D. T. (1992). *Songs in action* (Language t).

Harmer, J. (2001). *The practice of english language teaching (3th ed.)* (3rd ed., c). Pearson Education.

Jean, B., Girard, D., & Gail, E. (2012). *The primary English teacher's guide* (New ed., 1). Pearson Education.

Kellough, Richard D. 1996. Understanding Chil- dren s Art. New York: Macmillan Publi- shing Company.

Kusmaryati, S. E. (2020). Teachers' Perspectives of Teaching English To Young Learners (a Descriptive Study At Primary Schools in Kudus). *ELT Worldwide: Journal of English Language Teaching*, *7*(2), 94. https://doi.org/10.26858/eltww.v7i2.9723

Lestari, A., & Pratolo, B. (2019). *Strategies of The English Teachers in Islamic Boarding School (IBS)*. *317*(IConProCS), 95–99. https://doi.org/10.2991/iconprocs-19.2019.19

Luh, N., Titin Wulandari, P., Ratminingsih, N. M., & Ramendra, D. P. (2020). Strategies Implemented in Teaching English for Young Learners in Primary School. *Journal of Educational Research and Evaluation*, *4*(3), 235–241. https://ejournal.undiksha.ac.id/index.php/JERE

Macháčková, Bc., Eva. (2012). Teaching English Pronunciation to Secondary School Students with Focus on "th" consonants. Diploma Thesis Masaryk University BRNO

McKay, P. (2005). *Assessing Young Language Learners*. Cabridge University Press. https://doi.org/https://doi.org/10.1017/CBO9780511733093

Nurhayati, Lusi. (2009). Penggunaan Lagu dalam Pembelajaran Bahasa Inggris untuk Siswa SD; Mengapa dan Bagaimana. Jurnal Majalah Ilmiah Pembelajaran, Vol.V, No I: 53-75.

Pascoe, B., & Ellen, M. (2003). *Technology and teaching English language learners*. Boston, M.A. : Allyn and Bacon.

Purnama, N., Sujana M., & Apgrianto, K. (2022). Teacher's Strategies in Teaching Speaking to Students Grade Third Grade at SMAN 1 Taliwang. *Purnama et al Jurnal Ilmiah Profesi Pendidikan,* 7 (3c): 1853 – 1854. DOI: https://doi.org/10.19303/jipp.v7i3c.809

Rusman. (2012). *Belajar dan Pembelajaran Berbasis Komputer (Mengembangkan Profesionalisme Guru Abad 21)*. Bandung: Alfabeta.

Setiyadi, Bambang Ag. (2006) Teaching English as Foreign Language. Yogyakarta: Graha Ilmu.

Sumarni & Musyafa Ali. (2020). Nilai-Nilai Pendidikan Islam bagi Anak Usia Dini dalam Lagu Islami Anak Usia Dini. *Insania*. 25(2): 133-140.

Yuzawa, N. (2007). Teaching English Pronunciation. Retrieved from www.tcue.ac.jp/home1/k- 16 JURNAL WIDYALOKA IKIP WIDYA DARMA Vol. 8. No. 1 Januari 2021 gakkai/ronsyuu/.../50_1.2/yuzawa.pdf

Zaini, H., & Dewi, K. (2017). Pentingnya Media Pembelajaran Untuk Anak Usia Dini. Raudhatul Athfal: *Jurnal Pendidikan Islam Anak Usia Dini, 1(1), 81-96.*
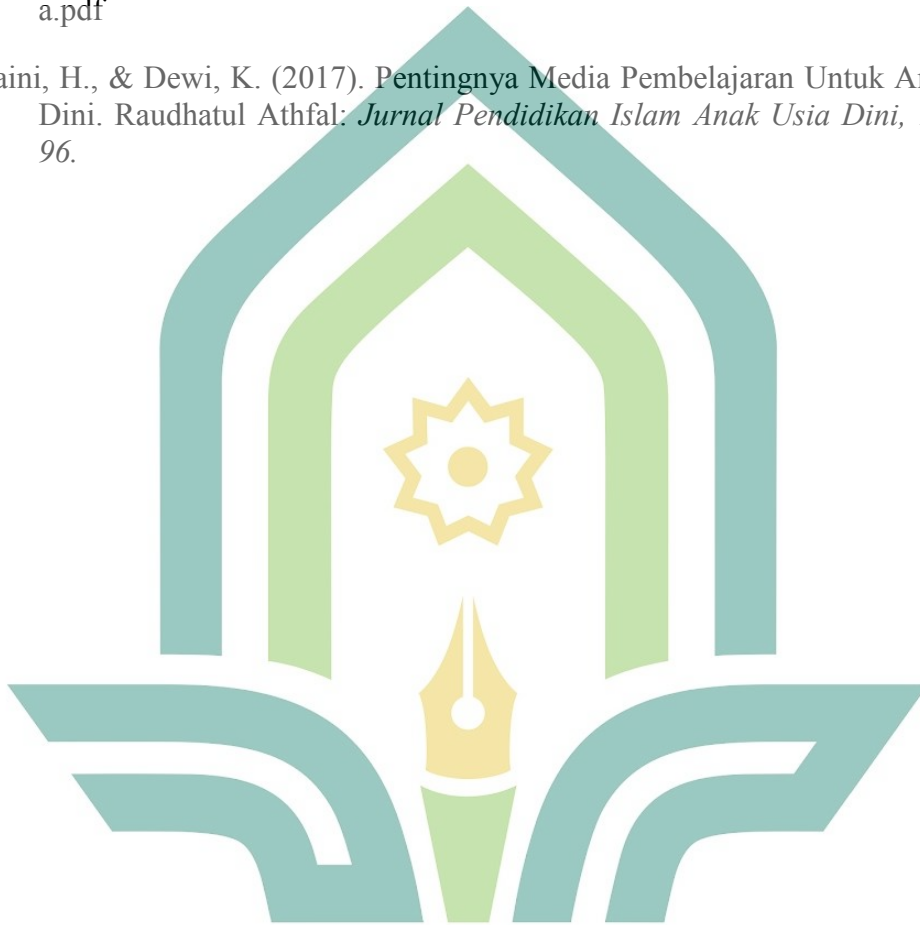
ENCLOSURE

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

Gender   : Female

Citizenship   : Indonesia

Religion   : Islam

Address   : Jl Jlamprang Krapyak Lor Gg 2b no 2 Pekalongan

Formal Education

- 2007 – 2013   : SD Islam 06 Pekalongan

- 2013 – 2016   : SMPN 6 Pekalongan

- 2016 – 2019   : SMKN 2 Pekalongan

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai civitas akademika UIN K.H. Abdurrahman Wahid Pekalongan, yang bertanda tangan di bawah ini, saya:

Nama   : NADHIFATUL AULIA
NIM   : 2519095
Program Studi   : TADRIS BAHASA INGGRIS
E-mail address : nadhifaa14@gmail.com
No. Hp   : 085742701124

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN KH. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

☐ Tugas Akhir   ☑ Skripsi   ☐ Tesis   ☐ Desertasi   ☐ Lain-lain (.................)

Yang berjudul :

TEACHER'S SRATEGIES IN TEACHING PRONUNCIATION FOR PRIMARY SCHOOL STUDENTS USING SONGS ON COCOMELON YOUTUBE CHANNEL
Beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data database, mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.
Demikian pernyataan ini yang saya buat dengan sebenarnya.

Pekalongan, 21 November 2023

NADHIFATUL AULIA
NIM. 2519095