AN UNDERGRADUATE THESIS

**THE USE OF ENGLISH SONG TO IMPROVE THE
PRONUNCIATION SKILLS AMONG THE TENTH GRADE
STUDENTS OF THE SMK PGRI 1 PUNGGUR, CENTRAL LAMPUNG
ACADEMIC YEAR 2017/2018**

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

THE USE OF ENGLISH SONG TO IMPROVE THE PRONUNCIATION SKILLS AMONG THE TENTH GRADE STUDENTS OF THE SMK PGRI 1 PUNGGUR, CENTRAL LAMPUNG ACADEMIC YEAR 2017/2018

Presented as a Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1440 H/2018 M

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Title : THE USE OF ENGLISH SONG TO IMPROVE THE PRONUNCIATION SKILL AMONG THE TENTH GRADE STUDENTS OF THE SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG ACADEMIC YEAR 2017/2018

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE
No: β-0360/In.28.1/D/PP.00.9/01/2018

An Undergraduate Thesis entittled: THE USE OF ENGLISH SONG TO IMPROVE THE PRONUNCIATION SKILLS AMONG THE TENTH GRADE STUDENTS OF THE SMK PGRI 1 PUNGGUR, CENTERAL LAMPUNG ACADEMIC YEAR 2017/2018

Written by Sulistia Budi Rahayu, student number 13108517 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 19th, 2018 at 15.00-16.00

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ABSTRACT

THE USE OF ENGLISH SONG TO IMPROVE THE PRONUNCIATION SKILLS AMONG THE TENTH GRADE STUDENTS OF THE SMK PGRI 1 PUNGGUR, CENTRAL LAMPUNG

BY:
SULISTIA BUDI RAHAYU

The main purpose of this research was to investigate the pronunciation skill of the students at the X AP, SMK PGRI 1 PUNGGUR and to know that the *English Song* could help the students' learning process. The researcher tried to attest that *The English Song as a Medium* can be one of the teaching media to improve the students' pronunciation skill.

The kind of this research was classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research was 25 students at AP class of tenth grade of the SMK PGRI 1 PUNGGUR. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation and documentation.

The result of this research showed that *The English Song as a medium* had positive result in improving the pronunciation skill among the tenth grade of SMK PGRI 1 PUNGGUR of Central Lampung. It can be proven by the students' average score from pre test to post test. The average score in pre-test was 64,20; post-test I was 72,32 and become 79,48 in post-test II. It means that the using of *English Song as a medium* in Pronunciation can improve the students' pronunciation skill.

ABSTRAK

MENGGUNAKAN LAGU BAHASA INGGRIS UNTUK MEMPERBAIKI KEMAMPUAN PELAFALAN KATA TERHADAP SISWA KELAS X SMK PGRI 1 PUNGGUR, LAMPUNG TENGAH

OLEH:
SULISTIA BUDI RAHAYU

Tujuan utama dari penelitian ini adalah untuk memperbaiki keterampilan pelafalan siswa-siswa SMK PGRI 1 PUNGGUR dan untuk mengetahui bahwa *Lagu Bahasa Inggris Sebagai Media* dapat membantu proses belajar siswa. Peneliti mencoba membuktikan bahwa *Lagu Bahasa Inggris* dapat menjadi salah satu media pembelajaran untuk meningkatkan keterampilan pelafalan pada siswa.

Jenis penelitian merupakan tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 25 siswa kelas sepuluh AP di SMK PGRI 1 PUNGGUR Lampung Tengah. Dalam pengumpulan data, peneliti menggunakan test (pre-test, post test 1 dan post test 2), observasi dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa *Lagu Bahasa Inggris* sebagai media memiliki hasil positif dalam memperbaiki keahlian pelafalan siswa kelas sepuluh AP di SMK PGRI 1 PUNGGUR. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 64,20; post test I adalah 72,32 dan pada post test II menjadi 79,48. Ini berarti bahwa penggunaan *Lagu Bahasa Inggris* sebagai media dapat meningkatkan kemampuan pelafalan siswa.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 17th Januaty 2018

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian sendiri kecuali bagian-bagian tertentu yang dirujuk dari sumbernya yang disebutkan dalam daftar pustaka.

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MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِىْ خَلَقَ

Read By Calling The Name Of Your God Who Created

Bacalah Dengan Menyebut Nama Tuhanmu Yang Menciptakan

(Q.S. 96:1)

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved father Alm Mr. Sutar and my beloved mother Mrs. Maimunah

My Older sister Sri Rahma Hidayah

My beloved lectures of English Education Department IAIN Metro

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this undergraduated thesis entitled "The Use of English Song to improve the Pronunciation Skill among the tenth Grade students of the SMK PGRI 1 PUNGGUR, Central Lampung".

First of all, the researcher would like to express her gratitude to Mr. Dr. Mahrus As'ad, M.Ag as a Sponsor who has contributed his expertise and idea to assist the researcher. The researcher also wishes to express this thanks to Mr. Ahmad Subhan Roza, M.Pd as Co-Sponsor who has constantly given his time and guidance so that the researcher could finish this undergraduated thesis. The researcher also gives her thanks to her beloved family and all her friends who have given support and spirit, so the writer could finish this paper.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the goodness of English teaching and learning in general and useful for her and all the readers.

Metro, 17th January 2018
The researcher,

Sulistia Budi Rahayu
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CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the important languages which most people use to communicate in different culture and region. English as an International language is often used in daily life for business relationship, trade, education and etc. English has so many importance functions for Indonesian education. It is as a foreign language that enables the students to use the language both in oral and written ways. It is very important for student to research English which has so many advantages when the students use English. The students can get many information by using English. It is because almost all technology uses English in it language system. Therefore, it is very important for students to learn English that makes them can up date the information with the new technology exactly in students learning process.

Moreover, English Language has sound, vocabulary and grammar. Thus, it is reasonable that English is interesting to analyze. There are many phenomena of English language use which happen, around people. English Song is one of those phenomena which consist of lyrics. Meanwhile, a song lyric can be used as another way for people to express, to communicate, and to share all what they want to.

Furthermore, English Song is loved by all of age group. Harmer classified the age group into three types, such as: Young Children, Adolescent,

and Adult.[1] In teaching young learner, the teacher should find some trickor using new media for them. Its because of the young learner can get easily bored. Thus, Song is the best media to improve Pronunciation which can interest students motivation in the classroom. There are song lyrics, which become model especially for teenagers. The English Song lyrics can help them to acquire their language skills.

Therefore, English Songs are used regularly by language teachers for purposes such as grammar practice, listening comprehension, vocabulary enhancement, pronunciation improvement, and even as inspiration for writing excercise. When the students is researching a foreign language, it is very essential to have good pronunciation for clear the communication. Students at all levels should work on their pronunciation skills to ensure succes in the language. However, pronunciation often considered less important than other skills and is given less importance in teacher's lesson planning. Pronunciation have being locked away and out of sight in English Learning and Teaching. One of the critisism of pronunciation teaching is that thought to be bored.

Moreover, the researcher use the English Song as a medium for teaching and learning that has many benefits for the student's pronunciation improvement without any worried and stress in learning process. Song have become an integral part of people language experience, and such are a very useful tool in the foreign language classroom. It provide an excellent way to improve language skills as well as learn more about the target language.

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[1] Jeremy Harmer.*The Practice of English Language Teaching.*4ed.(UK: Longman.2007).p.82-85

In addition, Song exposes learners to rich content, culture and has tendency to relax the students and create a comfortable atmosphere in learning process. Teaching English to the students is not easy but needs more patience. The process of teaching for young learners is different from the process of teaching adults. It needs such media to make it easy in delivering the materials. Furthermore, for young students or teenager, English as a foreign language is the language which to be learned by the students in the school, and the students just learn simple English pattern. As the foreign language, the students have very limited knowledge of English.

Moreover, it creates problems in learning process, especially pronunciation. The first is a genuine pronunciation problem, which exists when the learners have difficulty in making the required sound to imitate. The researcher has observed they tend to have problems in pronouncing, for example: "Tree" (tri:), "Three" (/θri:/) "true" („tru:) "Through" (/θru:/), in which do not exist in Bahasa (Indonesian Language).

Secondly, a pronunciation problem occurs when the sound is not really difficult as such, but the learner is misled by the spelling. For example, the words "cup" [/kʌp/], "sea" [/si:/], "leave" [/li:v/], "live" [/lɪv/], "see" [si:], and "sing" [siń] are not pronounced as they are written, so learning pronunciation is not easy for the students.

Moreover, the teacher should have several special tricks to make the students motivated to learn English. The students will try to search information about something that they want to know. They also ask something

that they feel new and strange for them. They ask adults or people around them everything they want to know. Indeed they ask the information to people they have just known. All in all because of the high curiosity of teenagers, it can conclude that songs are very good as media to teach English pronunciation.

In addition, related on the general problems above, in order to know the specific problem in learning English the researcher conducted pre-survey at the tenth grade students of the SMK PGRI 1 PUNGGUR. One of the pre-survey results of the students grade in English subject is illustrated on the following table:

Table 1

The Result Data of English Learning Achievement

No	Nama	English Learning Achievement	
		Score	Category
1.	AP	65	Incomplete
2.	ADD	45	Incomplete
3.	RA	55	Incomplete
4.	LMA	60	Incomplete
5.	AD	55	Incomplete
6.	MPD	55	Incomplete
7.	PNE	50	Incomplete
8.	SMRE	74	Complete
9.	RYF	45	Incomplete
10.	FH	65	Incomplete
11.	HH	45	Incomplete
12.	RH	50	Incomplete
13.	WK	55	Incomplete

14.	IL	60	Incomplete
15.	PSM	55	Incomplete
16.	JM	50	Incomplete
17.	AN	80	Complete
18.	WTP	60	Incomplete
19.	VR	75	Complete
20.	AR	40	Incomplete
21.	IR	50	Incomplete
22.	SPS	73	Complete
23.	HNS	60	Incomplete
24.	ALT	55	Incomplete
25.	ANV	75	Complete
Total Average		1452 = 58,08	

Source: *The English Teacher Achieves*, Taken On The Pre-Survey At October 20[th]2016

Table 2

Students English Achievement Score Frequency

No	Score	Frequency	Percentage	Category
1	≥ 70	5	20%	Complete
2	< 70	20	80%	Incomplete
Total		**25**	**100 %**	

Source: *The English Teacher Achieves*, Taken On The Pre-Survey At October 20[th]2016

The pre-survey was done on October 20th, 2016. They were 25 students at the tenth grade of SMK PGRI 1 PUNGGUR. The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not pass the examination. In fact, there are only 5 student who got score $\geq$ 70, and 20 students got score < 70. The average score is 58,08 of

the total of students. From the content of table above, it is known that the students' English achievement insufficient. In order to strengthen the data, the researcher also conducted an interview to the English teacher of grade ten of the SMK 1 PUNGGUR on November, 17th, 2016.

From the interview results, it is investigated that one of the students problem is in their Pronunciation skills. It is also stated by the teacher that the learning media in teaching English is uninteresting.

In addition, in order to know the students problem in pronunciation, the researcher also conducted a test inform of recording the tenth grade students' in the topic of "introducing themselves". The interview was conducted on November, 21th ,2016. The result of the test was graded by their English teacher. The result of the english achievement indicates that the students' pronunciation skill is not satisfactory.

The common mistake in producing oral English is dealing with stressing the words. Students often make mistakes of pronouncing the words like as their mother tongue. The researcher concludes that students' pronunciation skill is low. For example, they pronounce listened ['lisnd] as [lisstenn], called [kɔː ld] as [called], dreamed [driː md] as [driimed], typed [taIpd] as [tiped] et cetera.

They have difficulties to pronounce some similar words. They difficult to pronounce the English word because it is so different between its written and its spoken. The more cause of difficulties is they have lack of knowledge about phonetics and they unnoted about the source of sound production.

In order to overcome the students' problem in pronunciation, there must be an improvement. One of the ways to improve students' pronunciation skill is by using an interesting and enjoyable learning media. It is caused that fun learning media is very effective to interact the students' to pronounce the word better. One of the enjoyable learning media to teach pronunciation is an English Song. The interesting English Song is an beneficial tool to improve the students' pronunciation skill since the students practice unconsiously while they are singing the English Song.

In this case, the researcher would like to use English Song as one of the alternative media to improve the students' pronunciation skill. Therefore, the researcher selected her undergraduated thesis with the title "The Use of English Song to improve the Pronunciation skills at The Tenth Grade Students of The SMK PGRI 1 PUNGGUR"

B. Problem Identification

Based on the background above, some problems are identifying as follows:

1. The English achievement of the tenth grade students' of the SMK PGRI 1 PUNGGUR is still low.

2. The English teacher still used ordinary media in learning English.

3. The students' have poor Pronunciation exactly in their word stress.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problems on the students' insufficient pronunciation skills exactly in their word stress and in their learning media. In order to overcome the problems, the researcher would like to focus on improving the Pronunciation Skills by using English songs as one of the alternative learning media in teaching English among the tenth grade students' of the SMK PGRI 1 PUNGGUR. English Song is one of the alternative learning media in teaching and learning pronunciation.

D. Problem Formulation

Based on the problem limitation above the researcher formulates of the problem in the form of: "Can the use of English Song improve the students' Pronunciation skills among the tenth grade students' of the SMK PGRI 1 PUNGGUR?"

E. Objective and Benefits of the Research

1. Objective of research

   In line with the problems above, the objective of the research is to show that use of English Song can improve the pronunciation skills among the tenth grade students' of the SMK PGRI 1 PUNGGUR.

2. Benefit of research

   Hopefully this research can be used:

   a. For the students will interest and feel enjoy in English learning process and improve the students' pronunciation.

b. For the English teacher, the result of the research are expected to be used as a consideration in teaching young learner.

c. For the School, this research can improve the schools education quality, especially in English improvement.

d. For the institution as a reference to give some knowledge about a research in pronunciation learning.

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Pronunciation Skill

1. The Definition of Pronunciation Skill

According to Lynda, pronunciation refers to how the people produce the sound that someone use to make meaning when someone speak.[2] It means as the way of the people speak which also conveys something about themselves to the other. Pronunciation is also the way in which language is spoken, the way in which a person speaks the word of language.

Learn with good pronunciation are more likely to be understood even if they make errors in other areas. Pronunciation also includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowel and consonants, "voiced and voiceless" sounds. Penny describes the concept of "Pronunciation" may be said to include as follow:[3]

a. The sound of the language or Phonology

b. Stress and rhythm

c. Intonation

Pronunciation must be mastered by the students in other that they can communicate. Lynda and Beth points out that pronunciation deals with

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[2] Lynda Yates and Beth Zelinski.*Give it a Go:Teaching Pronunciation to Adults.*(Australia, Maquarie University: AMEP Research Centre.2009).p.11.
[3] Penny Ur.*A Course in Language Teaching.*(UK: Cambridge University Press.1991).p.47.

the result of complex process and there is continues movement of such organ at the time, the volume such as soft palate, the lips, and the lunge.[4] It has meaning that without the pronunciation mastery, the misunderstanding between students can be occured.

On the other hand, Dalton states that pronunciation is the production of significant sound in two senses.[5] First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. From the definitions, it can be concluded that pronunciation is the way to sound languages so that meaningful.

Most of students as nonnative speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other features first then finally they learn the spelling of the words.

Although the nonnative speakers of English are literate enough; however, it does not mean that they are good enough in English language. Therefore, the learners of English as foreign language should also need to learn about how to pronounce the words of the target language.

Harmer states that pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their

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[4] Lynda Yates and Beth Zelinski.*Give it a Go:Teaching Pronounciation to Adults*..p.11
[5] Dalton, E.*Teaching Pronunciation.*(London: Longman Group Ltd.1998)

speaking immeasurably.[6] Focusing on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed – all these things give them extra information about spoken English and help them.

According to Kathryn, pronunciation is the cultivation of sung speech that is free from regionalisms and it is easily understood by the audience.[7] From the definition above, it shows conclusion that Pronunciation is the way person utters a word or a language that can easily understood by the listener. Furthermore, it is important for the teacher to teach pronunciation and to help the students achieve the goal of improved comprehension and intelligibility.[8]

2. The Components of Pronunciation Skill

In Pronunciation, there are two kinds of speech component or features. According to Gerald, Pronunciation include Phonemes features and Suprasegmental Features. The following diagram shows a breakdown of main features of pronounciation according to Gerald.[9]

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[6] Jeremy Harmer.*The Practice of English Language Teaching*.p.248
[7] Kathryn LaBouff. *Singing and Communicating in English:A Singer's Guide toEnglish Diction.*(NY:Oxford University Press.2008).p.6
[8] *Ibid*.p.250
[9] Gerald Kelly.*How to teach Pronunciation.*(UK: Longman.2000).p.1

Figure 1

Features of pronunciation

```
        Phonemes                          Suprasegmental features
    ┌──────┴──────┐                      ┌──────────┴──────┐
 Consonants      Vowels              Intonation         Stress
 ┌───┴───┐   ┌─────┴──────┐                        ┌──────┴────────┐
Voiced Unvoiced Single vowels Diphthongs      Word stress   Sentence stress
           ┌────┴────┐
         Short     Long
```
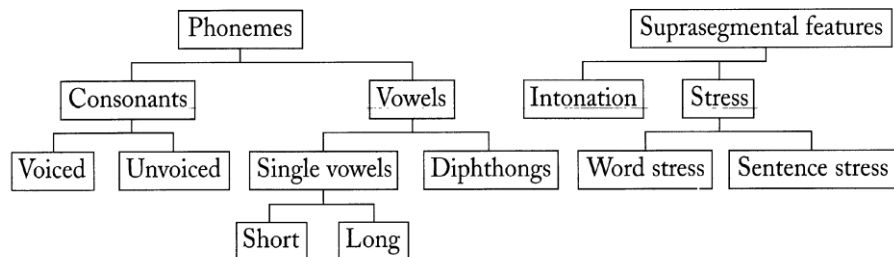
a. Phonemes Features

Phonemes features, which refer to sound charts, arranged in a sequential order; or it is about consonant and vowel.[10] English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production. Phoneme features consist of Consonant and vowels. Here is the definition of Consonant and vowels.

1) Consonant.

Daniel states that consonat as all sound which are not voiced.[11] In line with the concept, Ann describes consonant as a sound that causes two points of people's mouth to come into contact in three location, such as: the lips, the tip of the tongue and the throat.[12]

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[10] *Ibid.*p.1

[11] Daniel Jones.*An Outline of English Phonetics.*p.11

[12] Ann Cook.*American Accent Training :A Guide to Speaking and Pronuncing American English for everyone who speaks English as a Second Language.*(USA:Barron Educational Series.Inc.2000).p15

In one hand, the English consonants consist of twenty-four. Those are / p /,/ b /,/ t /,/ d /, / k /,/ g /,/ f /,/v /,/ θ /,/ δ /,/ s /,/z /,/ ∫ /,/ ʒ /,/ h /,/ t∫ /,/ dʒ /,/ m /,/ n /,/ ŋ /,/ l /,/ r /,/ w /, / y /.

According to their articulation, the consonants of English can be classified into three terms: voicing, the place of articulation, and the manner of articulation.[13]

Moreover, consonant are divided intotwo kins, voiced and unvoiced. Voiced is when we produce the consonants, our vocal cords are vibrating. While voiceless is the consonants when we pronounce it, our vocal cords are not vibrating.

2) Vowels.

According to Daniel, a vowel is defined as a voiced sound in which the air has a free passage through the mouth and does not produce any audible fiction.[14]

Furthermore, Peter states that vowels as sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.[15] Its conclude that vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels are divided into two kinds of vowels, single vowels and diphthongs.

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[13] Balogne Berces Katalin, The Pronunciation of English, p.13

[14] Daniel Jones. *An Outline of English Phonetics.* (NY: Connell University.1992.)p.11

[15] Peter Roach. *English Phonetics and Phonology: A Practical Course.* (USA: Cambridge University Press.2009).p.21

a) Single vowels

Single vowels are divided into two kinds of vowels, such as:

i) Short vowels

Short vowels consist of / i /,/ e /,/ æ /,/ ∂ /,/Λ /,/ u /,/ o /.

ii) Long vowels

Long vowels consist of / i: /,/ ∂: /,/ a: /,/ u: /,/o: /,

b) Diphthongs.

The nature of Diphthong is explained by Lisa and Abe as double vowel sound that "glide" from one into the other.[16] Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. There are nine English diphthongs, / ei /,/ ai /,/ oi /,/ au /,/o∂/,/ i∂ /,/ u∂ /,/ e∂ /.

Pronunciation in English is quite different with the utterance in Bahasa. Bahasa only has 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English. Here is the table of phoneme:

Table 3

Phonemes Features

Vowels		Diphthongs		Consonant			
/ i: /	b<u>ea</u>d	/ ei /	c<u>a</u>ke	/ p /	<u>p</u>in	/ s /	<u>s</u>ue
/ i /	H<u>i</u>t	/ oi /	t<u>oy</u>	/ b /	<u>b</u>in	/z /	<u>z</u>oo
/ u /	b<u>oo</u>k	/ ai /	h<u>i</u>gh	/ t /	<u>t</u>o	/ ∫ /	<u>sh</u>e
/ u: /	f<u>oo</u>d	/ i∂ /	b<u>ee</u>r	/ d /	<u>d</u>o	/ ʒ /	mea<u>s</u>ure

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[16] Lisa Meyer and Abe Junya. *Pronunciation Training.* (Mid-Year Conference Workshop:Thursday 19th January 2:45-4:00).p.3.

/ e /	left	/ u∂ /	fewer	/ k /	cot	/ h /	hello
/ ∂ /	about	/ e∂ /	where	/ g /	got	/ m /	more
/ ɜ: /	shirt	/ au /	house	/ tʃ /	church	/ n /	no
/ ɔ: /	Call	/ ∂u /	go	/ dʒ /	judge	/ ŋ /	sing
/ æ /	Hat			/ f /	fan	/ l /	live
/ ʌ /	run			/v/	van	/ r /	red
/ a: /	Far			/ θ /	think	/ j /	yes
/ o /	Dog			/ δ /	the	/ w /	wood

b. Suprasegmental Features

Suprasegmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.[17] Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental features.

1) Stress

Stress refers to the prominence given to certain syllables within words and to certain syllables or words within utterance that explained by AMEP Research Centre.[18] It is conclude that Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence.

Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.

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[17] Gerald Kelly.*How to teach Pronunciation.*(UK: Longman.2000).p.1
[18] AMEP Research Centre.*Fact Sheet- What is Pronunciation?*.(Australia: Adult Migran English Program Research Centre.2002).

Jeremy states that stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly.[19]

In the English language, words have regularly stressed patterns, and one syllable of each word is typically louder than the others, shaping the sound. Stress shift can change the meaning of a word and, therefore, the intended expression "PRES-ent" is a noun, referring to a gift, where as "pre-SENT" is a verb, meaning to give or offer.

Another feature of the sound of language is the grouping of syllables and words to form larger units. Examples of some common groups are "happy Birthday,""open the cabinet," "in a minute," and "whenever possible." In "HAPpy" and "BIRTHday," the stress is on the first syllable, but when combined into the word grouping "happy birthday," "happy" loses its stress, and the grouping then has a single accent on "birth" - happy BIRTHday.

Furthermore, stress is used to show the point that has to be read by increased volume and long vowels in a word or sentence. Stress is a way to press whether the syllable of the words is as pointer or not in a speech.

Below is the word stress rules:[20]

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[19]Jeremy Harmer.*The Practice of English Language Teaching.*p.249
[20]*Word Stress Pattern in English Words pdf*. December, 18 2016, 11:56 am.

1. Two-Syllable nouns and adjectives: the first syllable takes on the stress. Examples: 'sam-ples, 'car-ton.

2. Two-syllable verbs and prepositions: the stress is on the second syllable. Examples: re-'lax, re-'ceive, di-'rect

3. Three-syllable words: look at the suffix:

    a. Words ending in er, or, ly: the stress is placed on the first syllable. Examples: 'di-rec-tor, 'or-der-ly, 'ma-nag-er

    b. Words ending in consonants and in *y*: the first syllable gets the stress. Examples: 'ra-ri-ty, 'op-ti-mal, 'gra-di-ent

    c. Words with various endings: the stress is going to come on the syllable right before the suffix. Examples: 'add-able, co-'medial, vi-'si-ble

4. Words ending in *ee, ese, ique, ette*: the stress is placed on the suffix. Examples: guarant'ee, japan'ese, un'ique, cass'ette.

5. Stress on the second from the end syllable: for words ending in *ic, sion, tion*. Examples: i'conic, hyper'tension, nu'trition.

2) Speech

According to Michael and John, Speech as a sequence of sound and each sound can be represented by a written mark.[21] Moreover, speech is produced with a sort of musical accompaniment or intonation.

3) Intonation

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[21] Michael Ashby and John Maidment.*Introducing Phonetic Science.*(NY: Cambridge University Press.2005).p.2

The nature of intonation that explained by Judy is used to refer spesifically to melody (or pitch pattern).[22] Its mean that Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone, but when he is sad, he will speak in a low tone.

Jeremy Harmer gave examples as follows:

"I'll arrive at seventh o'clock
Notice that the pitch direction changes on one syllable (*clock*). We call this the nucleus of the one unit (I'll arrive at seventh o'clock). A tone unit is any collection of sounds/ words with one nucleus. The falling tone, therefore, indicates that this tone unit is a statement.
We could, however, use the words to mean something quite different grammatically, as in this example:

I'll arrive at seventh o'clock
The rising tone now indicates that this is a qestion, and the fact that *seventh* is the nucleus shows that this is the information in question.
Utterances are often made up of more than one tone unit, e.g:

I'll arrive at seventh o'clock, okay
Once again, the rising tone on *kay* indicates that this is a tag question, asking the listener to confirm the speaker's choice. "[23]

4) **Pause**

English is spoken in groups of words, which are separated by pause. There are two kinds of pauses, a short one and a final one.

5) **Rhythm**

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[22] Judy B. Gilbert.*Teaching Pronunciation: Using the Prosody Pyramid.*(USA: Cambridge University Press.2008).p.2
[23] Jeremmy Harmer, *The Practice of English*., p. 39

According to Joanne, rhythm is a product of word stress and the way in which important items are foregrounded through someone occurence on a strong beat, and unimportant items are backgrounded by its occurence on a weak beat.[24] In other hand, Michael and John defines rhythm as the pattern of occurence in time ofrelatively "strong" and relatively "weak" events.[25]

It concludes that rhythm is the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same.[26] If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly. For example "Can you see the van?"; the words *see* and *van* take primary stresses for special purposes.

3. Teaching Materials of Pronunciation Skill

The materials of teaching pronunciation skill in the SMK PGRI 1 PUNGGUR is focused on students' word stress. In first time, the teacher should explain the materials about stress in simple ways. It has a function for students to make them easy to understand what is stress, or the differences between each stress levels. Although suprasegmental features is

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[24] Joanne Kenwothy.*Teaching English Pronunciation.*(UK: Longman Group.1987)p.30.
[25] Michael Ashbyand John Maidment.*IntroducingPhonetics Science.*p.161
[26]Mark Hancock.*Pronunciation Games*.(UK: Cambridge University Press.1995).p.5

look like has some similarity and the beginner is still confuse with the differences both of it levels.

The teacher explain to students that stress is refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. The teacher give explain about what is syllable to students. Syllable is the basic unit of English rhythm, for the example:

Table 4

The Example of Syllable[27]

□	□□	□□□
ease	easy	easily
care	careful	carefully
paint	painted	repainted
call	recall	recalling

The teacher tapping of each syllable of the word to make the students understand what syllable is. The teacher ask the students to underline each words to differentianted the syllable.

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[27] Judy.B, *Teaching Pronunciation,* p.2

Figure 2

Tapping the Syllable[28]

one	seven	eleven	identify
two	sentence	direction	analysis
noun	focus	continue	It's important.
verb	eighteen	emphasis	He wants a book.
can't	cannot	syllable	I have to go.

1. A-me-ri-ca
2. Rus-sia
3. Chi-na
4. In-do-ne-sia
5. Co-lum-bia
6. Ja-pan
7. Egypt
8. Fin-lan-dia
9. Ger-ma-ny
10. Phi-li-phine

11. France
12. Eng-land
13. Gha-na
14. In-dia
15. Pa-les-tine
16. I-ran
17. Puer-to-ri-co
18. Ar-gen-ti-na
19. Thai-land
20. Ko-rea

After the students understand about the syllable, the teacher explain more about word stress. Moreover, Stress is signalled by volume, force, pitch change and syllable length, and is often the place where someone

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[28] *Ibid,* p. 2

notice hand movements and other gestures when people are watching someone talking.

In addition, stress divided into two different levels, such as:

a. Word Level, multisyllabic words have one or more syllables that are stressed.

b. Sentence level, the most important words tend to be stressed.

Furthermore, the implementation of teaching stress is using the Lyrics of the English Song. The teacher used the lyrics of the English Song which has purpose for enjoying the learning process and also correct the pronunciation with listen the audio of the Song. The materials such as:

Mother How Are You Today?

MOther HOW are you TOday?

HERE is a NOte from your DAUGHter

With ME everyTHING is Okay

MOther HOW are you TOday?

MOther don't WORry I'm fine

PROmise to SEE you this SUMmer

THIS time there,ll be NO DElay

MOther HOW are you TOday?

I FOUND the KNIGHT of my dream

NEXT time you'll GET to KNOW him

MAny things HAPpened while I WAS aWAY

MOther HOW are you TOday?

Moreover, the advantages of use the English Song, the students can increasing their spirit for next materials or assesment. For the next the teacher give the students a test of stressing word. For the example:

1. Can you pass me a plastic knife?
   a. PLAS-tic
   b. plas-TIC
2. I want to be a photographer.
   a. PHO-to-graph-er
   b. pho-TO-graph-er
3. Which photograph do you like best?
   a. PHO-to-graph
   b. pho-TO-graph
4. He was born in China.
   a. CHI-na
   b. chi-NA
5. Whose computer is this?
   a. com-PU-ter
   b. com-pu-TER
6. I can't decide which book to borrow.
   a. DE-cide
   b. de- CIDE
7. Couldn't you understand what she was saying?
   a. un-DER-stand
   b. un-der-STAND
8. Voting in elections is your most important duty.
   a. im-POR-tant
   b. im-por-TANT
9. We had a really interesting conversation.
   a. con-VER-sa-tion
   b. con-ver-SA-tion

10. How do you <u>pronounce</u> this word?

    a. PRO- nounce

    b. pro- NOUNCE

11. I am <u>fourteen</u> yearsold. And you?

    a. FOUR-teen

    b. four-TEEN

12. This burger is very <u>delicious</u>.

    a. DE-li-cious

    de-LI-cious

4. The Problems of Teaching Pronunciation Skill

Indonesian Language as the mother tongue has some differences with English in pronunciation. In Indonesian Language, there is no difference between its writing and its sound.

However, it is so different in English. In English, the sound of the word is very differently from the writing. For example, the word *here* is pronounced / *hi:∂* /; however, in Indonesian we pronounce / *here* /. It is not denied that young learner often make mistakes in learning foreign language. However, doing such mistake is a part of learning the language itself. According to Brown, in human learning, fundamentally a process that involves the making of mistakes.[29]

In other hand, Julian Edge on "Mistakes and Correction" states that mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake can be pointed out to them), 'errors' (mistakes which they cannot correct themselves – and

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[29]Douglas H.Brown.*Principle of Language Learning and Teaching*.4ed(New York: Addison Wesley Longman, Inc.2000).p.216

which therefore need explanation), and 'attempts' (that is when a student tries to say something but not yet know the correct way of saying it).[30]

From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher's guide. According to Penny, there are some reason of learner's errors in pronuncing the foreign language, as follow[31]:

a. A particular sound may do not exist in the mother tongue,so that the learner is not used to forming it and therefore tends to subtitute the hearest equivalent.

b. A sound do not exist in the mother tongue, but not as a separated phoneme: that is to say, the learners does not perceive it as a distinct sound that makes a difference meaning.

c. The learners have the actual sound right but have not learnt the stress pattern of the word or they are using intonation form of their mother tongue which inappropriate to the target language.

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[30] Julian Edge.*Mistakes and Correction.*(NY: Longman Group.1989)p.9
[31]Penny Ur.*A Course in Language Teaching*.p.52

B. The concept of English Song

1. **The Definition of English Song**

Susan explains that song is part of music that is uttered through words.[32] According to Mark, Song consist of lyrics, beat, chorus, intro, riff and tune.[33]

    a. Lyrics is words of song

    b. Beat is main rhtym of song

    c. Chorus is part of song which is repeated after each verse

    d. Intro is part of song before singer begins

    e. Riff is short repeated tune by one instrument such as the guitar

    f. Tune is series of musical notes; the music, not the words.

Song is meaningful to children. The nature of song which defines by Patricia as The Song children have within them, as well as their thoughts about music, are starting for understanding the values.[34] Meanwhile, for understanding the value must have to learn about the lyric of song. Lyrics of song is fun way to teaching pronunciation. Mark states that music and song as motivated.[35]

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[32] Susan Henneberg. *What is a Song*. (New York : Brittanica Educational Publishing. 2005).p.4

[33] Mark Hancock.*Singing Grammar: Teaching GrammarThrough Song.*(UK: Cambridge University Press.1998).p.11

[34] Patricia Shehan C.*Songs in Their Heads:Music and Its Meaning in Children's Lives.*(New York: Oxford University Press.1998).p.5.

[35] *Ibid,*p.7.

In one hand, Glenda states that song can be a fun way to introduce a variety concept of teaching and learning process.[36] In relation with the definition above, song has a closely relation to teach Pronunciation because Pronunciation is the production of words in significant sound in two senses.

In this research the researcher believed that song can offer new ways to improve students Pronunciation skill in learning English and carrying students into pleasure activities without reduce discipline of learn. Song is short piece of music with words that people sing. Song is a work of art which can be enjoyed by anyone. Philip Dorrell defines there is a pleasurable effect within music and song.[37] A song is a musical composition. Songs contain vocal parts that are performed with the human voice and generally features words (lyrics), common accompanied by other musical instruments.

Some song include contain simple lyrics. Lyrics is the words of the song.[38] Sometimes about objects around, so it makes students familiar English word. Song can be used to improve students' Pronunciation skill if the teacher's guide the students with patience. Jo Mc.Donough, Christopher and Hitomi states that the teacher may like to "drill" correct pronunciation habits, others are more concerned that their students develop comprehensibility within fluency.[39]

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[36] Glenda MacNaughton and Gillian Williams.*Teaching Young Children: Choices in Theory and Practice*.(UK: Open University Press.2004).p.188.

[37]Philip Dorrell.*What is Music?: Solvinga Scientific.*2005 p.288.

[38]*Ibid.*p.85

[39] Jo Mc.Donough, Christopher Shaw and Hitomi Masuhara.*Materials and Method in ELT: A Teacher's Guide.*3ed(UK: John Wiley & Sons.Inc.2013).p.159

In learning process, song has advantages to help children experience fun and develop sense of humor.[40] Song are natural drilling for students and they can learn without worried. By using song students can enjoy the lesson. It can help students to enjoy the material and easy to memorize the material.

2. **Types of Song**

Griffee classifies songs to length and tempo, because length and tempo have high degree of relevance to the appropriateness of song and activity.[41]

a. All songs means the activity can be used with any song.

b. Short, slow songs means the activity works best with songs that are slow and short.

c. Songs that tell stories are songs that have a story line. Songs that tell stories have a beginning, a middle and an end.

d. Instrumental music is any music without words, for example classical, popular instrument or New Age Music.

e. Long songs are the majority of songs on Top 40 charts. They usually last at least four minutes long or longer, they are usually not very easy to sing and presents a series of images rather than tell a story.

f. Short, fast songs are song that typically have one verse with no repeating phrases or refrain and have a quick tempo.

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[40] Glenda MacNaughton and Gillian Williams.*Teaching Young Children: Choices in Theory and Practice*..p.84

[41] Dale Grifee. *Songs in Action.* (UK: Prentice Hall International Ltd.1992)p.11

Songs which is used by the researcher to improve student's pronunciation skill in senior high school students are adjusted with the lesson plan. According to Ornerova, the teachers should to use song regularly within the curriculum and commonly used text books include songs as well.[42] Songs which is used are not too fast, memorable and suitable with the topic material.

There are some types of song that can be used in teaching English in classroom. A song type is a category (or genre) of pieces of Song and Music that share a certain style or "basic musical language".[43] Music can also be categorize by non-musical criteria such as geographical origin. Such categories are not strictly genre and a single geographical category will often include a number of different genre. This is some types of song genre, as follows:[44]

1) Classic Song

   Classic song is a type of song written according to standard European forms or structures. Example: Mozart, and Beethoven.

2) Jazz Song

   Jazz is a type of song that developed in the late 19th century in which there is a strong lively beat and the players often improvise (make up the music as they play). Example: John Coltrane.

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[42]Ornerova Lenka.*The use of Pop Song in The EFL Classroom.*(Deutshland: Dimplom.de Press.2009).

[43] Peter Van Der Merwe.*Root of the Classical : The Popular Origins of Western Music.*(New York: Oxford University Press.2004)p.3

[44] *MacMillan Dictionary.*(USA: MacMillan Publisher.1999)

3) Blues Song

        Blues is a type of slow and sad song that developed from the songs of black slaves in the southern US. Example: The Rolling Stones.

4) Country Song

        Country is a type of popular song based on the traditional music of the southern US, usually containing singing, guitars, and violins. Example: Taylor Swift.

5) Techno Song

        Techno is a type of dance music that developed in the 1980s, consisting of hard repeated beats, heavy drum sounds, and funk influences. Example: Alan Walker, Marshmello.

6) Reggae Song

        Reggae is a type of song that developed in Jamaica in the 1960s with songs about social and political subjects and heavy bass sounds. Example: Bob Marley.

7) RAP Song

        RAP is a type of song that has the way of talking using rhythm and rhyme, usually over a strong musical beat. Example : Eminem.

8) POP Song

        Pop Song is a type of music, usually played on electronic instruments, that is popular with many people because it consists of short songs with a strong beat and simple tunes that are easy to

remember. Pop music is often simply called pop. Example: Mother How Are You Today by Maywood.

The researcher decided the English Song with title is Mother How Are You Today which was popular by Maywood as a singer because it song is contain a simple lyrics and easy for pronounce that has function for making the students improve their pronunciation skills.

According to Mark, Lyric of Song can be used as a sample of Language to be analyzed.[45] Here is the sample of English Song which can be analyzed by the students:

Thinking Out Loud

When your legs don't work like they used to before

And I can't sweep you off of your feet

Will your mouth still remember the taste of my love

Will your eyes still smile from your cheeks

And darling I will be loving you till we're 70

And baby my heart could still fall as hard at 23

And I'm thinking 'bout how people fall in love in mysterious ways

Maybe it's all part of a plan

Oh me I fall in love with you every single day

And I just wanna tell you I am

So honey now

Take me into your loving arms

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[45] Mark Hancock.*Singing Grammar: Teaching GrammarThrough Song.*(UK: Cambridge University Press.1998).p.7

Kiss me under the light of a thousand stars

Place your head on my beating heart

I'm thinking out loud

That maybe we found love right where we are

When my hair's overgone and my memory fades

And the crowds don't remember my name

When my hands don't play the strings the same way

I know you will still love me the same

Cause honey your soul can never grow old

It's ever green

Baby your smile forever in my mind and memory

And I'm thinking 'bout how people fall in love in mysterious ways

Maybe just the touch of a hand

While I continue making the same mistakes

Hoping that you'll understand

Mother How Are You Today?

Mother how are you today?

Here is a note from your daughter

With me everything is okay

Mother how are you today?

Mother don't worry I'm fine

Promise to see you this summer

This time there,ll be no delay

Mother how are you today?

I found the knight of my dream

Next time you'll get to know him

Many things happened while I was away

Mother how are you today?

Source: www.metrolyrics.com/mother-how-are-you-today-lyrics-maywood.html

This is the example of song lyric which can explain the word stress, as follow:

Old Mc Donald had a farm

● • ● • • • • ● • ● • ●

Old   Mc   Donald   had   a   farm E I E I O

• • • • ● • • ● ● • ● • ●

And   on   his   farm   he   had   some   chicks   E I E I O

• • ● ● • • • ● ● •

With   a   chick   chick   here   and   a   chick   chick   there

• • ● • • ● • • ● • ● ●

Here   a   chick,   there   a   chick   e - very   where   a   chick   chick

● • ● • • • • ● • ● • ●

Old   Mc   Donald   had   a   farm   E   I   E   I   O

Source: https://pronuncian.com/tion-sion-suffix-syllable-stress/

3. The Characteristic of English Song as a Medium of Teaching English

There are some characteristic of English Song which can used by the teacher in learning process, such as:

a. **Songs create a positive atmosphere.**

The teacher can take great care in decorating the classrooms to make the students warm and conducive to learning, the teacher should think about how the teacher are decorating the classrooms with audio. Learning a foreign language can be stressful for anyone, especially young learners. Fun, simple English songs playing as students enter the classroom help create a welcoming environment.

b. **Songs help to balance energy levels.**

Some students come to class very noisy, while others are quite reserved. Starting class with an active song allows the higher energy students to "get the wiggles out" which has function for make the students keep spirit.

c. **Songs allow everyone to participate.**

Some students come to the classes having learned English from birth, while others in the same class may be learning English for the first time. Singing is an activity that student of all levels can enjoy equally. Students with low English levels will be able to follow along with gestures and dances as they gradually learn the language in the song. More advanced students can also enjoy singing and dancing while improving their rhythm, intonation, and pronunciation, even if they already familiar all the words.

d. **Songs are 'sticky'.**

   It has meaning that Students difficult to forget about the English Song. When the teacher teach with songs, it can be assured that those songs will bounce around the students heads long after the class is over.

4. **The Benefits of using English Song as a Medium of Teaching English**

   Furthermore, English Songs as medium is very good to apply in teaching process. According to Stefanie, There are quite a lot of positive sides of learning English via the medium music.[46] Song is a helpful medium in teaching pronunciation in the classroom. Patricia states Music and Song has serves young learner in many ways.[47] It is also in teaching and learning process. Song is good not only for audio visual but also for kinesthetic learners.[48] It can give good train pronunciation skills for the students.

   Moreover, Song has benefits for the young learner to have good mental, physical equipment to perceptually organize the sound they produce (include the Pronunciation).[49]

   Song is a part of music that has similarity as language which has a function as the pure medium of expression.[50] In doing this research the

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[46] Stefanie Warnke.*The use of Music and Song in the-EFL Classroom.*(German: Universitat Jena Press.2006).p.2

[47]Patricia Shehan C.*Songs in Their Heads:Music and Its Meaning in Children's Lives.*(New York: Oxford University Press.1998).p.168.

[48]*Ibid.*p.176

[49]*Ibid.*p.169.

[50]AdornoTheodor W.*Music, Language and Composition.*(UK:Oxford University Press.2005).p.401

researcher uses English Songs as the media in improving the students' achievement exactly in pronunciation.

Moreover, the researcher discusses more about songs first. In the daily life, many people are surrounded by songs. A song is like a magic that can hypnotize people, therefore, when someone hear the songs it could be brought into the songs.

For example, when someone is listening to a song, he/she can be brought into the story of the lyrics and the melody will play his/her emotion or feelings. Brown states that in learning process needs some stimulation, the need to be stimulated by the environment, by the other people, or by ideas, thought, and feelings.[51] Therefore, feelings is one of impotant component which can motivated students' in classroom. Thus, it has a relation why the teacher use the English song to motivate the students in learning process.

In line with the concept above, the students can learn many things from the English Songs, for example, they can get some more new words of their second language, enhancing their new language development and their sense of connection between language and action.[52] Songs are having magical effects, the teacher can use songs in the learning process. Harmer states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish.[53]

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[51]Douglas H.Brown.*Principle of Language Learning and Teaching.*p.161
[52] Glenda MacNaughton and Gillian Williams.*Teaching Young Children: Choices in Theory and Practice.*.p.185.
[53] Jeremy Harmer. *The Practice of English Language Teaching.*p.319

According to Anete, Songs are a excellent source for teaching poetic device.[54] It means that song is a good resource for teaching English. First, they are funny. Second, they promote mimics, gestures, etc. associated to the meaning. Third, they are good to introduce supra segmental phonetics (stress, rhythm and intonation). Fourth, students play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory.

As teachers, we need to know how to understand the speaking skills, listening skills, reading skills and writing skills in various contexts for various purpose. "When we process language we are not only trying to make sense of the words and the grammar, we are also trying to infer the speaker's or researcher's intention or to put it another way, the function of what they are saying or writing".

The Grammatical structure of song lyrics is important because it is the language that makes it possible for us to learn language with it. Song provides quite a lot of material which can be used for learners of English as a foreign language.[55] It means that Song can be a good media for teaching English as a foreign language. For example, in teaching pronunciation used Song: "I'm Gonna Love You" (Meghan Trainor, 2015) and "When I'm Gone" (Anna Kendrick, 2012). Here is the example of the grammatical structure of English Song.

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[54] Anete Vasquze, et.al. *Teaching Language Arts to English Language Learner*.(New York: Routledge.2010).p.115

[55] Edwin E. Gordon. *Learning Sequence in Music*.(USA: University of South California.2002.)p.xvi

I'm Gonna Love You

So I'm gonna love you

Like I'm gonna lose you

I'm gonna hold you

Like I'm saying good bye

Wherever we're standing

I won't take you for granted

'cause we'll never know when

When we'll run out of time

So I'm gonna love you

Like I'm gonna lose you

I'm gonna love you

like I'm gonna lose you

Source: www.azlyrics.com/lyrics/meghantrainor/likeimgoingtoloseyou.html

When I'm Gone

When I'm gone, when I'm gone

You're gonna miss me when I'm gone

You're gonna miss me by my hair

You're gonna miss me everywhere, oh

You're gonna miss me when I'm gone

In informal speech, *gonna* is often used instead of *going to* in future-tense sentences. (It is important to tell students that *gonna* is not used in

writing; it is the way *going to* is pronounced. It is also important to stress that *gonna* is substituted for *going to* in future-tense sentences only; they can't say *I'm gonna to the park now*. For these reasons, this apparently simple exercise may not be appropriate for lower levels.)

The song "I'm Gonna Love You" repeats the phrase *I'm gonna* 21 times; the song "When I'm Gone" repeats the phrase *you're gonna* 20 times. The Moving Line activity below gives students multiple opportunities to practice this construction. According to Rodney and Geoffrey, the grammatical of the Song is use non-standard English. They defines non-standard English has many cases familiar to standard English speakers from plays amd films and songs and daily conversations in a diverse community.[56]

Therefore, the teacher can analyze the lyric of English Song for teaching English in the classroom. Anete states that Song can be effectively to help the students learn and remember problematic grammar forms.[57] The teacher should know about all function of using Songs in English skills not only in the Pronunciation skills.

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[56]Rodney Huddleston and Geoffrey K. Pullum.*A Student's Introduction to English Grammar.*(UK: Cambridge University Press.2005).p.2

[57] Anete Vasquze, et.al. *Teaching Language Arts to English Language Learner.*(New York: Routledge.2010).p.139

C. Using English Song to Improve Pronunciation Skill

    1. The Principles of Using the English Song in the classroom

In this time, many students are very interested in Music and popular culture. The teacher can use this to their advantage by allowing students to analyze the lyric of popular song.[58]

According to Glenda and Gillian, Song is an important means of expression in many cultures.[59] Song surrounds us in everyday life and almost everybody is connected to it in one way or another. Many people interest in Song is very high. Although, sometimes, they sing along without even understanding the lyrics.

The importance and impact of using music and songs in the foreign language learning classrooms has many advantages for young learner. Song is a highly accessible source of authentic language. Song is not intimidating; it is part of students' lives outside the classroom. Song can make the skills developed in an integrated way.[60] Mark states that learner listen to song for pleasure. Song can motivate learner and provide variety in lesson.[61]

One of the effective things to teach students' pronunciation is by having the students train themselves in their daily lives through their own interests. Some of young learner, probably prefer to play games to enrich their vocabulary, other may sing or listen to English songs or may be read

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[58] *Ibid,*.p.114

[59] Glenda MacNaughton and Gillian Williams.*Teaching Young Children: Choices in Theory and Practice.*.p.185

[60] Richard Grunert.*Teaching English Through Song.*(Deutsh: GRIN Verlag Press.2009).p3

[61] Mark Hancock.*Singing Grammar: Teaching GrammarThrough Song.*p.7

poetry to improve their listening ability, pronunciation and the English fluency.

Furthemore, David states that if someone is singing or playing something with really enjoys, and suddenly encounters a word or structure they do not know, but which they feel they needs in order to sing or play successfully, they will feel an emotional need to learn.[62]

It means that someone will learn something when they need to learn. No one can force them to learn something if they do not want to learn. If the teacher expect that their young learners to achieve something, the teacher should not teach them formally. The teacher should find another variety of teaching Pronunciation.[63] The more the teacher teach, the less young learner learn.

In addition, teaching English by using English song may keep them emotionally involved in the learning process and keep them interested in making sense of this fascinating world of English. David states that the aim is for young learner to feel excited by getting better at English.[64] So it is better for the teacher to give extensive listening task to train their pronunciation by listening songs they like.

Now days, so many media in internet exactly which sure can help the students to learn English by song. In addition, listening to songs, there are various websites where one can learn to create and record music to improve in practicing Pronunciation, and unlimited instrument teaching

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[62] David Paul.*Songs and Games for Children.*(NY: Macmillan Publishing Co.Inc.1996)
[63] Mark Hancock. *Singing Grammar: Teaching GrammarThrough Song.*p.7
[64] *Ibid.p.8*

tutorials and workshops for any kind of song related activities. A very important part of using song related activities is providing opportunities for students to know their innate predispositions.

Using song in the classroom, given the opportunity to do something different and new, the students can recognise their skill and interest in. Something like pronunciation skills which not just how the students learn about but how they learn to do.[65] Another reason for using songs during lessons is that songs can be easily adapted. Stefanie defines learning with song has positive effect of comprehending language whichis modified in terms of intonation, pronunciation and articulation.[66]

2. **The Steps of Teaching English using Song**

In order to achieve the learning goals, the teacher must follow some procedures of teaching English using song. There are different ways and procedures for presenting a song to the class. It all depends on the level of thes class, the simplicity of the song, and the time available.

a. Suggested Steps in Presenting a Song.

First, prepare the students. Tell the students what the song is about, making heavy use of visuals and gestures. Anete states that choosing an easy song or familiar song in a superficial level.[67] The teacher could not forget hands out the lyrics of the songs and also

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[65].Richard Grunert. *Teaching English Through Song*.p.2-3

[66]Stefanie Warnke.*The use of Music and Song in the-EFL Classroom*.(German: Universitat Jena Press.2006).p.2

[67] Anete Vasquze, et.al. *Teaching Language Arts to English Language Learner*.(New York: Routledge.2010).p.140

writes the lyrics on the board. Then, play a recording or sing the entire song so that students know what they are working toward.

Second, go through the words. Make sure the students understand the words, or at least that they understand the key words necessary for singing the song meaningfully and with enjoyment. Glenda states that the more that the teacher show enjoyment in singing, the more students are likely to join in.[68]

The teacher can also place new vocabulary in context and illustrate the meaning with gestures and visuals. There should be very little new vocabulary in any new song, and the new words should be presented several days before you introduce the song.

Third, speak the song line by line. The teacher lets the students know how to pronounce the words of the songs correctly. The teacher say the song one line at a time and have the students repeat the words. If the song is on the board, track the words with a pointer/ruler. In addition, Glenda states that the teacher can also add some key words blank for the students to fill in.[69]

For the next step is sing a line at a time. Sing the song to the students one line at a time and have the students sing it back. The teacher asks the students to repeat the songs using right pronunciation after him/her. Practice saying the word in then each line several times

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[68] Glenda MacNaughton and Gillian Williams.*Teaching Young Children: Choices in Theory and Practice.*.p.183
[69] *Ibid.*p.140

until the students can sing it independently.[70] Then practice it two lines at a time, and finally put the entire song together. According to Diane, the more often the materials repeated, the stronger the habit and the greater the learning process.[71] The last is teacher asks the students to exercises related to the songs.

If a song is longer than four lines, it is preferable not to teach it whole in a single period but divide it into sections and concentrate on the refrain at first. The last, add Rhythmic Accompaniments, such as clapping, finger snapping, foot stamping or hand shuffling. Consult the music teacher for additional suggestions. Some songs can be used effectively for a game or dramatic play.

D. Action Hypothesis

Based on the frame of theories and assumption above, the researcher formulate the hypothesis as followed "By using English song, the students will be able to improve their Pronunciation.

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[70] *Ibid,*.p.141

[71] Diane Larsen- Freeman.*Techniques and Principles in Language Teaching.*2 ed.(New York:Oxford University Press.2000).p.43

CHAPTER III

A RESEARCH METHODOLOGY

A. Setting of the Research

1. Location Setting

This research conducted in SMK PGRI 1 PUNGGUR which was located in Punggur, Central Lampung.

2. Subject of Research

Subject of research is the students of the tenth grade among the SMK PGRI 1 PUNGGUR. The researcher chose this class because the students has low in their Pronunciation skill.

B. Object of the Research

The object of the research is the students who has low Pronunciation score as the result of pre-survey in the SMK PGRI 1 PUNGGUR. The kind of this reaserch is Classroom Action Research (CAR). In this research, the researcher needed a collaborator. The collaborator was an English teacher of SMK PGRI 1 PUNGGUR whose named Ir.Suyoto.

C. Classroom Action Research (CAR)

According to Hopkins cited in Mills, the definition of action research is one of systematics systems which is done by the teacher or researcher by collecting the information about how they work, how they teach in order to get, to understand, to develop, to practice and to reflect, to get positive impact

in the educative place generally and to increase the result of students learning.[72]

In addition John W. Creswell explain in his book action research is the most applied, practical design. Action researchers explore practical problem with an aim toward developing a solution to a problem.[73] While Jean McNiff and Jack Whitehead in their book argues that action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.

Action research can be a powerful and liberating form of professional enquiry because it means that practitioners themselves investigate their own practice as they find ways of living more fully in the direction of their educational values.[74]

In relation with the definition of action research, Anne Burns defines classroom action research as "part of a broad movement that has been going on in education generally for some time."[75] The goal of action research in education is to improve classroom practices in the school.[76]

The researcher used model which developed by Kemmmis and Mc Taggart in Burns. Action research occurs through a dynamic and

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[72] Hopkins, D. (1996) "A Teacher's Guide to Classroom Research". Buckingham : Open University Press

[73] John W. Creswell.*Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research.*United States: Pearson Education.Fourth Edition.2012.

[74]Jean McNiff and Jack Whitehead.*All You Need to Know About Action Research.*California:SAGE Publication.2006.

[75] Anne Burns, *Doing Action Research in English Language Teaching* ,(New York: Routledge, 2010).p.2

[76] Donald Ary, et al. *Introduction to Research in Education*.(Belmont: Wadsworth, 2010).p.515

complementary process, which consists of four essential "moments" of planning, action, observing, and reflecting.[77]

Figure 3

The Model of Classroom Action Research[78]
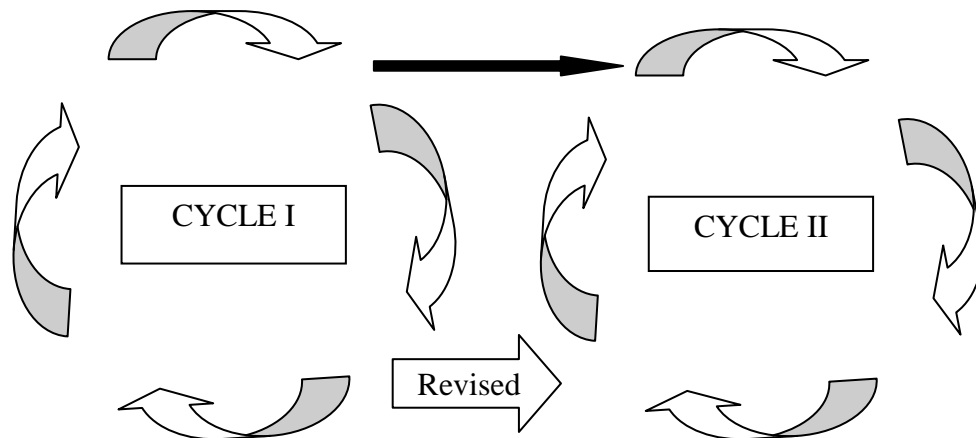
Both of the definition above it has meaning that Action research is a problem solving which aims to bring a change and improvement in practicing Pronunciation. Moreover, the researcher provided action plan to improve the students Pronunciation skill by using English song.

D. Research Procedure

Based on the model of classroom action reseach above, the procedure composed the cycles, in which each of cycles consists of four steps such as making a plan, action, observation, and reflection. This research procedure as follow:

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[77]Franco Vaccarino, Margie Comrie dkk, *Action Research Initiatives*, (Wanganui: Massey University, 2006) , p. 9
[78]*Ibid*, p. 9

1. Determining the Research Subject

   The researcher used 25 students of the tenth grade among the SMK PGRI 1 PUNGGUR as the research subject.

2. Planning to Action Research

   Before conducting the action research in the class, the researcher prepared the lesson plan that used to teach the students in the class. In the process of planning, the way of the research to prepare the lesson plan is based on the syllabus of English subject of grade ten at the SMK PGRI 1 PUNGGUR.

3. Doing the observation

   After the process of planning, the researcher did the research in form of Classroom Action Research (CAR) by implementing English song to improve students' Pronunciation skill. In addition, it is necessary observed the process of teaching and learning English through the application of English song. In the end of cycle 1 the researcher evaluated the result of students Pronunciation skill by conducting the test. The research of cycle 1 continued by cycle 2 through the implementation of same treatment. The researcher conducted the second Pronunciation test in the end of cycle 2.

4. Analyzing the Data

   The result of Pronunciation tests which done in the end of cycle 1 and cycle 2 analyzed by the researcher by comparing the average score of each test.

5. Making the conclusion

The researcher made the conclusion from the result of the student's test. The average score of Pronunciation test in the cycle 2 was higher than the one in the cycle 1, it means that the action hypothesis is answered. On the other words, the students Pronunciation test improved by the implementation of English song.

6. Reporting the result

The researcher arranged the report of activities, collection of the data and the result that had came out of the research process. The research procedure in each cycle is formulated as follows:

a. Cycle 1

1) Planning

Planning is the first step in every activity, the researcher explained what, why, when, where, who and how the action is done. Without planning, thw researchers' activity will not be succesful. The plan was a reference to took the action. In this phase, the researcher made a series of planning as follows:

a) The researcher prepare the English subject lesson plan

b) The researcher prepare the materials and media of learning.

c) The researcher make observation sheets a and list of students' name.

d) The researcher make work sheets and answer sheets which will be learned by the student.

e) The researcher make test which will be used in pre-test and post-test.

2) Acting

Doing action is the second step in activity. It is an implementation of a plan above in the class. However, without the action, "the plan" is just an imagination that could not be real. In this phase, the researcher applied the learning strategies as follow:

a) Pre Teaching Activities

b) While Teaching Process

c) Post Teaching Activities

3) Observing

Observing is an activity in the form of monitoring the subject of research. In this observation, the researcher observed the students activity in learning process and the classroom atmosphere when the researcher used the media. The result of observation used in doing action in the next cycle. The observation is focused on students' activity and the teachers' performance. Therefore, the researcher has two roles as an observer and as the object of researcher.

4) Reflecting

Reflecting is the action to explained again about what happened. In this phase, the researcher and the collaborator investigated all action that happened in learning process. Based on

the data that has been collected, the researcher evaluate the data for making the next action better.

The reflection incuded such as: analysis, synthetis and evaluation to result of observation toward action that done. It has accomplish process of investigation while in reflection process the researcher found the problem. The reflection process stopped when the students had improved their scores.

b. Cycle 2

1) Planning

a) The researcher write down the lesson plan based on Based Competence (KD) using different material.

b) The researcher prepare the instruments for students and teacher.

c) The researcher prepare the format material.

d) The researcher provide the format of evaluation and observation.

2) Acting

Step 1: The researcher gave the English Song for the students to listened.

Step 2: The researcher asked some students to pronounce it. If there was an incorrect pronunciation, then asked to other students until one of them corrected the words.

Step 3: The researcher gave the correct pronunciation and drilled

them to pronounce it.

Step 4: The researcher gave worksheet to the students. It was a

text consisted of some blank words.

Step 5: The researcher evaluated them by using oral test to check

their progress in pronunciation.

3) Observing

In this phase, the researcher observed the class athmosphere

when the learning process was conducted.

4) Reflecting

The researcher analyzed the progressiveness of learning

result and learning activity, whether there is an improvement or not

from cycle. The researcher identified the result of observation in

the learning process and compared the score of pre-test and post-

test.

E. Data Collection Method

In this research, the researcher had collected the data by using test,

observation and documentation.

1. Test

Test is valuable measuring instruments for education research. A

test is a set of stimulus presented to an individual in order to elicit

responses on the basis, which a numeral score can be assigned. The test was divided into two parts, as follows:

a. Pre-Test

Pre-test is used to get information how the students' achievement before they get a treatment. First, the researcher gave the students test to evaluate their Pronunciation skills. The test is about introducing themselves. Then, the researcher gave some questions orally to the students and they answered it directly.

b. Post-Test

Post-test was done after the students got their treatment. The researcher gave the students some tasks which included with some blank words and they did it orally.

2. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is data collection method by directly observing to the object that is examined.

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the student who is actively involved in the learning process. The data is made in order to know students' development and as reference for the teacher to arise the participation of the student who had not involved yet. In addition, the researcher observed the students' behaviors and their

activities in learning process to know how the process of learning was held. In the observation, the researcher made the observation sheets that contains of student's list activity.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school. The researcher also taken the data in process of learning in SMK PGRI 1 PUNGGUR.

F. Data Analysis Method

In this research, the researcher used the data analysis by taking the avarage from pre test and post test. Furthermore, to know the improvement, the researcher compared both of pre test and post test. Then, the result are matched with the minimum mastery criteria (MMC) in the school for English subject is 70.

There some students were not successful in cycle 1, the researcher had to conduct the cycle 2. In cycle 2 the students are successful, then the cycles stopped because the students had to achieve the minimum mastery criteria. Data analysis was conducted step by step from the average score of the pre-test and post-test. The formula to got the average of pre-test and post-test as follow:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$:Mean Score

Σ : The Sum

x :Raw Score

N : Number of Cases[79]

G. Indicator of Success

The indicator of the success is taken from the process and the result of the action research. This research called successful if 75% of students got minimun score of 70. In addition, there is improving in students activities and learning result in the learning process.

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[79]Donald Ary, p.108-109

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

1. Profil of SMK PGRI 1 PUNGGUR

Name   : SMK PGRI 1 PUNGGUR

Address   : Jl. Pendidikan No. 5 Tanggulangin, Punggur,

Central Lampung

Postal Code   : 34152

Phone Number/Fax   : (0725) 45655

NDS/NSS   : L.02164021 / 344120206005

Wide   : 8440 m^2

Status   : Accreditation

2. Short Story about the Establishment of SMK PGRI 1 PUNGGUR.

SMK PGRI 1 PUNGGUR is the of senior high school which located in Tanggul Angin, Punggur, Central Lampung. It was established in 1984. It had a purpose to facilitate the students who were continuing their study to higher degree after graduating from Junior High School. SMK PGRI 1 PUNGGUR has four program, such as: Marketing, Accountancy, Administration and Engineering of Computer and Network.

The other reason of SMK PGRI 1 PUNGGUR was establishment that this school was provided more adequate which means for the development of science and technology to empower the students. Considering the impact of globalization era, as a leader of PGRI

foundation Mr. Sarkam, and the other teacher build the school named

SMK PGRI 1 PUNGGUR where the students were placed. The principle

of SMK PGRI 1 PUNGGUR in that time was Bayu Suprihyanto, B.Sc.

while for the teachers were all honorary researcher.

Since SMK PGRI 1 PUNGGUR was established,

it had been led by some principles, and they were: Bayu Suprihyanto,

B.Sc., Dwi Suhardiyono, S.Pd, Drs. Sujadi Margono, Dwi Suhardiyono,

S.Pd, Mardiyono, HS, BA and now this school was led by Harnani, S.Pd.

3. **The Condition of Teachers and Official Employers in SMK PGRI 1 PUNGGUR.**

The numbers of teacher and official employers in SMK PGRI 1

PUNGGUR in academic year 2017/2018 are 40 teacher and employers that

can be identified as follows:

Table 5
The Condition of Teacher and the Official Employers
at SMK PGRI 1 PUNGGUR

No.	Nama / NIP	Sex	Occupation
1	Harnani, S.Pd	Female	Principle
2	Dra. Ernawati	Female	Vice of Curriculum
3	Wahana Widjanarko, S.Pd	Male	Vice Principal of Student
4	Hi. Mardiyono, Hs, S.Pd	Male	History Teacher
5	Ir. Suyoto	Male	English Teacher
6	Drs. Cahyo Purwono	Male	Sport Teacher
7	Drs. Tugiman	Male	Indonesian Language Teacher
8	Agus Gunardiyanta, B.a	Male	Civic Teacher

9	Drs. Tribono Budi Rumpoko	Male	Marketing Teacher r
10	Dra. Rupiyah	Female	Indonesian Language Teacher
11	Dra. Masturyatun	Female	Civic Teacher
12	Dwi Suhardiyono, S.Pd	Male	Accountancy Teacher
13	Dra. Ari Retnani	Female	Computer and Network Teacher
14	May Farida S.Pd.	Female	Marketing Teacher
15	Drs. Sungedi	Male	Sport Teacher
16	Suwito	Male	Conselor Teacher
17	Eni Purwiyati, B.a	Female	Art and Culture Teacher
18	Indriani Srimuryantini,SE.M.S, Ak	Female	Accountancy Teacher
19	Dra. Salbiah	Female	Religion Teacher
20	Lusy Yusarniati, SE.	Female	Computer and Network Productive Teacher
21	Dyah Ayu Novitasari ,SE.	Female	Economy Teacher
22	Sumartini, S.Pd	Female	Social Teacher
23	Agung Tri Hardono	Male	Science Teacher
24	Desi Anawati, S.Pd	Female	Marketing Teacher
25	Bekti Adarani, S.Pd	Female	Made Product Teacher
26	Willy Artanika Rikarda, ST	Male	Computer and Network Teacher
27	Rofita Handayani, S.Pd	Female	Mathematic Teacher
28	Nuari Anisa Sivi, S.Kom	Female	Computer and Network Productive Teacher
29	Asri Puji Astuti, S.Pd	Female	English Teacher
30	Ali Hanafiah, S.Pd	Male	Religion Teacher
31	Drs. Sudarminto	Male	Mathematics Teacher
32	Alggi Fani Rama Santi, S.Pd	Female	Made Product Teacher
33	Miftahudin	Male	Religion Teacher
34	Supanto	Male	Vice of Public Service
35	Suhadi	Male	Administration
36	Suparjo	Male	Public Service
37	Dwi Haryanti	Female	Public Service

38	I Made Sugiarta	Male	Public Service
39	Neri Puspita Sari,S.Pd	Female	Counselor
40	Avfrillia Suzanty	Female	Public Service

Source : Documentation of The SMK PGRI 1 PUNGGUR

4. The Quantity of SMK PGRI 1 PUNGGUR Students

The quantity students of SMK PGRI 1 PUNGGUR that can be

identified, as follows:

Table 6

The Students Quantity of SMK PGRI 1 Punggur in the Academic

year 2017/2018

No	Class	Students
1.	X class	76 students
2.	XI class	73 students
3.	XII class	86 students
	Total	235 students

Source : Documentation of SMK PGRI 1 PUNGGUR

5. The Building of SMK PGRI 1 PUNGGUR

The condition of facilities and buildings in SMK PGRI 1

PUNGGUR was good. The description of building in SMK PGRI 1

PUNGGUR is as follows:

Table 7
The Buildings of SMK PGRI 1 PUNGGUR, Central Lampung

No	Names of Building	Total
1.	Classroom	12
2.	Library	1
3.	Headmaster Room	1
4.	Vise Principle Room	2
5.	Researcher Room	1
6.	Staff Room	1
7.	Counselor Room	1
8.	IPA Laboratory	1
9.	Computer Laboratory	1
10.	Toilet Researcher	3
11.	Toilet Student	8
12.	UKS Room	1
13.	OSIS Room	1
14.	Storage Room	1
15	Mosque	1
16	Kitchen	1
17	Canteen	1
19	Parking Area	1
20	Theory Room	8

Source: Documentation of the SMK PGRI 1 PUNGGUR.

6. The List of Students Named Class X AP

Table 8

STUDENT'S NAME	SEX
1. Adelia Pariska	Female
2. Alfia Dwi Damayanti	Female
3. Anggia Rahmawati	Female
4. Ayu Mau Lestari	Female

5. Dewi Agustin	Female
6. Dita Putri Mayvina	Female
7. Eka Nursyah Putri	Female
8. Eva Rizki Mulya Sari	Female
9. Fitri Yana Rachmawati	Female
10. Heni Fatimah	Female
11. Hesti Hasanah	Female
12. Heti Rosita	Female
13. Kusuma Wardani	Female
14. Lutfi Istiana	Female
15. Michael Septa P	Male
16. Miftahul Janah	Female
17. Novia Anggraini	Female
18. Peni Tri Wahyuningsih	Female
19. Renatha Virgita	Female
20. Resti Aprilia	Female
21. Riska Indriani	Female
22. Sevia Permata Sari	Female
23. Shiva Nur Halimah	Female
24. Tesya Lonika Andaresta	Female
25. Veni Novita Anggraini	Female

Source: Documentation of the SMK PGRI 1 PUNGGUR.

7. **The Organization Structure of SMK PGRI 1 Punggur**

The Organization Structure of SMK PGRI 1 Punggur in the academic year of 2017/2018 can be shown in the following figure:

Figure 4

The Organization Structure of SMK PGRI 1 Punggur

Kepala sekolah			Komite sekolah
Harnani, S.Pd		↔	1. Hi. Mardiyono, HS, S.Pd. 2.Drs.Tugiman

Waka.bid.kuri		Kepala tata usaha
Dra. Ernawati		Supanto
Waka.bid.kesis		**Bendahara**
Wahana widjanarko, S.Pd		Suhadi

Guru bk.
1. Neri puspitasari, S.Pd
2. Suwito

Dewan guru
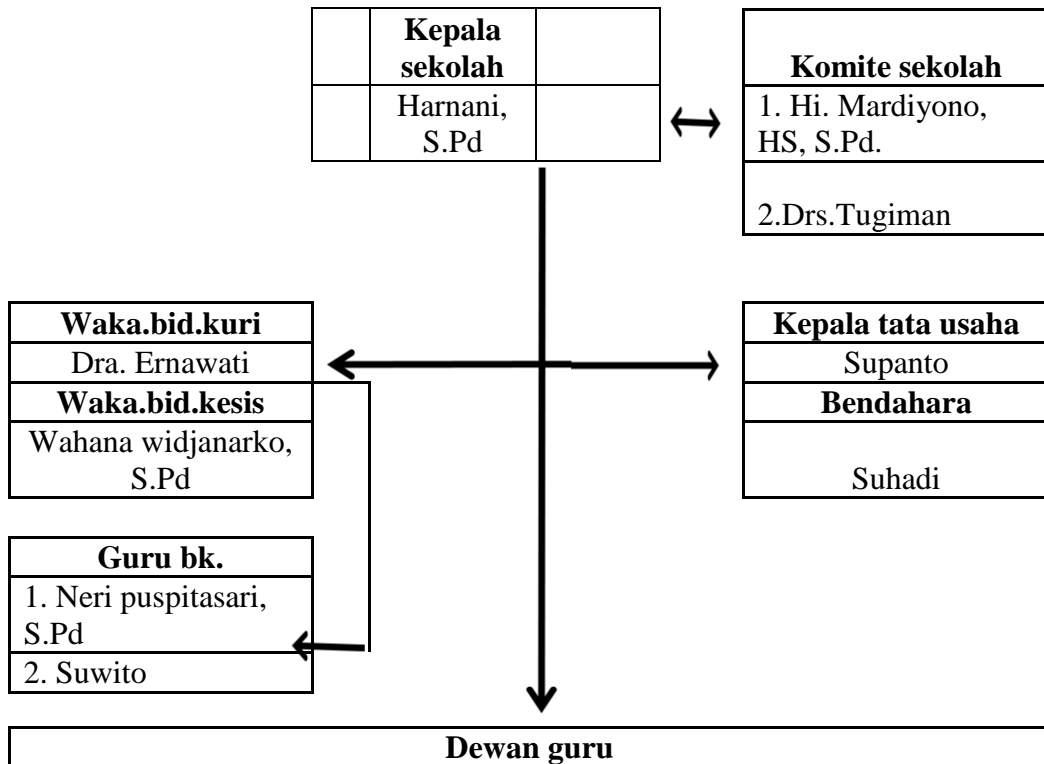
B. Description of the Research Result

In this research, the researcher conducted the pre-test on September 18th 2017 before the process of cycle one would be done. The result of the students' mark could be seen on the table as follow:

Table 9
The Pre-test Result of Students' Pronunciation Skill
Class X AP

No	Name	Score	Note
1	Adelia Pariska	60	Incomplete
2	AlfiaDwiDamayanti	55	Incomplete
3	Anggia Rahmawati	55	Incomplete
4	Ayu Mau Lestari	65	Incomplete

5	Dewi Agustin	55	Incomplete
6	Dita Putri Mayvina	65	Incomplete
7	Eka Nursyah Putri	70	Complete
8	Eva Rizki Mulya Sari	65	Incomplete
9	FitriYanaRachmawati	60	Incomplete
10	Heni Fatimah	65	Incomplete
11	Hesti Hasanah	60	Incomplete
12	Heti Rosita	55	Incomplete
13	Kusuma Wardani	60	Incomplete
14	Lutfi Istiana	75	Complete
15	Michael Septa P	60	Incomplete
16	Miftahul Janah	70	Complete
17	Novia Anggraini	65	Incomplete
18	PeniTriWahyuningsih	65	Incomplete
19	Renatha Virgita	75	Complete
20	Resti Aprilia	65	Incomplete
21	Riska Indriani	60	Incomplete
22	Sevia Permata Sari	70	Complete
23	Shiva Nur Halimah	65	Incomplete
24	TesyaLonikaAndaresta	70	Complete
25	Veni Novita Anggraini	75	Complete
Total		1605	
Average		64,2	
High Score		75	
Low Score		55	

Source: The result of Pre-test on September 18th 2017

Table 10
The Percentage of Students' Pronunciation Skill Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	7	28%	Complete
2	< 70	18	72%	Incomplete
	Total	25	100%	

Source: The result of Pre-test on September18ᵗʰ 2017

Based on the table above, it can be seen that there are only 7 students who included to complete category and 18 students who included to incomplete category. The standard minimum for English lesson in SMK PGRI 1 PUNGGUR is at least 70. So, the researcher chose the English Song to improve students' pronunciation skill in the tenth graders of SMK PGRI 1 PUNGUR Central Lampung Academic Year 2017/2018.

1. Cycle I

   a. Identification of the problem

   Based on the researcher's experience and the result of pronunciation skill test in SMK PGRI 1 PUNGGUR, the researcher concluded that the problem faced by the students as follow: Many students could not pronounce the words correctly because their habit which often used their mother language. They pronounce the words like they pronounce Indonesian Language which has sameness in its spoken and written.

   b. Alternative of the Problem.

   1) The researcher explained how to produce sounds of each words and their speaking representative.

2) The researcher should apply the English Song in teaching pronunciation skill.

Based on the cases above, the researcher used the English Song as the problem solution.

1) Planning

In this planning the researcher and the collaborator planned to give material about pronunciation. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, preparing the English Song as the media, making the instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

The action in cycle I consisted of 3 meetings. The explanatin of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on September 18th, 2017 for 2x45 minutes. This meeting was used to conduct pre-test before the students were given the action. The meeting was started by praying, greeting, cheking the attendance list, and asking the

students condition. Then, the researcher explain the materials about greetings. For the example; Good Morning; How are you today?; I am fine, thank you; See you later.

Moreover, the researcher give explanation about pronunciation and its' stress component. The researcher also explained a simple phonetics symbols for help student in their pronunciation. Such as: / i: /,/ ∂: /,/ a: /,/ u: /,/o: /.

After the explanation, the researcher would like to know about the students pronunciation skill. Then, the researcher give them a handout consist of ten sentences. The researcher ask them to pronounce some sentence. The researcher record them to know how they produce the sound. Then, the researcher close the meeting.

b) The Second Meeting

The second meeting was conducted on September 21st 2017 for 2x45 minutes. This meeting was started by greeting and praying, checking the attendace list and asking the students condition. First, the researcher give the students an English Song for the title is "Mother How Are You Today". The researcher could not forget hands out the lyrics of the songs and also writes the lyrics on the board. Then, play a recording entire the song.

Second, go through the words. The researcher assure the students understand the words, or at least that they understand the

key words necessary for singing the song meaningfully and with enjoyment.

Third, speak the song line by line. The researcher lets the students know how to pronounce the words of the songs correctly. The researcher say the song one line at a time and have the students repeat the words. Then, for the song on the board, reseacher track the words with a pointer.

The researcher also gave the example to each words sound and drilled the students to pronounce it. The students were pronounce some words such as Mother : /ˈmʌðə/, How : /haʊ/, Are : /ɑː/ You : /juː/, Today : /təˈdeɪ/. The researcher guided them. Some of them felt difficult to pronounce it, because they were not be accustomed to differentiate the sounds. So, the researcher guided them first. After that theresearcher closed the meeting.

c) The Third Meeting

The third meeting was conducted on September 25th 2017 for 2x45 minutes. This meeting was used to conduct post-test 1 after the students were given the action. This meeting was started by greeting and praying, checking the attendace list and asking the students condition. First, the researcher review the materials about Pronunciation and its' stress component. Then the researcher give thetest about stress. The researcher give multiple choice consist of twelve sentence.

After finishing the test, the researcher corrected the students' answer together. Then, the researcher led to the student to ponounce the correct words' stress. After that, the researcher reviewed the material and closed the meeting by greeting them.

In the post-test 1, there are 18 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow:

Table 11
The Students' Post-test 1 Result of Pronunciation Skill in Cycle I

No	Name	Mark	Note
1	AP	64	Incomplete
2	ADD	60	Incomplete
3	AR	64	Incomplete
4	AML	74	Complete
5	DA	60	Incomplete
6	DPM	70	Complete
7	ENP	80	Complete
8	ERMS	80	Complete
9	FYR	72	Complete
10	HF	76	Complete
11	HH	72	Complete
12	HR	64	Incomplete
13	KW	64	Incomplete
14	LI	82	Complete
15	MSP	64	Incomplete
16	MJ	78	Complete

17	NA	76	Complete
18	PTW	72	Complete
19	RV	82	Complete
20	RA	72	Complete
21	RI	72	Complete
22	SPS	82	Complete
23	SNH	72	Complete
24	TLA	80	Complete
25	VNA	76	Complete
Total		1808	
Average		72,32	
High Score		82	
Low Score		60	

Source: The result of Post-test1 on September 28th 2017

Table 1
The Percentage Students' Score of Post-test I of Pronunciation Skill

No	Score	Frequency	Percentage	Category
1	≥ 70	18	72%	Complete
2	< 70	7	28%	Incomplete
Total		25	100%	

Source: The result of Post-test1 on September 28th 2017

Based on the data above, it can be seen that there are 18 students who belong to complete category and 7 students who belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 75% of students got the minimul score 70. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave material about expression of asking for and giving opinion. The students were also introduced the phonetic symbols. Some students could active to join the learning. They looked enjoy in learning process. Some of them gave attention to the expalantion of researcher about the example of phonetic symbols. They could drill of word well, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students'activity.

Table 13
The Students' Activities Result in Cycle I

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AP	2	40%	3	60%	Improve
2	ADD	2	40%	2	40%	Constant
3	AR	1	20%	2	40%	Improve
4	AML	3	60%	3	60%	Constant
5	DA	1	20%	2	40%	Increase
6	DPM	2	40%	3	60%	Improve
7	ENP	3	60%	4	80%	Improve
8	ERMS	3	60%	4	80%	Improve
9	FYR	2	40%	3	60%	Improve
10	HF	2	40%	3	60%	Improve
11	HH	2	40%	2	40%	Constant
12	HR	1	20%	3	60%	Improve
13	KW	1	20%	2	40%	Improve
14	LI	3	60%	4	80%	Improve
15	MSP	1	20%	2	40%	Improve
16	MJ	2	40%	3	60%	Improve
17	NA	2	40%	3	60%	Improve
18	PTW	1	20%	3	60%	Improve
19	RV	2	40%	2	40%	Constant
20	RA	2	40%	3	60%	Improve
21	RI	1	20%	2	40%	Improve

22	SPS	2	40%	3	60%	Improve
23	SNH	1	20%	2	40%	Improve
24	TLA	2	40%	3	40%	Improve
25	VNA	3	60%	4	80%	Improve

Note : ≤50% : Not Active

≥50% : Actives

The students Mark Criteria:

1. The student give attention to the researcher explanation
2. The student activein practicing the pronunciation of English Song lyrics
3. Give response to researcher and other students question about the material
4. Making the note from the material of phonetic symbol
5. The students prononuce the words correctly and knowing the phonetics symbols

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

Table 14
Frequency of Students' Activites Result in Cycle I

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	4	16%	Very Good
3	3	5	20%	12	48%	Good
4	2	12	48%	9	36%	Enough
5	1	8	32%	-	-	Low
Total		25	100%	25	100%	

Source: the result of students activities on September 21st,25th2017

According to the result of observation above, the learning

process was improving, because there is difference between the

students activities in the first meeting and the second meeting. In the first meeting, there are just 5 students who got good category and there is no student who got very good category.

Furthermore, in the second meeting there are 12 students who got good category and 4 student who got very good category. In conclusion, the learning process can be called success, because there is improvement of students' activities in in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an improvement of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled.

Some of the students did not focus on the material and they were still confused to pronounce the unfamiliar sound. Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get sollution as follow:

a) The researcher should manage class well

b) The researcher motivated the students to focus on study and did not make a noises

c) The researcher should give more exercises to drill the students' pronunciation.

Table 15
The Result of Students' Pre-test and Post-test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Improve	
1	AP	60	64	4	Improve
2	ADD	55	60	5	Improve
3	AR	55	64	9	Improve
4	AML	65	74	9	Improve
5	DA	55	60	5	Improve
6	DPM	65	70	5	Improve
7	ENP	70	80	10	Improve
8	ERMS	65	80	15	Improve
9	FYR	60	72	12	Improve
10	HF	65	76	11	Improve
s11	HH	60	72	12	Improve
12	HR	55	64	9	Improve
13	KW	60	64	4	Improve
14	LI	75	82	7	Improve
15	MSP	60	64	4	Improve
16	MJ	70	78	8	Improve
17	NA	65	76	11	Improve
18	PTW	65	72	7	Improve
19	RV	75	82	7	Improve
20	RA	65	72	7	Improve
21	RI	60	72	12	Improve
22	SPS	70	82	12	Improve
23	SNH	65	72	7	Improve
24	TLA	70	80	10	Improve
25	VNA	75	76	1	Improve
	Total	1605	1808		
	Average	64,20	72,32		

Source:The result of pre test and post test 1

Figure 5
The Average of the Students' Score on Pre-test and Post test 1
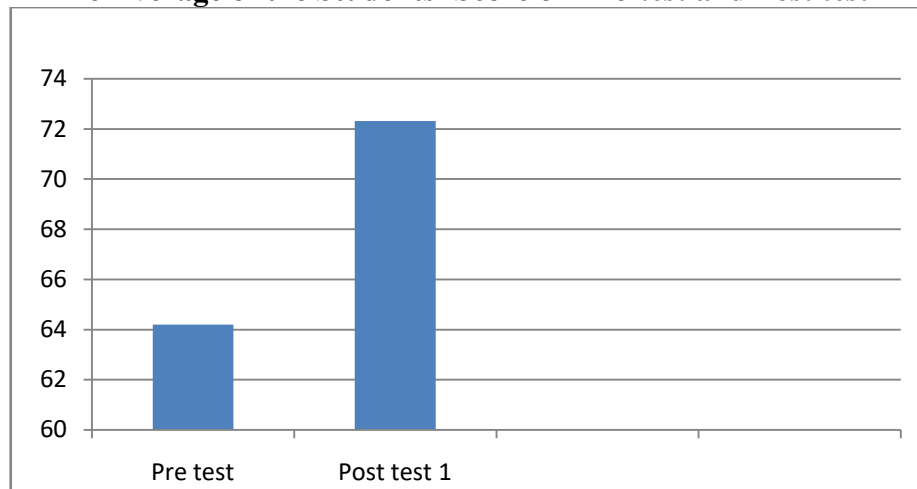
Source: The result of pre-test and post test 1

Based on the graphic above, it shows that there was an improvement between pre-test and post-test 1. The learning process is called succes, if 75% of the students passed the standard minimum criteria 70. The table of post test 1 shows that there are 18 students who passed the standard minimum criteria in the percentage of 72%. It means that the indicator of succes was not achieved yet, although there is improvement in students' activity. So, the research would be continued to cycle II. In addition, the result of cycle 1 would be used as guideline to conduct the next cycle.

2. Cycle II

Cycle II is similar to cycle I, it consisted of planning, acting, observing and reflecting. It will be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan . Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to pronounce English word because of their mother tongue. Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle 2 would be planned different with cycle 1. The researcher was active enough in cycle 1, but in the cycle 2 the students were the active ones to do the task.

b. Acting

1) The First Meeting

The meeting was conducted on October, 02nd 2017. The researcher opened the meeting by greeting, asked students to pray together, checking students' attendance list. Next, the researcher announced the result of their pronunciation at the last meeting.

After that, the researcher explained the new material about asking for clarification. The researcher guided the students to pronounce each words with good expression. If there was a word that they felt difficult to pronounce, the researcher plays the English Song that has purpose to train the students' tongue. The researcher gave instruction to the students to follow the Song. Next, The researcher

gave each students a worksheet. It was about lyrics of English Song

consisted of blank parts. The students are asked to fill the blank.

Furthermore, the researcher asked one of the students to come

forward to the class to pronounce the lyrics in worksheet. The

researcher asked to other student who have different answer. Then,

the researcher gave the correct answer and pronounce those words

until the students can follow correctly to sound it. After finishing the

exercise, the researcher closed the meeting.

2) The Second Meeting

The second meeting was conducted on October, 05th 2017. In

this meeting, the researcher conducted the post test 2. The procedure

was same as cycle 1 while in this cycle, the researcher used the dialog

material for second post test. The students answered the test in

multiple choice. After answered the test, the researcher asked 2

students to came foward infront of the class. They got instuction to

read their dialog with the good expression.

In this session, the researcher got the result of the students'

post-test 1 in cycle I. The result can be seen as follow:

Table 16
The Students' Score of Pronunciation Skill Post-test in Cycle II

No	Name	Score	Note
1	AP	80	Complete
2	ADD	68	Incomplete
3	AR	70	Complete
4	AML	80	Complete
5	DA	68	Incomplete
6	DPM	76	Complete
7	ENP	90	Complete

8	ERMS	85	Complete
9	FYR	76	Complete
10	HF	80	Complete
11	HH	76	Complete
12	HR	78	Complete
13	KW	66	Incomplete
14	LI	90	Complete
15	MSP	66	Incomplete
16	MJ	82	Complete
17	NA	80	Complete
18	PTW	78	Complete
19	RV	88	Complete
20	RA	86	Complete
21	RI	82	Complete
22	SPS	88	Complete
23	SNH	78	Complete
24	TLA	86	Complete
25	VNA	80	Complete
Total		1977	
Average		79,08	
High Score		90	
Low Score		66	

Source: The result of post test II on October, 05th 2017

Table 17
Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	21	84%	Complete
2	< 70	4	16%	Incomplete
Total		25	100%	

Source: The result of Post-test on October 05th 2017

The table above is the result of students' mark at post test 2. It can be seen that there was an improvement from the mark of post test 1 and post test 2. There are 21 students who included to complete category in the percentage of 84%, and there are just 4 students who included to incomplete category in the percentage of 16%. It means

that there was improvement score from post test 1 and the post test 2 and the learning process was succes.

c. Observation

In this stage the students more active and enthusiastic in following the learning process. It can be seen as follow:

1) The Students' Activities Result in Cycle II

Table 18
The Students' Activities Result In Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AP	4	80%	5	100%	Improve
2	ADD	3	60%	4	80%	Improve
3	AR	3	60%	4	80%	Improve
4	AML	4	80%	5	100%	Improve
5	DA	3	60%	3	80%	Constant
6	DPM	4	80%	5	100%	Improve
7	ENP	4	80%	5	100%	Improve
8	ERMS	4	80%	5	100%	Improve
9	FYR	3	60%	4	80%	Improve
10	HF	3	60%	4	80%	Improve
11	HH	4	80%	5	100%	Improve
12	HR	3	60%	4	80%	Improve
13	KW	3	60%	3	60%	Constant
14	LI	4	80%	5	100%	Improve
15	MSP	3	60%	4	80%	Improve
16	MJ	4	80%	5	100%	Improve
17	NA	3	60%	4	80%	Improve
18	PTW	4	80%	5	100%	Improve
19	RV	4	60%	5	80%	Improve
20	RA	4	80%	5	100%	Improve
21	RI	3	60%	4	80%	Improve
22	SPS	4	80%	5	100%	Improve
23	SNH	3	60%	4	80%	Improve
24	TLA	4	80%	5	100%	Improve
25	VNA	4	80%	5	100%	Improve

Source: the result of students activities on October, 02nd 05th 2017

Note :   ≤50% : Not Active
              ≥50% : Active

The students Mark Criteria:

1. The student give attention to the researcher explanation
2. The student active in practicing the pronunciation of English Song lyrics
3. Give response to researcher and other students question about the material
4. Making the note from the material of phonetic symbol
5. The students prononuce the words correctly and knowing the phonetics symbols.

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

Table 19
Frequency of Students' Activities Result In Cycle II

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	14	56%	Excellent
2	4	14	56%	9	36%	Very Good
3	3	11	44%	2	8%	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		25	100%	25	100%	

Source: the result of students activities on October, 02nd 05th 2017

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

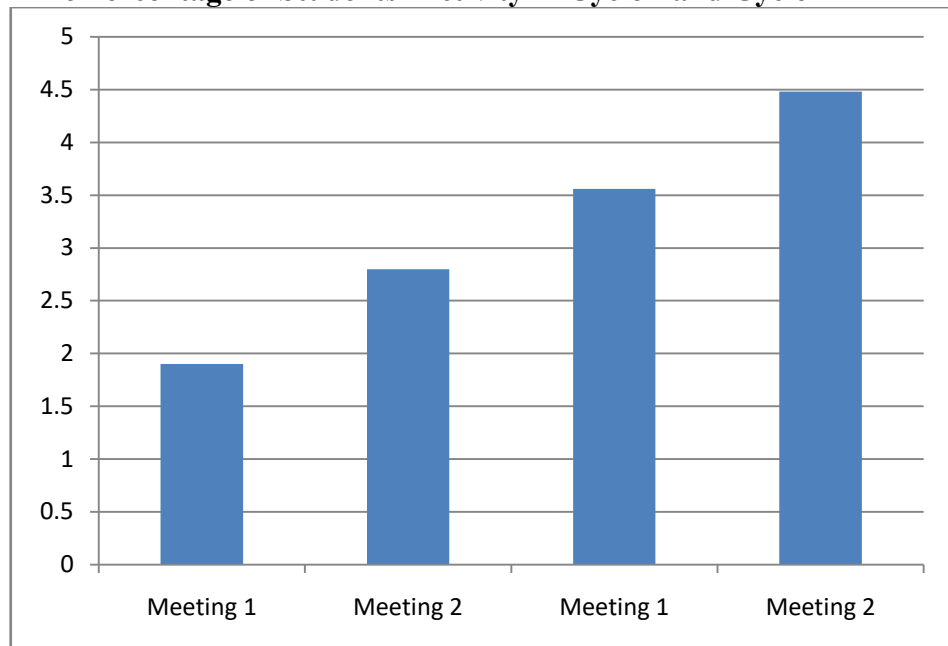2) The Result of Students' Activity

This observation sheet result was gotten when the learning process was conducted by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 20
The Result of The Activity in Cycle I & II

No	Name	Cycle I		Cycle II		Category
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting	
1	AP	2	3	4	5	Improve
2	ADD	2	2	3	4	Improve
3	AR	1	2	3	4	Improve
4	AML	3	3	4	5	Improve
5	DA	1	2	3	3	Improve
6	DPM	2	3	4	5	Improve
7	ENP	3	4	4	5	Improve
8	ERMS	3	4	4	5	Improve
9	FYR	2	3	3	4	Improve
10	HF	2	3	3	4	Improve
11	HH	2	2	4	5	Improve
12	HR	1	3	3	4	Improve
13	KW	1	2	3	3	Improve
14	LI	3	4	4	5	Improve
15	MSP	1	2	3	4	Improve
16	MJ	2	3	4	5	Improve
17	NA	2	3	3	4	Improve
18	PTW	1	3	4	5	Improve
19	RV	2	2	4	5	Improve
20	RA	2	3	4	5	Improve
21	RI	1	2	3	4	Improve
22	SPS	2	3	4	5	Improve
23	SNH	1	2	3	4	Improve
24	TLA	2	3	4	5	Improve
25	VNA	3	4	4	5	Improve
Total		47	70	89	112	
Average		1,9	2,8	3,56	4,48	

Source: The result of students' activities in cycle I and II.

Figure 6
The Percentage of Students' Activity in Cycle I and Cycle II

Based on the table and graphic above, it could be concluded that there was an improvement of students' activities during the learning process of cycle I and cycle II through English Song as a Media.

It means that English Song as a Media had positive effect to improve the learning process.

d. Reflecting

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students can pronounce the words well and train their tongue with English Song. The students gave full attention to researcher and students'explanation.

1) The Result Mark of Students' Post test 1 and Post test 2

Table 21
The Result of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	AP	64	80	16	Improve
2	ADD	60	68	7	Improve
3	AR	64	70	6	Improve
4	AML	74	80	6	Improve
5	DA	60	68	8	Improve
6	DPM	70	76	6	Improve
7	ENP	80	90	10	Improve
8	ERMS	80	85	5	Improve
9	FYR	72	76	4	Improve
10	HF	76	80	4	Improve
11	HH	72	76	4	Improve
12	HR	64	78	14	Improve
13	KW	64	70	6	Improve
14	LI	82	90	8	Improve
15	MSP	64	72	8	Improve
16	MJ	78	82	4	Improve
17	NA	76	80	4	Improve
18	PTW	72	78	6	Improve
19	RV	82	88	6	Improve
20	RA	72	86	14	Improve
21	RI	72	82	10	Improve
22	SPS	82	88	6	Improve
23	SNH	72	78	6	Improve
24	TLA	80	86	6	Improve
25	VNA	76	80	4	Improve
Total		1808	1977		
Average		72,32	79,48		

Source:The result of post test 1 and post test 2

Figure 7
The Average of Students' Score on Post-test I and Post-test II
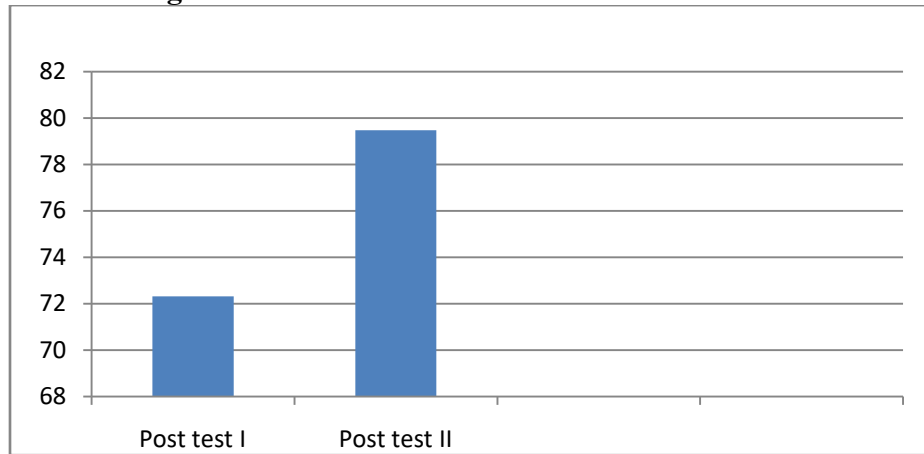
Source:The result of post test I and post test II

2) The Result of Students' Mark Pre-test, Pos test I and Post test II

Nevertheles, there is an improvement mark of the students'
post test I than pre-test. At the cycle II, the improvement of post test II
better than post test I. This is the mark illustration of them:

Table 22
The Result of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AP	60	64	80	Improve
2	ADD	55	60	68	Improve
3	AR	55	64	70	Improve
4	AML	65	74	80	Improve
5	DA	55	60	68	Improve
6	DPM	65	70	76	Improve
7	ENP	70	80	90	Improve
8	ERMS	65	80	85	Improve
9	FYR	60	72	76	Improve
10	HF	65	76	80	Improve
11	HH	60	72	76	Improve
12	HR	55	64	78	Improve
13	KW	60	64	70	Improve
14	LI	75	82	90	Improve

15	MSP	60	64	72	Improve
16	MJ	70	78	82	Improve
17	NA	65	76	80	Improve
18	PTW	65	72	78	Improve
19	RV	75	82	88	Improve
20	RA	65	72	86	Improve
21	RI	60	72	82	Improve
22	SPS	70	82	88	Improve
23	SNH	65	72	78	Improve
24	TLA	70	80	86	Improve
25	VNA	75	76	80	Improve
Total		1605	1808	1977	
Average		64,20	72,32	79,48	

Source:the Result of pre test, post test I and post test II

Figure 8
The Average of The Students' Score at Pre test,Post test I and Post test II
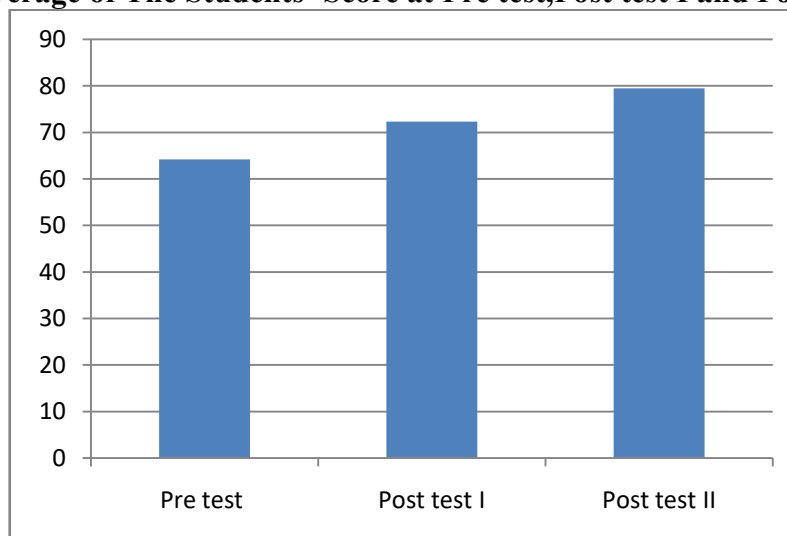
Source: The result of pre test, post test I and Post test II

From the table above can be seen that there was an improvement from post test I and post test II. The students' could achieve the target. Most of students got mark ≥75 in the percentage of 90% and there is also improvement of students' activity. It means that English Song can improve students' pronunciation skill.

Table 23
The Percentage of Students' Result Post test I and Post test II

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	18	72%	23	92%	Complete
2	< 70	7	28%	2	8%	Incomplete

Source: The result of post test I and post test II

Based on the comparison table above, it shows that there is score improvement in post test 1 and post test 2. There is more than 75% students who are categorized to complete. So, the research would not be continued to the next cycle.

C. Discussion

1. The Result of Students' Learning Process

Based on the research which had done in two cycles, it had been gotten the result of students' pronunciation score of X AP through English Song as a Media on cycle I and cycle II. The data showed that the students' average in the pre test was 64,20; in the post test 1 was 72,32 and in the post test II was 79,48.

It means that there was an improvement on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 8,12 and the difference between post test 1 and post test 2 is 7,16. Whereas, the difference between pre-test and post test 2 is 15,28. The improvement showed that the students will have good pronunciation skill if they are taught by good media and specific explanation.

Although the result of this research is not significant enough, the learning process can be called succes, because more than 75% of the

students were be able to pass the minimum criteria 70   there was improvement in students' activity.

2. **The Implementation of Improving Pronunciation Skill through English Song.**

English Song as a   media can be used by researcher in teaching learning process. By English Song, the students will be accustomed to pronounce it. Practice makes perfect. The more often the students practise to pronounce the lyrics of the English Song, the bigger possibility they can pronounce them well.

Based on the result of observation through English Song as a media in pronunciation skill, it proved the hypothesis that English Song could improve the students' pronunciation skill and learning activity among the tenth graders of the SMK PGRI 1 PUNGGUR, Central Lampung Academic Year 2017/2018.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research based on the average of the students' score of SMK PGRI 1 PUNGGUR Central Lampung, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II was active. It means that The English Song can improve the students' score, activeness and their interested in English subject.

Based on the result of students' average score from pre test is 64,20; post test 1 is 72,32; post test 2 is 79,48. The data showed that the students' average in the pre test is 64,20, in the post test 1 is 72,32 and in the post test II is 79,48. It means that there was an improvement on students' score from pre test to cycle I and cycle II.

The difference between pre test and post test 1 is 8,12 and the difference between post test 1 and post test 2 is 7,16. Whereas, the difference between pre-test and post test 2 is 15,28. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that The English Song as a media can improve the students' pronunciation skill.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students

   They have to practise to speak and pronounce English word often. If they practise it many times, they will be accustomed and they will not be easy enough to be influenced by their mother tongue.

2. The Teacher

   It is suggested for the English teacher to use The English Song because this media is effective to practise students' tongue in pronouncing the words.

3. The Headmaster

   The Headmaster should support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' pronunciation skill.

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Nomor   : Sti.06/JST/PP.00.9/2394/2016   Metro, 26 Oktober 2016
Lamp   : -
Hal   : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala SekolahSMK PGRI 1 Punggur
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Sulistia Budi Rahayu
NPM   : 13108517
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : The Effectiveness of Using English Song to Improve the Speaking Skills at Tenth Grade Students of SMK PGRI 1 Punggur

Untuk melakuan *PRA SURVEY*di SMK PGRI 1 Punggur.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

Nomor   : 420/ 051/O.5/C.7/D.1/2016
Lampiran   : -,-
Perihal   : Izin Pra Survey

Kepada
Yth.   : Bapak Ketua Jurusan
             Sekolah Tinggi Agama Islam Negeri (STAIN)
             Jurai Siwo Metro Jurusan Tarbiyah
             di- Metro

Dengan hormat;

Menjawab surat Bapak Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Metro No. : Sti.06/JST/PP.00.9/2394/2016, tanggal, 26 Oktober 2016 tentang Izin Pra Survey, pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur memberikan izin kepada mahasiswa tersebut dibawah ini untuk melakukan Pra Survey di- SMK PGRI 1 Punggur Lampung Tengah.

Adapun nama mahasiswa dimaksud :

Nama   : SULISTIA BUDI RAHAYU
NPM   : 13108517
Jurusan   : Tarbiyah
Program Studi   : P B I
Fakultas   : Sekolah Tinggi Agama Islam Negeri (STAIN) Metro
Judul   : " The Use Of English Song to Improve Pronunciation Skills among the Tenth Grade Students of the SMK PGRI 1 Pungur Central Lampung "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

Punggur 23 Nopember 2016
Kepala SMK PGRI 1 Punggur

HARNANI, S.Pd
NIP. 19730716 200502 2 002

Nomor   : 3806/In.28/D.1/TL.00/08/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK PGRI 1 PUNGGUR
di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 3805/In.28/D.1/TL.01/08/2017, tanggal 07 Agustus 2017 atas nama saudara:

Nama	:	**SULISTIA BUDI RAHAYU**
NPM	:	13108517
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK PGRI 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ENGLISH SONG TO IMPROVE THE PRONUNCIATION SKILLS AMONG THE TENTH GRADE STUDENTS OF THE SMK PGRI 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Agustus 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-955/In.28/S/OT.01/08/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	SULISTIA BUDI RAHAYU
NPM	:	13108517
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13108517.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 01 Agustus 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Sulistia Budi Rahayu

NPM : 13108517

Fakultas : Tarbiyah

Jurusan : Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul Register, Genre and Style.

Metro, 08 December 2017.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP 19750610200801 1 014

Nomor	: 420/024/O.5/C.7/D.1/2017
Lampiran	: -,-
Perihal	: RESEARCH

Kepada
Yth.   : Ibu Wakil Dekan I Fakultas Tarbiyah dan
Ilmu Keguruan Institut Agama Islam Negeri Metro (IAIN)
Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur
Kota Metro
di- Metro

Kepala Sekolah Menengah Kejuruan Kelompok Bisnis dan Manajemen Persatuan Guru
Republik Indonesia (SMK PGRI) 1 Punggur, Lampung Tengah menerangkan bahwa :

Nama	: **SULISTIA BUDI RAHAYU**
NPM	: 13108517
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris
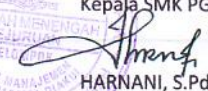
Telah mengadakan Research di -SMK PGRI 1 Punggur, Kabupaten Lampung Tengah
mulai tanggal, 14 , 18, 25 , 28 September dan 2 , 5 Oktober 2017, dengan Judul Skripsi

" THE USE OF ENGLISH SONG TO IMPROVE THE PRONUNCIATION SKILLS
AMONG THE TENTH GRADE SUTUDENTS OF THE SMK PGRI 1 PUNGGUR "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan
terimakasih.

Punggur, 5 Oktober 2017
Kepala SMK PGRI 1 Punggur

HARNANI, S.Pd
NIP. 19730716 200502 2 002

Nomor   : 420/023/O.5/C.7/D.1/2017
Lampiran   : -,-
Perihal   : IZIN RESEARCH

Kepada
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Kota Metro
di- Metro

Kepala Sekolah Menengah Kejuruan Kelompok Bisnis dan Manajemen Persatuan Guru
Republik Indonesia (SMK PGRI) 1 Punggur, Lampung Tengah menerangkan bahwa :

Nama   : SULISTIA BUDI RAHAYU
NPM   : 13108517
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur Lampung Tengah tidak
keberatan dan memberikan izin kepada mahasiswa tersebut diatas untuk me-
ngadakan research di -SMK PGRI 1 Punggur dengan Judul Skripsi :

" THE USE OF ENGLISH SONG TO IMPROVE THE PRONUNCIATION SKILLS
   AMONG THE TENTH GRADE SUTUDENTS OF THE SMK PGRI 1 PUNGGUR "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan
terimakasih.

Punggur, 14 September 2017
Kepala SMK PGRI 1 Punggur

HARNANI, S.Pd
NIP. 19730716 200502 2 002

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sulistia Budi Rahayu   Jurusan : TBI
NPM : 13108517   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Friday / 08 December 2017.		✓	- Revise Abstract - Revise Page Number - Revise Chapter I - V	
2.	Wednesday / 13 December 2017		✓	- Revise Chapter I - Revise Chapter II - Revise Chapter III	
3.	Friday / 15 December 2017		✓		

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sulistia Budi Rahayu   Jurusan : TBI
NPM : 13108517   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday, December 11ᵗʰ 2017	✓		Revise Abstract, Revise Chapter II Focusing on Stress	
2.	Thursday, 14ᵗʰ December 2017	✓		Revise Chapter II, Revise Chapter I	
3.	Tuesday, 19ᵗʰ December 2017	✓		Revise Abstract, Revise Dedication Page, Revise Table of Content, Revise Chapter II	
4.	Thursday, 21ˢᵗ December 2017	✓		Revise Table of Content, Revise Chapter II	
5.	Friday, 5ᵗʰ January 2018	✓		Perbaikan Oke, Acc, di munaqasalah	

Mengetahui,
Ketua Jurusan TBI

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DOCUMENTATION

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The name of the writer is Sulistia Budi Rahayu. The writer was born in Ngestirahayu, on October 31th 1995. She is the third child of a couple, Mr. Sutar and Mrs. Maimunah.

She was enrolled her study in Ngestirahayu at TK PGRI Ngestirahayu in 1998 and graduated in 2001. She continued her study at State Elementary School 1 of Ngestirahayu and graduated in 2007. She continued her study at Junior High School 1 of Punggur, Central-Lampung and graduated in 2010. Having graduated from junior high school, she continued her study at Islamic Boarding School MAN 1 Metro, East Lampung. In the same time, she continued her study at MAN 1 Metro East Lampung (now it is name is MAN 1 East Lampung) and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Insitute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to master of degree. amiin