

**THE USE OF ENGLISH SONG TO ASSIST STUDENTS'
ENGLISH PRONUNCIATION SKILL**

A THESIS

**Submitted to Fulfill one of the Requirements for the Sarjana
Pendidikan Degree**



By:

Anggita Nur Islamiyah

2519014

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

SURAT PERNYATAAN

KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini :

Nama : ANGGITA NUR ISLAMIYAH

NIM : 2519014

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“The Use of English Song to Assist Students’ English Pronunciation Skill”** adalah benar- benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 15 April 2024

Yang Menyatakan



ANGGITA NUR ISLAMIYAH
NIM. 2519014

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Anggita Nur Islamiyah

Kepada
Yth. Dekan FTIK IAIN Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

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


Nama : ANGGITA NUR ISLAMIYAH
NIM : 2519014
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : **The Use of English Song to Assist Students' English Pronunciation Skill**

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Wassalamu'alaikumWr.Wb.

Pekalongan, 13 Juli 2024
Pembimbing



Nadia Faradhillah, M.A.
NIP. 19930406 202012 2 015



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku Kabupaten Pekalongan
Website: ftik.uingusdur.ac.id Email : ftik@uingusdur.ac.id

APPROVAL SHEET

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

Name : ANGGITA NUR ISLAMIAH
SN : 2519014
Title : THE USE OF ENGLISH SONG TO ASSIST
STUDENTS' ENGLISH PRONOUNCIATION SKILL

Has been examined and approved by the panel of examiners on Tuesday, 23th July 2024 as a partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S. Pd.) in English Education.

The Examiners,

Examiner I

Examiner II

Isriani Hardini, S.S., M.A., Ph.D.
NIP. 19810530 200901 2 007

Eros Meilina Sofa, M.Pd.
NIP. 19860509 202321 2 043

Pekalongan, 26th July 2024

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



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

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ABSTRAK

Penelitian ini akan dilaksanakan di salah satu sekolah menengah pertama di kabupaten Pekalongan. Tujuan diadakannya penelitian ini adalah untuk mencari tahu bagaimana aspek-aspek dari kemampuan mendengar dengan menggunakan media lagu bahasa inggris dapat membantu siswa dalam aspek berbicara khususnya pada kemampuan pelafalan dan untuk mamahami penggunaan lagu bahasa inggris sebagai alat bantu dalam pembelajaran untuk membantu siswa meningkatkan kemampuan pelafalan mereka. Data hasil penelitian akan diperoleh menggunakan teknik observasi dan teknik wawancara tidak terstruktur dengan infornasi dari guru. Penemuan menunjukkan bahwa selama pembelajaran menggunakan lagu bahasa Inggris berlangsung siswa menunjukkan rasa antusiasmeyang tinggi dan sebagai hasilnya kemampuan pelafalan siswa mengalami peningkatan.

Kata kunci: *Lagu Bahasa Inggris, Bantu, Kemampuan Pelafalan*

ABSTRACT

This research was carried out in one of the junior high schools in Pekalongan regency. The purpose of this research is to find out how aspects of listening skills using English songs can help students in speaking aspects, especially pronunciation skills, and to understand the use of English songs as an aid in learning to help students improve their pronunciation skill. Research data will be obtained using observation techniques and unstructured interview techniques with information from the teacher. The findings showed that during learning using English songs, students showed a high sense of enthusiasm, and as a result, students' pronunciation abilities increased.

Keyword : *English Song, Assist, Pronunciation Skill*

MOTTO

“What we think determines what will happen to us. So if we want to change our lives, we need to change our minds a little”

(Wayne Dyer)

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 proposal research entitled “The Use Of English Song To Assist Students’ English Pronunciation Skill” can be completed. It is submitted to English Education Department, Universitas Islam Negeri K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of Research Seminar Proposal Course. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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The Writer

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CHAPTER I

INTRODUCTION

1.1. Background of The Study

It is difficult to say that students at one of the junior high schools in the Pekalongan regency have good speaking skills. A lot of students still struggle with pronouncing words correctly in English. Most of learners from young to adults have difficulty with listening comprehension and pronunciation (Ghanbari, 2014). Their ability to pronounce words correctly might be affected by several factors. Menurut guru yang mengajar di salah satu smp di kabupaten pekalongan, siswa terbiasa untuk mendengarkan dan menyanyikan English song tanpa mengecek kebenaran dari pronunciation yang mereka ucapkan. When a student incorrectly pronounces a word, it could be because they are having trouble hearing the word correctly (Techmeier, 1969).

Students could still find it challenging to learn English because it is a foreign language. Pronunciation is the hardest part of learning a foreign language. Pronunciation are the crucial basic skills in learning languages and communication (Ghanbari, 2014). The pronunciation of a word or a language refers to how it is spoken. The term "correct" or "standard" pronunciation can refer to commonly accepted phonetic strategies for pronouncing a word or language in a particular dialect, or it can simply refer to a particular person's pronunciation of a word or language. Students should practice immediately

listening to the accent of native speakers in order to pronounce words correctly (Phoowong, 2016).

Dalam mempelajari bahasa yang baru, pronunciation memegang peranan penting dalam hal berkomunikasi. EFL student harus dapat mempelajari pronunciation sebagai dasar dalam berbahasa yang baik. Guru harus mempunyai strategi pembelajaran yang baik dalam mengajarkan pronunciation. One of the things that affects pronunciation in EFL lessons is teaching pronunciation (Arjomad, 2015). One explanation for this is because the current approaches don't offer a thorough strategy for effectively teaching the English sound system (Fatemi, 1999).

Knowing that songs can be utilized in a variety of ways to teach languages, using English songs to teach a second language is consistent with Gardner's Theory of Multiple Intelligences (Campbell & Dickinson, 1996). Furthermore, learning occurs more effectively when there is less resistance to the lessons. On the other hand, learning is less successful when there is greater resistance to the lessons. Thus, using songs to teach and learn English reduces student resistance and increases student enthusiasm (Krashen, 1982).

One listening assist that English language learners can employ is songs in the English language. While listening to the song, students will pick up knowledge on several of subjects, such as grammar and pronunciation. After listening to the songs, students can practice pronouncing the words correctly and join in on the singing. In someone's life, a song is similar to a friend. As they listen to the music, students can join in on the words

(Yusmita, 2017). Songs can add a sense of rhythm and emotion to language exercises that they might not otherwise have. Compared to directly uttered words, song and rhythm are far simpler to imitate and retain. It can help kids learn material more deeply and help them retain it longer (Kramer, 2012).

One of the multiple skills in learning a foreign language is listening. People have to learn how to listen before they can read, write, or communicate. Hearing is the foundation of language (O'Conor, 1980). Therefore, students should spend some time to get used to the sounds and rhythms of the language before attempting to speak it. It is best if students hear that language more often. It means that the first action in the language is hearing or listening. Another ability that is necessary for regular conversation is listening. If a student doesn't listen, they can't converse with others. According to Hornby (1990), listening is the act of focusing attention toward a sound source.

Because there are variations in the sounds and symbols used in pronunciation, pronunciation is the aspect of English that is utilized for interpersonal communication (Ambarwati & Mandasari, 2020). Learning knowledge of English pronunciation is just as important as learning its vocabulary and grammar, since it can help us comprehend spoken English more easily. Though there are a variety of methods for learning the pronunciation, memorizing an English song is the simplest. Making language lessons more engaging by playing music or songs is one way to combat the sometimes difficult aspect of language learning (Ahluwalia, 2020). To learn

how to pronounce certain phrases without having to look them up word by word in a dictionary, we can either sing along with the music or read the lyrics while listening to it (Rahmania & Mandasari, 2021). Therefore, it is effective to use songs to acquire pronunciation.

Students' speaking skills are greatly influenced by their listening skills. English songs can be used as a teaching technique to help students learn the language and become more competent speakers, particularly in pronunciation. According to one English teacher who teaches in one of the junior high schools in Pekalongan Regency, English songs can help their students improve their speaking skills. One method is to use songs to teach English pronunciation. This can make students more interested in the material, more cheerful, and more comfortable with the language than they were previously. This study aims to explore the use of English songs in assisting EFL students' pronunciation. This research is supported by a variety of theories and previously conducted sources, with the hopes that the current research will serve as a study and add to the body of knowledge.

1.2. Formulation of the Problem

This study provides research questions. The researcher explore,

- 1) How do the use of English songs assist EFL students pronunciation skill?
- 2) What are the benefits and the obstacles to developing EFL students pronunciation skill through English songs?

By using this formula, I expect to know more about how to get pronunciation skill assist by listening to English song.

1.3. Operational Definitions

To clarify and avoid misunderstanding about the terms used in this study, the researcher will provides some definitions related to the study as follows:

Song	: A type of artistic creation intended for singing, either with or without accompaniment song (Ratnasari, 2007).
Pronunciation	: Due to variances in pronunciation between sounds and symbols, a portion of English is utilized for interpersonal communication (Ambarwati & Mandasari, 2020)
Listening	: Listening is the act of focusing attention toward a sound source. (Hornby,1990).

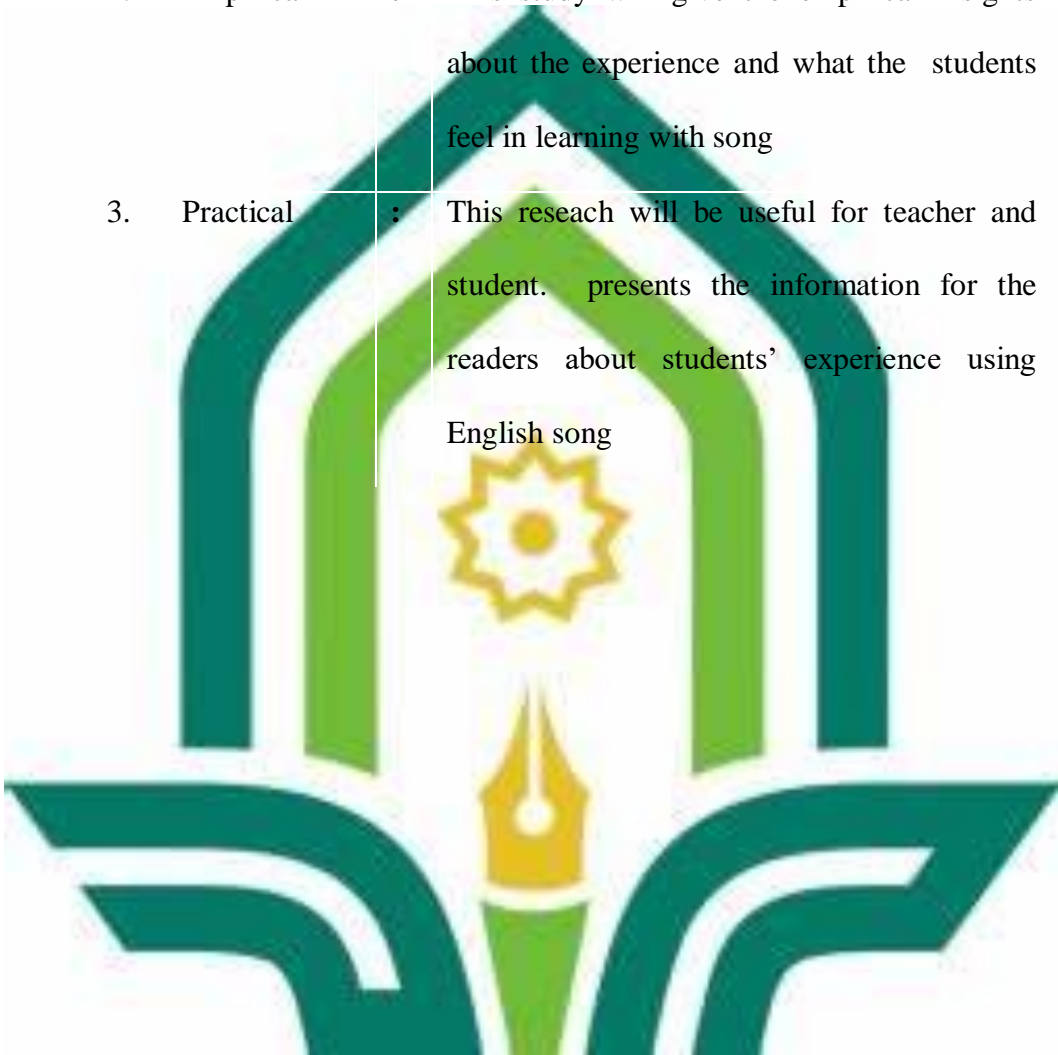
1.4. Aim of the Research

The aim of this research is :

- 1) To find out how the listening skill aspect can asisst the speaking aspect
- 2) To understand the use of English songs as a tool in learning to assist students' pronunciation skill

1.5. Significant of the Research

1. Theoretical : This study will contribute to Richard Cauldwell's theory and support theories related to the students' experience
2. Empirical : This study will give the empirical insights about the experience and what the students feel in learning with song
3. Practical : This research will be useful for teacher and student. presents the information for the readers about students' experience using English song



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results and discussions in chapter IV, it was found that the use of English songs is very good as a learning medium to develop students' pronunciation skills. This can be seen from the high level of student enthusiasm when learning using English songs takes place. Students can pay more attention to instructions and feedback from the teacher so that the level of student understanding of pronunciation can increase. English songs can create a more enjoyable classroom atmosphere so that students enjoy and voluntarily learn pronunciation even outside school hours. English songs make students aware of where their pronunciation mistakes are. The method of repetition and direct practice makes students more confident. Based on these results, English songs have been proven to help students develop their pronunciation skills.

5.2 Recommendation

Based on the conclusion above, the researcher found several uses of English songs in helping students' pronunciation. The researcher will provide input to the next researcher to add variations in data collection techniques and points of view because this study uses observation and interview techniques with teachers. The data obtained can be more varied and more detailed if taken from various points of view to strengthen the research conducted.

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APPENDIXIS

Appendixis : Transkrip Wawancara dengan partisipan

Partisipan : Guru bahasa Inggris

Nama : Titin Widyaastuti, S.Pd

Tanggal Interview : 17 Mei 2024 dan 10 Juni 2024

Interview Questions and Answers

1. Apakah dalam pelajaran guru mendemonstrasikan cara berbicara dengan tingkat kecepatan yang berbeda?

Ya tentunya, karena awalnya kemungkinan anak-anak belum pernah mendengarkan lagu yang kita bahas. Kami membacakan baitnya awalnya pelan, setelah mendengar nanti kecepatan kita untuk membacakan lagunya akan bertambah. Semakin anak paham maka kecepatannya pun akan semakin cepat.

2. Bagaimana cara guru menyiapkan materi sebelum memulai pembelajaran ?

Karena materi pembelajarannya tentang song, maka saya menyiapkannya music box yang kecil, handphone dan juga teks lirik lagu.

3. Apakah guru memberikan siswa kesempatan untuk mempraktikkan pronunciation ?

Ya, setelah mereka mendengarkan lagu tersebut, anak-anak saya suruh maju satu per satu untuk menyanyikan lagu itu di depan kelas.

4. Bagaimana reaksi siswa selama proses pembelajaran menggunakan English song berlangsung ?

Sejauh ini yang saya praktekan, anak-anak itu antusias dan mereka senang dengan menggunakan English song, bahkan saat pulang sekolah mereka masih menyanyikan lagu tersebut.

5. Bagaimana hasil perkembangan kemampuan pronunciation siswa setelah pembelajaran menggunakan English song ?

Walaupun tidak secara signifikan, tapi kemampuan pronunciation siswa setelah pembelajaran menggunakan English song itu ada perubahan. Dari yang tadinya masih salah pengucapan, akhirnya walaupun sedikit tapi sudah betul dalam pengucapan.

6. Apakah terdapat perbedaan dalam pronunciation skill siswa setelah menggunakan metode English song?

Ya, jelas ada perbedaan. Karena anak-anak antusias dengan lagu dengan bahasa Inggris akhirnya anak-anak akan belajar lagi tentang pronunciation mereka biar lebih sesuai.

7. Apa saja hambatan yang dialami guru dalam memanfaatkan English song dalam pembelajaran ?

Sebenarnya tidak ada hambatan yang terlalu berarti, Cuma seandainya fasilitas atau prasarannya mendukung ada lab bahasa akan memudahkan kita dalam belajar karena anak-anak bisa listening dilab dan bisa praktek menyanyi langsung didepan.

8. Adakah kesulitan-kesulitan yang dialami siswa dalam menggunakan media English song ?

Ya kesulitannya dipronunciation. Karena kebiasaan mereka itu hanya mendengarkan saja, (jadi) untuk pronunciation mereka masih sangat minim sekali.

9. Bagaimana cara guru dalam memaksimalkan belajar peserta didik saat mengajar pronunciation menggunakan English song?

Pertama kita suruh nyanyi bareng dulu, terus kita amati sekiranya kata apa yang masih kedengeran salah. Terus dikoreksi, anak-anak suruh ikutin kata tadi. Anak-anak biasanya cepet nangkep kalau dikoreksi seperti itu.

10. Bagaimana cara guru melakukan evaluasi setelah menggunakan media English song?

Biasanya setelah pertemuan pertama, selanjutnya anak-anak maju kedepan nyanyi didepan kelas. Lebih bagus sih kalau maju satu-satu, tapi anak biasanya kurang pede

kalau ngga ada temannya. Jadi saya suruh berpasangan biar gampang juga diamati. Setelahnya saya kasih feedback bagian mana aja yang salah.

11. Apakah pembelajaran pronunciation menggunakan media English song dirasa efektif oleh guru?

Yang saya rasakan menggunakan lagu sangat efektif, karena anak-anak sangat antusias dan kalau saaya koreksi sedikit anak-anak bisa langsung paham jadi menggunakan lagu dalam pembelajaran pronunciation sangat bagus dan mungkin bisa diterapkan ke materi lainnya.

12. Bagaimana cara guru dapat meratakan pemahaman siswa padahal tingkat pemahaman siswa berbeda- beda?

Iya benar, pemahaman setiap siswa itu berbeda. Jadi saya menggunakan sistem kelompok supaya mereka bisa berdiskusi dengan teman mereka. Dan hasilnya juga bisa lebih baik dari pada saat pertemuan pertama. Dipertemuan pertamakan saya hanya mendemonstrasikan dan mengoreksi saja setelah itu saya menyuruh mereka berkelompok dan berdiskusi.

13. Apakah semua siswa aktif mengikuti pembelajaran menggunakan English song?

Selama ini saya menerapkan pembelajaran menggunakan lagu, anak-anak selalu aktif. Karena mungkin ini kan masuknya ke praktek ya, bukan teori yang bikin pusing. Kalau pelajaran menggunakan lagu sangat antusias sekali bahkan saya denger mereka menyanyi saat pulang sekolah naik sepeda.

14. Bagaimana cara guru mengontrol situasi kelas saat ada peserta didik yang terlihat tidak mengikuti dengan baik pembelajaran menggunakan English song ?

Biasanya saya menunjuk siswa yang kelihatan rame sendiri, saya suruh untuk menyanyikan bait yang sedang dibahas nanti siswa yang lain yang akan menilai sendiri kesalahannya. Setelahnya saya betulkan dan menyanyikan bait itu sama-sama.

DAFTAR RIWAYAT HIDUP

A. Identitas Pribadi

Nama : Anggita Nur Islamiyah
Tempat, Tanggal Lahir : Pekalongan 27 Juni 2001
Jenis Kelamin : Perempuan
Agama : Islam
Alamat : Kelurahan Pekuncen, Kecamatan Wiradesa,
Kabupaten Pekalongan
Email : Islamiyahannnggie@gmail.com

B. Identitas Orang Tua

Nama Ayah : Ghozali Arba
Pekerjaan : Wiraswasta
Nama Ibu : Ikromah
Pekerjaan : Ibu Rumah Tangga

C. Riwayat Pendidikan

1. Sekolah Dasar Negeri 01 Kepatihan Lulus Tahun 2013
2. Sekolah Menengah Pertama Negeri 01 Wiradesa Lulus Tahun 2016
3. Sekolah Menengah Atas Negeri 01 Wiradesa Lulus Tahun 2019
4. Tercatat sebagai mahasiswa Strata Satu (S1) pada Fakultas Tarbiyah dan Ilmu Keguruan Program Studi Tadris Bahasa Inggris Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan tahun 2019/2020

Demikian daftar riwayat hidup ini saya buat dengan sebenar-benarnya, untuk digunakan sebagaimana mestinya.

Pekalongan, 28 Juli 2024

Peneliti