

The Use of English Songs to Teach Pronunciation to the Tenth Graders of SMA Negeri 1 Gedeg Mojokerto

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Abstrak

Pronunciation adalah salah satu bagian yang sulit dalam belajar bahasa Inggris. Hal ini didukung oleh fakta bahwa beberapa siswa mengalami kesulitan dalam *pronunciation* karena mereka kurang termotivasi untuk berbicara bahasa Inggris. Sulit bagi siswa Indonesia untuk mengucapkan kata bahasa Inggris dengan benar. Hal ini karena perbedaan antara bahasa pertama mereka dan bahasa target. Mahasiswa Indonesia khususnya siswa di SMA masih kesulitan dalam mengucapkan kata dengan benar karena mereka cenderung menggunakan bahasa utama mereka. Akibatnya, peserta didik tidak melafalkan kata-kata dengan jelas. Kebanyakan guru tidak memperhatikan pentingnya *pronunciation*. Menurut Harmer (2001: 183), guru merasa bahwa mereka sudah melakukan banyak hal dalam mengajar *pronunciation*. Guru tidak hanya harus menciptakan suasana yang baik selama mengajar kegiatan pembelajaran, tetapi juga menciptakan teknik mengajar yang menarik yang menyenangkan. Fauziati (2002) mengatakan bahwa lagu adalah media yang direkomendasikan untuk membuat siswa lebih antusias, memperhatikan subjek, dan meningkatkan minat siswa dalam materi dan itu bisa berpengaruh pada peningkatan *pronunciation* mereka.

Penelitian ini merupakan penelitian deskriptif kualitatif. Instrumen yang digunakan untuk mendapatkan data dari penelitian ini adalah observasi checklis dan wawancara. Deskripsi checklist pengamatan meliputi: (1) Penggunaan lagu bahasa Inggris untuk mengajar *pronunciation* di kelas X SMA Negeri 1 Gedeg Mojokerto dan (2) Hasil *pronunciation* para siswa selama penggunaan lagu bahasa Inggris dalam mengajar *pronunciation*. Subyek penelitian ini adalah siswa kelas X-MIPA7 dan guru bahasa Inggris dari SMA Negeri 1 Gedeg Mojokerto.

Hasil penelitian ini menunjukkan bahwa guru menggunakan lagu bahasa Inggris untuk mengajar *pronunciation* telah berjalan dengan baik. Hal ini juga menunjukkan bahwa lagu-lagu bahasa Inggris sebagai media dapat membantu *pronunciation* siswa. Hal ini dapat dilihat dari jumlah siswa yang dikategorikan di good to

average. Mereka melafalkan vokal dan konsonan hampir benar sepanjang waktu.

Singkatnya, lagu bahasa Inggris dapat digunakan untuk mengajarkan *pronunciation*, terutama untuk siswa kelas sepuluh. Hal ini bahkan digunakan untuk menciptakan suasana yang baik di dalam kelas saat mengajar dan aktivitas belajar berjalan.

Kata Kunci: Pelafalan. Lagu bahasa Inggris, siswa kelas X

Abstract

Pronunciation is one of the important parts in learning English. Pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener (Hismanoglu, 2006). Therefore, by mastering pronunciation skills the English learner could minimize misunderstanding when they are communicating with other people. However Indonesian students especially in Senior High School still get difficulties in pronouncing the words correctly. It is difficult for Indonesian students to pronounce English word correctly. It is due to the difference between their first language and the target language. The fact above is caused by the way how the teacher teaches the students. Most teachers do not pay attention to the importance of pronunciation. According to harmer (2001:183), teachers feel that they already do a lot of things in teaching pronunciation. Yet, teachers in Indonesia do not know exactly how to teach pronunciation well. They prefer to ask their students to pronounce several words that could make the students bored. As a teacher, they do not only create a good atmosphere during teaching learning activity, but also create a joyful teaching technique.

This research is descriptive qualitative research. The instrument used to gain the data of this research is observation checklist and interview. The description of the observation checklist includes: (1) The implementation of English songs to teach pronunciation in the tenth grader of SMA Negeri 1 1 Gedeg Mojokerto and (2) The students' pronunciation result during the implementation of English songs in teaching pronunciation. The subject of this research is the students of class X-MIPA7 and the English teacher of SMA Negeri 1 Gedeg Mojokerto.

The result of this study showed that the teacher's implementation of English songs to teach pronunciation ran well. It is showed by the observation result that showed the enthusiasm of the students' while the teacher gives them songs to learn English. It

also showed that English songs as media could assist the students pronunciation. It could be seen from the number of students who were placed in the good to average category. They pronounced the vowel and consonant almost correct all the time.

In short, English Songs could be used to teach pronunciation, especially to the students of tenth grade. It could be even used to create a good atmosphere inside the class while teaching and learning activity is running. For the next researcher who will conduct the similar research by using song as a media to teach pronunciation should chose the appropriate song based on the students ability.

Keywords: Pronunciation, English songs, Tenth graders

INTRODUCTION

The main purpose of teaching and learning foreign language is to be able to communicate with the target language. In this case, communication means to understand and to be understood. When we are communicating with other people we should have a good pronunciation to avoid misunderstanding (Derwing & Munro, 2005). For example there are two people who are talking. The first person says "I was born" "/aɪ/ /w z/ /b n/" but he mispronounced becomes "I was burn" "/aɪ/ /w z/ /b n/". It makes the second person confused and it may cause misunderstanding between the two persons. Regarding with the illustration, it is clearly proved that good pronunciation is urgently needed to avoid misunderstanding in communication.

Pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener (Hismanoglu, 2006). Pronunciation is one of the difficult parts in learning English. It is supported by the fact that some students have difficulties in pronunciation because they are less motivated to speak English. Many students have learned English for a long time but still unable to pronounce English word correctly, especially students in Senior High School I. There are several problems that usually occur in the classroom of senior high school in English subject, they are: (1) students' inhibition, (2) nothing to say, (3) theme to be spoken, and (4) the use of mother tongue (Ur, 1996: 121). It shows that teachers cannot expect the students to produce a language without giving them enough information.

The fact also happens in Indonesian learners that pronunciation is considered to be difficult since there are some sounds in English that do not exist in Indonesia sounds. It is difficult for Indonesian students to pronounce English word correctly. It is due to the difference between their first language and the target language. According to Gilbert, (1994, p. 38) almost all English learners think that they don't need to learn pronunciation.

Yet, Morley (1991) stated that it is important to teach English pronunciation in the EFL or ESL classroom. Doff (1993) stated that the problem of the teacher in teaching English is the difficulty of the implementation of the students with the consonant voice that is not clear in the target language. Indonesian students especially students in senior high school still get difficulties in pronouncing word correctly because they tend to use their first language. As a result, learners do not pronounce the words clearly. Pronunciation is what learners have to concern with because sound of voice is a part of pronunciation (Harmer, 2001:183). According to Brown (1974) one of significant benefits of pronunciation is to help student feel confident when speaking.

Unfortunately, most teachers do not pay attention to the importance of pronunciation. Some teachers think that pronunciation is very difficult and boring for young learners. Moreover, the teachers complain about the less of quality and material and also lack of time to practice pronunciation. According to harmer (2001:183), teachers feel that they already do a lot of things. Besides, Harmer (2001:183) adds it is better that the students who are learning pronunciation while they are learning English than they learn it specifically.

Students in senior high school especially in tenth graders do not like something formal. As stated by Harmer (2000:38) teenagers seem to be less active and humorous than adults, they have less motivation and they have problem in discipline. Fauziati (2002) said that teachers that teaching English for teenagers need to use certain techniques. There are some ways to teach English for teenagers but the teacher should choose the techniques that make the students feel that English is an important subject to learn and also learn it without any pressure.

Hence, the teacher not only has to create a good atmosphere during teaching learning activity, but also creates an interesting teaching technique that is enjoyable.

Kasbolah (1998:26) stated that the activities that can attract teenagers are singing, playing games, listening to stories of their interest, and doing things. Fauziati (2002) said that song is a recommended way to

make the students more enthusiastic, pay attention to the subject, and increase the interest of the students in the material and it could affect their pronunciations improvement. From the statement above, the researcher believes that song is one of the media that could help the teacher to teach pronunciation.

According to Kasbolah (1998:26), singing and listening are the activities that can attract the students to study therefore the researcher choose singing as the most appropriate activities in learning pronunciation. By singing and listening to the music the students will get used to pronounce the words in English. By listening to English songs originally from the native speakers the students could imitate how the native speakers pronounce the English words. Not only understanding how the native speaker pronouncing the word, but also they could enjoy the learning process inside the class. Then teaching and learning process could run well.

Based on the reason above, the researcher wants to find out the use of English songs to teach pronunciation and to describe the students' response toward the use of English song to teach pronunciation to the 10th graders of SMA Negeri 1 Gedeg Mojokerto.

Pronunciation is needed in speaking English. Pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener (Hismanoglu, 2006). The correct pronunciation of English will help the students to pronounce well the word that they read. A clear pronunciation makes the other people understand about what the speaker are talking about. Pronunciation is the first and the most important thing that people notice during a conversation. The correct pronunciation is not only producing the right sounds but it is also helping the students to understand what they hear. Pronunciation is the most important thing when people want to learn English. People will not understand with someone who does not speak clearly. So, the accuracy of speech is important.

According to 2013 curriculum which is used in Indonesia, song is given to the tenth grade students. Song is stated in KI 4 and KD 3.11 and 4.16

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| KI 4 | : <i>Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan</i> |
| KD 3.11 | : <i>Menyebutkan fungsi social dan unsur kebahasaan dalam lagu sederhana</i> |
| KD 4.16 | : <i>Menangkap makna lagu sederhana</i> |
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Therefore, the researcher chooses song as the media in teaching pronunciation since the basic competence is related with this study. There are many reasons why using song can be very effective and interesting in teaching pronunciation. As students repeatedly sing songs, their confidence level rises. The learner will relax and they are also more attentive. Students are learning to speak, express idea, share opinions and exchange information. Song is a good way of making students sing and as the same time have effect at their vocabulary and pronunciation. According to Murphey (1992) the reasons why teachers take songs to their classes are: to talk about the singer, lyric and video clip. And also to translate songs, to support intensive and extensive listening, use imagination and creativity. Based on the previous study that written by Andrea Nicoleta (2015), there are no standard songs for teaching pronunciation, you can use many songs. But still, the song that chosen should be clear, not too fast, easy to listen, and depend on area of pronunciation we are focusing on. From the reason above, the teacher choose "We Will not Go Down" and "Heal the World" song to teach pronunciation in her class. These songs are categories in pop song. The reason why the teacher chooses these songs is because the songs are not song about love. It is still appropriate with the age of the tenth grader of senior high school that still into teenagers category. The songs also not too fast and should be easy to listen. These songs also contain lots of vocabulary, there were the easiest until the hardest word there.

The teachers should prepare the material needed. It is an important procedure before teaching activity in order to make the teaching learning process According to Gunawan (1994:19), these are the steps of making preparations as follows:

- a. Well-designed song materials.
- b. The technique in teaching process.
- c. The limitation in learning process.

From the statement above, it shows that beside determine material they also determine the technique in teaching learning process. According to Gasser and Waldman, the techniques are as follows:

1. Introduce the songs by telling briefly the song, identifying the singer, and telling the students who is the singer.
2. Write the lyrics to the students, then the students have to listen the song a few times.
3. Sing or play the song all the through.

There are two previous studies related to the use of English song to teach students' pronunciation. The first study was written by Henny Ratnasari (2007), entitled "Songs to Improve the Students' Achievement in Pronouncing English Words". The result of her study showed that the use of songs in teaching English is effective to improve the students' pronunciation and very useful for them in the learning English activity. The second previous study which related with this study was written by Kanlayanee Pimwan (2012), entitled "The Effect of Teaching English Pronunciation Through Song of Prathomsuksa 4 Students at Watratchaphatigaram School". The result of her study showed that students who learned English by song improved their English pronunciation and are able to pronounce final sounds more accurately.

Based on those previous studies, the similarity with this study is the focus on the use of song as a media in teaching English. Those two researchers focused on the use of song in teaching pronunciation to the students. The difference between those two previous studies with this study is the research design. The first researcher used quantitative study and the second researcher used classroom action research. While this study use descriptive qualitative method. Those two studies focused on the achievement level of the students who were taught using songs. The students who were taught using song got higher score than the students who were not. While this study just implementing the use of English songs to teach pronunciation.

RESEARCH METHOD

The purposes of this study is to describe the process of teaching pronunciation using English songs, the students' pronunciation results and the students' responses towards the implementation of English songs in pronunciation. Therefore, related with the research questions in the first chapter of this study, the researcher chose descriptive study which was appropriate design of study to use. The researcher used qualitative method as the research design. Boardman and Taylor (2000:3) said that qualitative research is done by processing the descriptive data from the observed phenomena. Ary et al (2010:453) stated that qualitative studies use to understand a phenomenon, a process or a particular point of view from the perspective of those involved. The researcher observed the use of English songs in teaching pronunciation based on the situation and condition of the classroom. This study only attempted to know and described the result of silent viewing the use English songs to teach

pronunciation and also the result of the students' pronunciation during the use of English songs in teaching pronunciation.

The subject of the study was not chosen randomly but selected on the purpose of the research. Therefore, the researcher chose the subjects of the study which match with the research questions. The first research question of this study is to find out how the teacher uses English songs to teach pronunciation in the classroom. So, the first subject of this study was the teacher who teaches tenth grader students of SMA Negeri 1 Gedeg Mojokerto and implemented English songs to teach pronunciation. The second research question is to find out the result of the students' pronunciation after the use of English songs. Therefore, the second subject was the students who will learn pronunciation through songs, the tenth graders were chosen because based on the basic competence on 2013 curriculum English song is taught in this grade. So the researcher chose the tenth grade which was X-MIPA 7 of SMAN 1 Gedeg Mojokerto. The third research question is how the students' responses about implementation of English songs, therefore, the third subject was X MIPA 7 of SMA Negeri 1 Gedeg Mojokerto who will learn pronunciation through English songs. The researcher chose this class because it is suitable class for teaching learning activity with twenty six students in the classroom. The tenth graders are still teenagers and song is an interesting and suitable media to teach pronunciation for the students. The researcher also chose the tenth graders based on syllabus that stated the related material, it is on KD 4.16

The researcher collected the data through observation and interview that conducted on 15th and 29th of April 2019. The researcher observed the class activity and the researcher became the nonparticipant while teaching and learning process. According to Crewell, 2011. A nonparticipant observer does not participate in the classroom activity. The researcher just sat at the back of the classroom when teaching and learning process happened. Furthermore, the researcher observed and described how the implementation of song to teach students' pronunciation was. That answered the first research questions. And then, to answer the second research question to know how was students' responses while teaching pronunciation using song, the researcher interviewed the students.

The researcher analyzed the information in the observation from the result of observation checklist. Observation checklist given based on the activity of the teacher and the students when teaching learning process in the class. Then the data from the interview was analyzed based on the

students' responses toward the students' ability to pronounce English by implementation of song. This is the next step after collecting the data. Ary (2010) stated that in qualitative study, data analysis is often done simultaneously with the data collection through iterative and dynamic process. After collecting all of the data which were gotten from the observation checklist, interview and students' pronunciation result, the researcher analyzed the data descriptively. The researcher analyzed the data by doing three stages namely data reduction, data display, and conclusion drawing or verification as proposed by Miles and Huberman (Miles and Huberman, 1994 in Kosby, 2005). The detail explanations of concurrent flows of activities are explained as follows:

Data Reduction

In the data reduction, the researcher did a process of selecting, focusing, simplifying, abstracting and transforming the data that has been collected through observation and students pronunciation result. Firstly, the researcher selected the data by listening to the audio repeatedly, analyzed the students' pronunciation results and classified them into some categories, and examined the notes of her observation then focused the data which were related to the research question of this study. Next, the researcher tried to classify the data based on the research questions. Koshy (2005) stated that the data which are described in data reduction are in the form of analysis that sharpens, sorts, focuses, discards and organized the data in such a way. Furthermore, in this part, the researcher also reduced the data that were not related to the research questions.

Data Display

In the data display, the researcher showed the data by giving some data that had been explanations and some evidences. She made field notes and observation checklist during the observation. It would give detail information about the data that had been gotten by the researcher through observation and students' pronunciation result.

Conclusion Drawing and Verification

In conclusion drawing or verification, the researcher made some conclusion toward the data resulted from data reduction and data display.

RESULT AND DISCUSSION

This chapter described the result of the observation in the teaching learning process in SMA Negeri 1 Gedeg Mojokerto, the students' pronunciation ability after the implementation of songs to their

pronunciation, and the students' response toward the implementation of songs to their pronunciation.

The researcher conducted the observation on Friday 15th of April and 29th of April 2019. Each meeting takes 90 minutes (2x45 minutes).

Implementing “English songs” to teach pronunciation

The First Observation

The researcher did the first observation on Friday, 15th of April 2019. The researcher did some brief with the teacher before started the observation. On the first observation, the researcher focused on how the teacher explained the material and implemented “English songs” technique in teaching pronunciation. There were 26 students in the class, and there was no students who was absent on that day. The class started at 09.15 a.m. The English teacher came to the class on time. She entered the class and prepared her stuff, and then she started the class by greeting the students. After the teacher greeted the students, she checked the students' attendance. After that, the teacher introduced the researcher to the students, and then the researcher came in front of the class and introduced herself. After that, the teacher continued the activity by building the students' interest to join the activity and the teacher continued with tell the students about the objective of the study and then she started to explain. She gave the student a text that contained the lyric of a song. The text was not a full text but there are some blank word and the students had to fill the blank with the correct words, based on the song that the teacher going to play. .”

The students came in front of the class one by one to sing the song. The teacher corrected the students who pronounced wrongly. The bell rang, the class was finished. Since there were no questions, the teacher ended the class by saying goodbye to the students.

The second observation

The second day when the researcher did the observation was on Friday, 29th April 2019 exactly 2 weeks after the researcher did the first observation. The situation of the class was almost the same with the first day of the observation. The teacher entered the class on time. She opened the class by greeting the students, after greeting the students, the teacher checked the attendance list. There were 3 students that did not come to the class because they were become a “choir” in a ceremony. After the teacher had done in checking the students' attendance, she started give the students a text which contain a lyric of song, the title of the song is “Heel the World” by Michael Jackson. After she gave the lyric, she wrote

some difficult words of the lyric on the whiteboard and asked the students to underline the words same as the word that the teacher wrote on the whiteboard.

The Results of the Students' Pronunciation

The researcher made some categories for grouping the students' pronunciation results to make it easier to see the students' ability in pronunciation after the implementation of English songs. The researcher made some categories for grouping the students' pronunciation results to make it easier to see the students' ability in pronunciation. There were four categories: excellent to very good, good to average, fair to poor and poor. The researcher adapted those classifications from the rubric of speaking introduced by Heaton (1988). Further information is explained here:

Excellent to very good

Student 1

Based on the result above, the researcher labeled the student as the excellent to very good. The way how he pronounced the vowel and consonant of every word on the song correctly all the time. This student was able to use rising or falling intonation appropriately most of the time even though he did it ineffectively in some words. Besides the use of the intonation, this student was able to place the stress and the rhythm naturally on the right syllable of multisyllabic words yet sometimes he misplaced it on a few words. While on the sentences stress, this student could place the stress on the point of the sentences well. Therefore, this student categorized into excellent to very good category. This student got 26 for the total score.

Good to Average

Student 2

The researcher classified this student into good to average category because the way how she pronounced the vowel and consonant was almost correct all the time. Some mistakes were made by this student such as brighter /braiter/ and sorrow / s r. /. This student used raising or falling intonation appropriately most of the time event though she made some mistakes in pronouncing several words. However, it could not change the meaning. Moreover, the way how this student place the word stress and used the rhythm in every syllable of the words were same as the previous student. Both of this students misplaced the stress and used the rhythm inappropriately in few words. The last is the sentence stress. This student

placed stress on focus words sometimes. She did not use it in every word needed. This student got 22 for the total score. Therefore, this student categorized into good to average category

Fair to poor

Student 3

According to the student's result above, the student 3 had been categorized as the fair to poor category. She made some errors in pronouncing the vowel and consonant of several word such as heart, brighter. Really, sorrow, enough. She pronounce it [h rt], ['bri; d r], [r li], [soraw], [e-noug]. It should be pronounced as /h t/ , /bræɪtər/, /'ri li/, /s r. / and /ɪ'n f/. The intonation used was good. This student was able to use rising or falling intonation appropriately most of the time even though she use it ineffectively in pronouncing few words. Not only misplaced on the word stress but she also made some mistakes on placing the stress on the focus words of the songs. This student got 18 for the total score.

Poor

Student 4

Based on the researcher's analysis, this student was categorized into poor category. He pronounced some vowels and consonants incorrectly frequently such as heart, love, brighter, tomorrow, hurt, sorrow, and enough. He pronounced it [h rt], [luv], ['bri; d r], [tomorro], [haart], [soraw], [e-noug]. It should be pronounced as [hɑ:rt], [l v], [bræɪdər], [tuh-mawr-oh], [hɛ rt], [sawr-oh], and [ih-nuhf]. This student could not use raising or falling intonation when he pronouncing the words. Moreover, the words stress and the rhythm used by this student were not in the right place. He often make mistake on alarge number of words. The last component is sentence stress. Almost the same with the word stress, this student frequently misplaced the stress on the focus words. This student got 12 for his total score. Therefore this student categorized as poor category.

Students' responses after the use of English Song toward pronunciation

1. Interview

After the researcher conducted the observation, she did interview with some students of X-MIPA7 SMA Negeri 1 Gedeg Mojokerto. The interview was conducted on the second observation and placed in the class, after the class was over. This interview was given to the students that followed learning process. The researcher

only had 8 students of 26 students in the class. The researcher conducted the interview because she wanted to know the opinion and the feeling of the students when they learn English pronunciation by English songs. (See appendix 3 for the answers of the interview)

These are the results of the interview:

Student 1

Student 1 thought that pronunciation is important in order to be able to speak clearly. The problem that the student got while learning pronunciation was how to read and pronounce the word. The student think that it was difficult to pronounce English because the difference between the way to pronounce and the word. The student thinks that song is useful because it made him easier to pronounce English. The problem was when learning English pronunciation using English song, there were some words that he did not know yet so he should listen it repeatedly to make it clear. The student thought that song could help in learning English pronunciation because song was an interesting media to learn English.

Student 2

Student 2 thought that learning pronunciation was important. He felt he could not pronounce the word easily and also he could not memorize how to pronounce it correctly. He thought that song could help students in learning pronounce English words because learning with song was enjoyable. He did not have any problem while learning pronunciation by using English song.

Student 3

According to student 3, pronunciation was important because there were a lot of English words and the way to pronounce them were different. The difficulties that the student had were how to read the word and there were some words that difficult to be memorized. She thought that learning English pronunciation by songs was good because it would not make bored. The student 3 said that she did not have any problems while learning English pronunciation by songs because she enjoyed while learning it. She thought that songs could help students to learn English pronunciation because they could listen how the singer pronounce the word.

Student 4

According to student 4, pronunciation was important to avoid miscommunication. The problem that he faced was the way to pronounce the words which are similar. He thought that learning

pronunciation with songs was useful to make easier and interest. He thought that there was no problem while he learn pronunciation by song, but he gave suggestions to use the easier song to make them easier in learning English pronunciation. According to student 4, learning pronunciation by song could help him to pronouncing English words correctly.

Student 5

Student 5 said that pronunciation was important because it made her speak correctly. The problem that she got while learning pronunciation was that there were some words that difficult to be pronounced and to be memorized. She thought that learning English by songs was easier and it made other people understand when we communicate with them. Songs also gave a good atmosphere. She said that there was no difficulty while learning English pronunciation. Student 5 feels that her pronunciation ability will increase if she learns pronunciation by English songs.

Student 6

According to student 6, pronunciation was important to made people speak correctly. The problem that he got when learning pronunciation was how to read the words correctly. He thought that it would be easier and enjoyable if he learned English pronunciation by song. The problem that he got when he learn pronunciation by song was that there were some words that he could not memorize. Yet, he thought that learning pronunciation by English song could help him.

Student 7

Student 7 thought that pronunciation was very important in learning English. She thought that the difficulty in learning pronunciation was the way to read the words. According to student 7, learning pronunciation by song was very help the students because it made the students enjoy to learn. The difficulty while learning pronunciation with song was the way to pronounce it that a little bit difficult. She thought that songs could help him to learn English.

Student 8

Student 8 thought that pronunciation was important to made people speak clearly. The problem that he got while learning pronunciation was the way to speak that was a little bit difficult. He thought that learning pronunciation with English song was helpful because it made the atmosphere more relax. According to student 8, there was no difficulty in learning pronunciation by song. He thought

that learning pronunciation by song could help them to learn English because it made easier to understand.

To support the result of students' pronunciation, the researcher also makes interview with the teacher. These are the interview questions:

1. Menurut pendapat anda, apakah kesulitan dalam mengajar pronunciation?
2. Apakah penggunaan lagu efektif dalam pengajaran pronunciation?
3. Menurut pendapat anda, apakah penggunaan lagu dalam pengajaran pronunciation dapat membantu siswa dalam belajar pronunciation?

Based on the questions above, here are the answers of the interview questions:

1. Menurut saya kesulitan dalam mengajar pronunciation adalah minimnya pengetahuan siswa tentang pembendaharaan kata dalam bahasa Inggris sehingga mereka belum terbiasa mendengar kata kata dalam bahasa Inggris yang mengakibatkan kesulitan bagi mereka untuk mengucapkan dengan benar.
2. Dalam hal ini penggunaan lagu dalam pembelajaran pronunciation ini efektif. Karena bisa dilihat dari penerapan yang telah dilakukan, anak anak lebih tertarik daripada mempelajari pronunciation dari buku. Karena lagu lebih menghibur dan anak anak menyukai lagu. Dalam belajar juga diperlukan hal hal yang dapat menarik keinginan siswa untuk belajar. Jadi lagu bisa mempunyai daya tarik tersendiri untuk siswa. Dengan adanya lagu anak anak bisa lebih enjoy. Belajarnya juga lebih mudah karena mereka bisa secara langsung mendengarkan bagaimana cara mengucapkan sebuah kata dengan benar
3. Penggunaan lagu dalam mempelajari pronunciation menurut saya cukup membantu karena dengan mendengarkan lagu anak anak bisa terbiasa mendengar kata kata baru yang dapat mereka gunakan sebagai acuan mereka dalam mengucapkan kata kata dengan benar. Karena dengan seringnya mereka mendengarkan sebuah kata yang dilafalkan lebih mudah pula mereka untuk menirukan dan melafalkan kata tersebut dengan benar. Namun, pemilihan lagu juga menjadi hal yang perlu diperhatikan. Kita harus memilih lagu yang pas yang sesuai dengan level siswa. Jangan terlalu susah dan jangan terlalu mudah. Cari lagu yang pengucapannya jelas dan menggunakan bahasa yang mudah dipahami siswa. Sehingga mereka tidak hanya bisa melafalkan kata tetapi juga memahami makna dari kata tersebut.

Discussion

In this part, the researcher discusses about the result on how the use of English songs in teaching pronunciation to the tenth graders of SMA Negeri 1 Gedeg Mojokerto and the discussion about students pronunciation after the use of English Songs.

The Use of English Songs to Teach Pronunciation

The result of the first research question shows that the English teacher of SMA Negeri 1 Gedeg Mojokerto implemented English songs to teach pronunciation to the tenth graders of SMA Negeri 1 Gedeg Mojokerto. According to Cakir (1999), song contains of word expression meaning it is due to song reproduces word which also has the enjoyment of rhythm. Harmer (2007) explains that song and music give different atmosphere in the classroom. In this section, the teacher had implemented English song based on the lesson plan. The teacher starts the class by greeting the students and checking the students' attendance list to know the condition of all of the students. Before starting the main activity, the teacher does brainstorming to motivate students in learning English. After that, the teacher tells the students about the objective of the study on that day. In the whilst activity, the teacher asked the students to observe the song with title "We Will Not Go Down", and then the students practice pronouncing the word on the song. After that, the teacher guide the students to make questions related with the song. In the experimental part, the teacher asked the students to make a group and discuss about two sheets of paper containing incomplete song lyrics and ask the students to fill the lyrics. After that, the teacher asked the students to read every word of the song with the correct pronunciation. The teacher asked the representation of each group to come in front of the class to present their findings on the discussions, read the lyrics correctly, and come forward to sing a song and convey the message properly. In the end of the lesson, the teacher provide feedback on the learning process and results, the students pay attention to the information about the plan learning for next meeting.

On the second observation that conducted on 29th of April 2019 had good enough in implementing "English Songs" as media in teaching pronunciation. Firstly, the teacher greets the students and then checks the students' attendance. After that he prepares the students for learning process by encouraging learners to tidy up the class and their appearance. The teacher gives the students motivation to learn and review the material on previous meeting and explains the purpose of the study. While teaching learning process, the students observe the song "heal the world" and then practice pronouncing the words on the song based on the songs that had been played. The teacher asked the students to make a group and discuss how to pronounce the song correctly and then come forward to present the results of their discussion. In the end of the lesson, the students and teacher give feedback to the learning process.

The students pay attention to information about learning activities for the next meeting.

Based on the result above, it could be conclude that the teacher followed procedures that have been written on the RPP. In short, the implementation of English songs to teach pronunciation to the tenth graders of SMAN 1 Gedeg Mojokerto ran well.

The Students' Pronunciation While the Use of English Songs

The researcher made some categories for grouping the students' pronunciation results to make it easier to see the students' ability in pronunciation after the implementation of English songs to teach students' pronunciation. There were four categories: excellent to very good, good to average, fair to poor and the last is poor. The researcher adapted those classifications from the rubric of pronunciation by Heaton (1988)

Based on the students result, there are nine students that categories into excellent to very good category. The researcher classified the students into this category because the students sang the song very good, the students rarely made mistake in pronouncing the word. These students pronounced every single word clearly. The pronunciation was seen frequently unintelligible and almost correct. It is in line with theory of the rubric of pronunciation by Heaton (1988)

There are eleven students that categories into good to average category. The researcher classified the students into this category because the students only made few mistakes in pronouncing the word. There were frequent errors that make understanding difficult. It is in line with theory of the rubric of pronunciation by Heaton (1988)

There are three students that categories into fair to poor category, the researcher classified the students into this category because there were some inaccuracies of the pronunciation. the students often made a lot of mistakes in pronouncing the words. However, the words which were pronounced wrongly do not impede understanding. It is in line with theory of the rubric of pronunciation by Heaton (1988)

For the last, there are three students that classified into poor category. In line with theory of the rubric of pronunciation by Heaton (1988), the researcher classified the students in this categories because the students pronounce the word wrongly. The stress in every word was not appropriate, it made the word difficult to be understood and caused misunderstanding.

In short, based on the students' results above, it could be seen that English song could assist the students in practicing pronunciation. It was proved by the number of students who were placed in good to average category.

Students' Opinion about Pronunciation

Based on the interview result, pronunciation is one of the basic skills to learn English language. Most of students believe that pronunciation is important because if we want to communicate with other people around the world, we should speak with the correct pronounce to avoid misunderstanding. Based on the interview result from the question number one, the students said that pronunciation is important to make other people understand.

In the second question, it is about the problems of the students when they learn pronunciation. based on the interview result, most all the students said that the problem when they learn pronunciation is the way to pronounce English word because words and the way it pronounce is different.

The Students' Opinion about the Use of English Song to Teach Pronunciation

By implementing English songs to teach pronunciation makes the students feel interesting. This argument was supported by the result of the students' interview number three. All of the students stated that by using English songs, it was interesting to implement in the learning process. Some of them stated that by English songs the student could understand the lesson easily and also made the learning process enjoyable, it is in line with the theory of Fauziati (2002)

The other questions that related to the students' opinion toward the implementation of English songs to teach pronunciation is the question number four. The four question was about the difficulties when English songs to teach pronunciation was implemented. Based on the interviews' result, there is no difficulties when English songs was implemented in the learning process. Most of the students said that they were enjoying learning English in the class.

The fifth question was about the benefit of English songs toward students' pronunciation. It asked whether English songs help the students to pronounce well or not. The result showed that all of the students said that listening English song is very helpful toward their pronunciation. It could make the students enjoy while learning pronunciation.

From the of the interviews result, it shows that English songs can help the students in learning English. It makes students relax and enjoy while learning English. Songs could help them to learn pronunciation easier.

CONCLUSION

In the last chapter, the researcher describes the conclusion and gives suggestions about the implementation of English songs to teach students' pronunciation in the tenth graders of SMA Negeri 1 Gedeg Mojokerto.

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