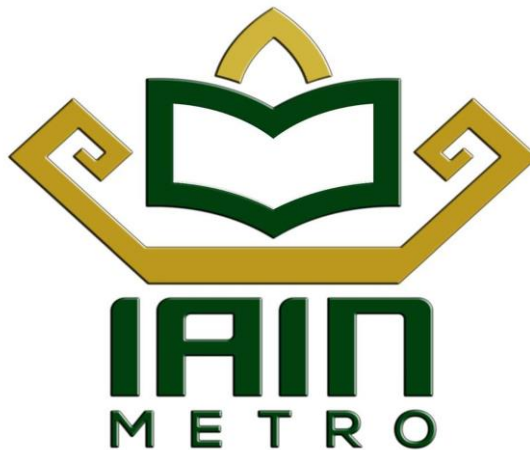# AN UNDERGRADUATE THESIS

THE USE OF SONG AS MEDIA TO IMPROVE
THE STUDETS' PRONOUNCIATION ABILITY AT TENTH
GRADERS OF SMA N 1 KOTAGAJAH CENTRAL LAMPUNG

Written by:

MAEY ANICHA PUTRI

Student Number: 13107607

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H/2018 M

AN UNDERGRADUATE THESIS

THE USE OF SONG AS MEDIA TO IMPROVE
THE STUDETS' PRONOUNCIATION ABILITY AT TENTH
GRADERS OF SMA N 1 KOTAGAJAH CENTRAL LAMPUNG

Presented as a partial fulfillment of the Requirements
for the Degree of SarjanaPendidikan (S.Pd)
in English Education Department

By:
MAEY ANICHA PUTRI
STUDENT ID. 13107607

Tarbiyahand Teacher Training Faculty

English Education Department

Sponsor   **: Dr. Widhiya Ninsiana, M.Hum**
Co-Sponsor   **: Ahmad Subhan Roza, M.Pd**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H/2018 M

THE USE OF SONG AS MEDIA TO IMPROVE
THE STUDETS' PRONOUNCIATION ABILITY AT TENTH
GRADERS OF SMA N 1 KOTAGAJAH CENTRAL LAMPUNG

ABSTRACT

By:
Maey Anicha Putri

The purposes of this research are to show that using Song as media can improve the students' pronunciation ability and students' learning activities at the tenth grade of SMA N 1 Kotagajah in academic year 2017/2018.

This research was classroom action research that consisted of two cycles. The research was conducted at SMA N 1 Kotagajahon X IPA 1 class which consisted of 30 students. The data collecting technique used test, documentation, and observation. Regarding to the research process, the researcher gave the pre-test for the students to know their pronunciation ability score. Then, the researcher gave the treatment for the students. In addition, the change of the students' pronunciation ability score could be known through post test that had been given in every cycle.

The result of the research illustrated the average of the students' score in pre-test was 63,7 and post test 1 was 76,13 and post test 2 in cycle II was gained the average score was 82,26. In summing up it may be stated that using Song as media can improve the students'pronunciation ability at the tenth grade of SMAN 1 Kotagajah. The students have to more often to practice in pronunciation and listening song in order have accustomed with the good pronunciation.

KEGUNAAN LAGU SEBAGAI MEDIA UNTUK MENINGKATKAN KEMAMPUAN CARA PENGUCAPAN SISWA PADA SISWA KELAS X SMA N 1 KOTAGAJAHLAMPUNG TENGAH

ABSTRAK
Oleh:
MAEY ANICHA PUTRI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Lagu sebagai media inidapat meningkatkan kemampuan cara pengucapan dan aktifitas pembelajaran pada siswa tingkat X SMA N 1 Kotagajahpada tahun pelajaran 2017/2018 di Lampung Tengah.

Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan cara pengucapan siswa. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris, mereka mengalami kesulitan dalam cara pengucapan, dan mereka juga tidak tertarik terhadap proses pembelajaran di kelas.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di SMA N 1 Kotagajahpada kelas XIPA 1 yang terdiri dari 30 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, dan observasi. Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan cara pengucapan siswa. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklus.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 63,7post test 1 adalah76,13 dan post test 2 pada siklus II adalah 82,26.. Kesimpulannya adalah penggunaan Lagu sebagai media dapat meningkatkan kemampuan cara pengucapan dan aktifitas pembelajaran siswa padat ingkat X SMA N 1 Kotagajah siswa harus lebih sering latihan dalam cara pengucapan kata dan lebih banyak mendengarkan lagu agar terbiasa dengan cara pengucapan yang baik.

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : In order to Hold the Munaqosah
                  Of Maey Anicha Putri

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis
which is written by:

Name   : Maey Anicha Putri
St. Number   : 13107607
Faculty   : Tabiyah and Teaching Training Faculty
Department : English Education

Title   : THE USE OF SONG AS MEDIA TO IMPROVE
                  STUDENTS' PRONUNCIATION ABILITY AT
                  SMA N 1 KOTAGAJAH CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr. Wb.

                                         Metro, December 2017
             Sponsor   Co-Sponsor

Dr. Widhiya Ninsiana, M.Hum   **Ahmad Subhan Roza, M. Pd**
NIP. 19720923 200003 2 002   NIP. 19750610 200801 1 014

NOTA DINAS

Nomor	:
Lampiran	: -
Perihal	: Pengajuan Munaqosyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	: Maey Anicha Putri
NPM	: 13107607
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: THE USE OF SONG AS MEDIA TO IMPROVE STUDENTS' PRONUNCIATION ABILITY AT SMA N 1 KOTAGAJAH CENTRAL LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Dosen pembimbing 1

Dr. Widhiya Ninsiana, M.hum
NIP. 19720923 200003 2002

Metro, Desember 2017
Dosen pembimbing 2,

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

APPROVAL PAGE

Title : THE USE OF SONG AS MEDIA TO IMPROVE THE STUDENTS' PRONUNCIATION ABILITY AT SMA N 1 KOTAGAJAH CENTRAL LAMPUNG

Name : MAEY ANICHA PUTRI

NPM : 13107607

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro

Sponsor

Metro, December 2017
Co-Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No: B-0302/In.28.1/D/PP.00.9/01/2018

An Undergraduate Thesis entittled: THE USE OF SONG AS MEDIA TO IMPROVE THE STUDENTS' PRONUNCIATION ABILITY AT TENTH GRADERS OF SMA N 1 KOTAGAJAH CENTRAL LAMPUNG

Written by Maey Anicha Putri, student number 13107607 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 10th, 2018 at 10.00-12.00

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum ....)

Examiner I : Dr. Mahrus As'ad, M.Ag ....)

Examiner II : Ahmad Subhan Roza, M.Pd ....)

Secretary : Leni Setiyana, M.Pd ....)

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Hj. Akla, M.Pd.
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : MAEY ANICHA PUTRI

Student Number : 13107607
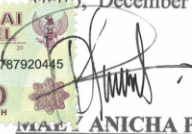
Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted

from the bibliography mentioned.

Metro, December 2017.

MAEY ANICHA PUTRI
NPM. 13107607

v

MOTTO

فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ﴿٥٥﴾

"Then, which of the favours of your Lord will you deny?"
(Qs. Ar- Rahman :55).

"If there is no difficulty, that is not a life. But if fear of difficulty, do not live"
(Emha Ainun Nadjib)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they do not know. My beloved family,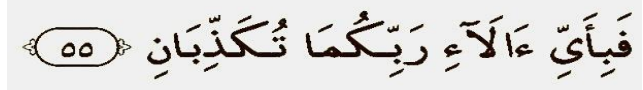 father Mr. Surono, mother Mrs.Siti Muntoifah, and my sisters Anggi Fatmawati and Sita Lutviana who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare. My guide lecturers Ahmad Subhan Roza M.Pd and Dr. Widhiya Ninsiana M.Hum who always guided me so this research can finish. The staffs of Department and teacher training faculty and lecturers of English Departmen twho have given the assistances to accomplish this research. My collaborator in did the research, Mrs. Erniati, S.Pd who kindly always suport me and help me to finish the research

My beloved friends Dhoni Aditiya, Rina Ayu Setiawati, Chicca Kurnia Saputri, Dwi Lestari, Retno Putri Dharmayanti, Aizul Asmi Afriliana FN, Tri Lestari Asha, Rofikotul Azizah, Rita Rahma Wati, who give me a lot of motivation and push me up until I was finish this research. All the beloved friends in class F.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious. Praise is to Allah, the Lord of the World. Without His Blessings, none of these would be possible. He has given his a chance to accomplish this Undergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for her to be a successful person someday (Amen).

The greatest gratitude would also be addressed to both of his advisors, Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd, within their activities, they were still willing to read and revise the Undergraduate Thesis, to give her helpful idea and guiding way of writing during the writing process.

With the limitation of writer's ability, she stills has many mistakes in writing and presentation items. Therefore, the writer apologizes and hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro, December 2017.
The writer

MAEY ANICHA PUTRI
NPM. 13107607

TABLE OF CONTENTS

LIST OF PICTURE

LIST OF FIGURES

LISTS OF TABLES

LIST OF GRAPH

LIST OF APPENDIXES

1. Syllabus
2. Lesson Plan
3. Instruments
4. Documentation Picture
5. Students' Observation Sheet
6. Field Note
7. Research Letter of SMP N 1 Seputih Raman
8. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

English as a foreign language has been learned by Indonesian learners since they were in Elementary Schools. The importance of English as the key to the international communication and commerce made it a compulsory subject for students from the Elementary Schools to the Senior High Schools. According to the current curriculum, the School-Based 2013 Curriculum (C13) in Senior High Schools' aimed to develop the students' communicative competence, both in oral and written forms. Therefore, the emphasis of the English teaching and learning was to develop the four macro language skills, namely listening, speaking, reading, and writing skills. Those macro skills were used to respond or to produce discourse in social life. Thus, the subject was directed to develop the English language skills so that the students were able to communicate in English on a certain level of literacy and discourse.

Furthermore, Language had sound, vocabulary, and grammar. Thus, it was reasonable that language was interesting to analyze. There were many phenomen which consist of lyrics. Meanwhile, a song lyric could be used as another way for people to communicate to others, to young people, or to old people and so on.

Moreover, there were song lyrics, which become model especially for teenagers. The song lyrics could help them to occur their language. The authors of song lyrics specially compose song lyrics for teenagers. It means

song lyrics for teenagers had special intonation and forms which were easy to be understand by teenagers.

Meanwhile, teaching pronunciation to teenagers was not easy but needs more patience. The process of teaching for young learners was different from the process adults. It needs such media to make it easy in delivering the materials.

Thus, for young learners or teenager, English was the first foreign language to be learned, and the students just learn simple English pattern. As the secondary language, the students had very limited knowledge of English. Sometimes it creates problems in learning process, especially pronunciation, the first is a genuine pronunciation problem, which exists when the learners had difficulty in making the required sound to imitate. The researcher has observed they tend to have problems in pronouncing, for example "sleep" ('sli:p), "tree" (tri:), "true" ('tru:) in which these do not exist in Bahasa Indonesia. Secondly, a pronunciation problems occurs when the sound was not really difficult as such, but the learner was misled by the spelling. For example, the words "up" [up], "tea" [ti:], "duck" [dʌk], "cup" [kʌp], "see" [si:], and "sing" [siŋ] were not pronounced as they were written, so learning pronunciation was not easy for students.

Furthermore, there were some factors that influence the students in mastering English, especially in pronunciation which was one of speaking aspect. They were internal and external factors. The internal factors can come from students themselves such as ability and motivation. If the students' knowledge of English is poor, it would be impact toward their achievement especially in pronounciation skill. In addition, many students had low

motivation in speaking.Most of the students are uninterested to speak up in English, whereas they were also lack vocabulary and grammar. Furthermore, students were not familiar and habitual to pronounce much words, these were one of obstacles which have been faced by the English teachers. Based on pre-survey on May ,10th,2017, at SMA NEGERI 1 KOTAGAJAH, the result can see on the table below:

Table 1
The result of Pre- survey data on May,10th,2017
SMA NEGERI 1 KOTAGAJAH

No	StudentName	FinalScore	Inf
1	ASPK	52	Failed
2	AB	64	Failed
3	AE	66	Failed
4	AZP	51	Failed
5	AR	78	Passed
6	AI	71	Failed
7	BAR	46	Failed
8	CRA	20	Failed
9	DNR	53	Failed
10	DAB	57	Failed
11	DKD	65	Failed
12	EDP	61	Failed
13	EAC	38	Failed
14	GAP	58	Failed
15	IPSW	57	Failed
16	IK	44	Failed
17	MAZA	30	Failed
18	NKDW	54	Failed
19	NMKP	61	Failed
20	NWDA	72	Failed
21	NPAS	56	Failed
22	OHP	56	Failed
23	RBAP	47	Failed
24	RMAR	79	Passed
25	RR	68	Failed

26	RS	68	Failed
27	RNA	78	Passed
28	SLNI	50	Failed
29	SH	58	Failed
30	WYM	40	Failed
	Min. Score	20	
	Max. Score	79	
	Average	59,57	
	Passed		3
	Failed		27

Table 2
The pre-survey result from the test score of the Tenth Science 1 students in SMA Negeri 1 Kotagajah

No	Grade	Explanation	Amount	Percentage
1.	< 78	Failed	27 Person	90 %
2.	≥ 78	Passed	3 person	10%
Total			**30 person**	**100%**

From the table above, it can be known that most of student do not reach minimum standard (MS) yet, so they must do remedial. According to the table above 27 studets failed and only 3 students passed. It was known by according on the measurement of learning result. That the students would passed if they get 78 or more and failed if the students get under 78.

Based on the problems above the reseacher got the problems, such as the students were not often in listening English, so the students have difficulties in making the required sound to imitate. Moreover the students motivations were lack in learning English. For covering the problems, the researcher chose song as media.

Song as media was a very effective devices that should play a larger role in the classroom because it offers a great variety that appeals to the students. Most children enjoy song and therefore it should improve their interest in learning a new language in a very entertaining way. By getting motivation from the song to learn language, students would be familiar to listen word (s) and habitual to speak it. The reseacher was incorporating song in students lessons in order to better enhance on students' learning.

Based on the background above, the researcher was conducted the research by used the song as media in improving pronunciation ability of tenth grade students of SMA NEGERI 1 KOTAGAJAH in Central Lampung.

B. Problem Identification

Based on the research background, the reseacher identified some problems of the statement as follows:

1. The students were not familiar in listening English.

2. The students had difficulty in making the required sound to imitate.

3. The students' motivation were lack in learning English.

C. Problem Limitation

Based on the problem identification, the reseacher limited the problems in the second problem that the students have difficulty in making the required sound to imitate. So, the reseacher was used song as media toward the students' pronunciation abillity among tenth graders of SMA NEGERI 1 KOTAGAJAH.

D. Problem Formulation

Based on the explanation in the problem limitation, the reseacher formulates the problem on: Can song media improve students' pronunciation ability of tenth graders students of SMA NEGERI 1 KOTAGAJAH?

E. Objectives and Benefits of the Research

Dealing with the problems statement, the objectives and benefits of this classroom action research are as follow:

1. Objectives of the Research

The objectives of the research was to show that song media was able to improved students' pronuncitation ability of the tenth grade students of SMA NEGERI 1 KOTAGAJAH or not.

2. Benefits of the Research

The benefits of the research as follow:

a. For the teacher: This research was expected to help the teacher applies song media in the process of teaching and learning.

b. For the students: it was expected to gaves a solution to pronounce word(s), so they have more spirit in studying English. And the result was objected to help the reseacher to increase the students to express their opinion, and students easily master both spoken and written form.

c. For the school: This research also hoped to contribute to the Senior High School students to enlarge their knowledge.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Pronunciation

1. Pronunciation

Students have to master the four basic languages of English which consist of listening, speaking, reading, and writing. Pronunciation is one of speaking aspects that sometimes people to make a good communication foreign language. They have to practice continually and extensively to develop pronunciation.

a. The Definition of Pronunciation

Pronunciation refers to the candidates ability to produce comprehensible utteraces to fullfill the task requirements. Pronunciation refers to the ability to use the correct stress, rhytm, and intonation of the word in a spoken language.

In Oxford learners dictionary, pronunciation is: the way in which a language or a particular word or sounds is pronounce.

Furthermore, Hancock explain that pronunciation is often though through the teacher providing a model for learners to listen to and repeat.[1] In other words, pronunciation practice in speaking activities is needed, so that the students are able to speak not only to speaking English fluently but also to pronounce it correctly.

---

[1]Hancock, Mark, *Pronunciation Games*, England, Cambridge University Press, 1995, p.1

According to Hornby, pronunciation is the way in which a language or particular word or sound is pronounced.[2] Pronunciation is two fold processes. It involves the recognition of sound as production of sound.

Richard states that pronunciation is the way a certain sound or sounds are produced.[3] English pronunciation is a basic and essential skill to use English as a means of communication. .

Moreover, according to Nunan, pronunciation is neglected skill in many classrooms, despite the obvious importance attached to it by learners.[4] In other words, pronunciation is a needed skill to be good speaker.

Based on the explanation above, the writer concluded that pronunciation is a way to make a difference sound each word on speaking

b. **The Purpose of Pronunciation**

The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they will use it. The teacher will have to concentrate on the important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native-speaker-like

[2]Hornby. A.S, *Oxford Advanced Learner's Dictionary of Current English*. (London: Oxford University Press, 2005)
[3]Richard. Jack C. and Richard Schmidth, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London : Pearson, Education Limited, 2002)
[4]David Nunan. *Language Teaching Methodology*, (Sydney: Macquarie University, 1991) , p.155

variations. In teaching the different uses of /t/ and /d/ to students who have difficulties with either or both, the distinction of voicing is a useful starting point and examples should be taken of these sounds used between two vowels, as in *rated, raided, sighting, siding, a tin, a din,* etc. In initial position preceding a vowel, the distinction must emphasise presence or absence of aspiration, and in final position lengthening of the vowel preceding /d/. Other allophonic possibilities such as lateral plosion (as in *little, puddle* or nasal plosion (as in *kitten, goodness*) are not crucial for the students' intelligibility, though they must be able to understand words said in this way.[5]

In this case, the speakers have not to achieve a total set of native-speaker-like variations but the important thing is the intelligible on pronunciation.

c. The Principles of Pronunciation

In accordance to Geoffrey Broughton, pronunciation practice itself might be very short or may occasionally occupy several minutes. In either case a few key principles should be followed:[6]

1) Recognition practice should precede production practice.

2) But since production reinforces recognition, there is no need to wait for perfect recognition before asking for production.

[5]Geoffrey Broughton, Et.AL. *Teaching English A Foreign Language Second Edition*, (New York: University Of London Institute Of Education, 1980), p.58
[6]Ibid, p.62

3) The sounds to be heard and spoken should be clearly highlighted in short utterances.

4) But this should not be taken to the extreme of tonguetwisters like Peter Piper.

5) Students should be given the opportunity to hear the same things said by more than one voice as the model.

6) The English sounds can be demonstrated in contrast with other English sounds or else in contrast with sounds from the native language.

7) The target sound contrast should be shown to function meaningfully, i.e. students should realise that it makes an important difference to their intelligibility to use it properly. This can be done by a procedure involving a progression from straightforward drill, where the success or failure is simply measured by the teacher's approval or disapproval, to a simulated communication situation like a picture-word matching exercise, or a game, and then to a real communication situation like the understanding of a story or joke where the meaning might depend on the sound contrast being taught.

Based on the explanation above, it concluded that successful pronunciation can be seen from the sounds to be heard and spoken clearly, then student need to realise that it makes an important difference to their intelligibility to use it properly.

d. The Aspect of Pronunciation

According to Jeremy harmer, there are three areas we need to know about in the pronunciation of English – apart from speed and volume – which are intimately connected with meaning.[7]

1) **Sounds:** words are made up of individul sounds (or phonemes). For example 'beat' = /b + t/ (i: is the symbol for the sound 'ee'). 'coffee' = /'kofi:/ and 'case' = /si:s/.

Sounds (phonemes) are represented here by phonetic symbols (/b/, /i:/ and /k/ for example). This is because there is no one-to-one correspondence between written letters and spoken sounds. Thus the 'c' of 'cat' is pronounce differently from the 'c' of 'case', but is the same as the 'c' of 'coffee'. 'Though', 'trough', and 'rough' all have the '-ou-' spelling but it is pronounced differently in each case. Different spelling can have the same sound too: 'plane' and 'gain' both have the same vowel sound, but they are spelt differently.

By changing one sound, we can change the word and its meaning. If we replace the sound /m/, for example we get 'meat' instead of 'beat'. And if we change /i:/ to /I/ we get 'bit' instead of 'beat'.

2) **Stress:** the second area of importance is stress – in other words, where emphasis is placed in words and sentences.

---

[7]Jeremy Harmer, *How to Teach English,* (New York: Longman Press,2001), p.50

Stress is a feature of words not only when the word contrasts phonemically with its minimal pair partner, but also in giving shape to a word as spoken.[8]

The *stressed syllable* (the syllable which carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the colume or changes the pitch of their voice when saying that syllable, e.g. 'im<u>por</u>tant', '<u>med</u>icine' etc. And in many longer words, there is both a *main* stress and a *secondary* stress, e.g. in<u>ter</u>pre<u>ta</u>tion, where 'ter' has the secondary stress and 'ta' the main stress. In addition, different varieties of English can often stress words differently. For example, British English speakers usually say 'ad<u>ver</u>tisement' shereas some American speakers say 'adver<u>tise</u>ment'. The placing of the stress can also affect the meaning of word. For example, '<u>im</u>port' is a noun, but 'im<u>port</u>' is a verb.

In phrases and sentences, we give special emphasis to certain parts of the sentence (by changing our pitch, increasing the voulme etc), e.g. 'I'm a teacher because I like <u>people</u>'. But we could change the meaning of the sentence by placing the stress somewhere else, for example, 'I'm a teacher because I <u>like</u> people'. You can imagine this being said as an angry response to

---

[8]Geoffrey Broughton, Et.AL. *Teaching English A Foreign Language Second Edition*, (New York: University Of London Institute Of Education, 1980), p.53

someone asking a teacher to do something terrible to their students. If, on the other hand, the sentence is said with the main stress on the word 'I' it is suggested that this is what makes the speaker different from others who do not like people.

Teacher use a variety of symbols to show stress, e.g.

'teacher   performance   rep<u>port</u>   engagement

3) **Pitch and intonation:** *pitch* describes the level at which you speak. Some people have high-pitched voices, others say things in alow-pitched voice. When we pitch the words we say, we may use a variety of different levels: higher when we are excited or terrified, for example, but lower when we are sleepy or bored. Intonation is often described as the music of speech. It encompasses the moments at which we change the pitchof our voices in order to give certain messages. It is absolutely crucial for getting our meaning across. The word 'Yes', for example, can be said with a falling voice, a rising voice or a combination of the two. By changing the direction of the voice we can make 'Yes' mean 'I agree' or 'Perhaps it's true' or 'You can't be serious' or 'Wow, you are so right' or any number of other things.

Teachers often use arros or wavy lines to show intonation tunes (pitch change), like this:

You're not angry, are you?   or   You do love me, don't you?

Notice that the first question seems to be a genuine request for information, whereas the second is asking for confirmation of something the speaker assumes to be true. We know this because the two different intonation convey different meanings.

Based on the aspect of pronunciation above, it can conclude that it is a guide to diagnose students' difficulties.

Table 3
Here are a five-scale category of pronunciation based on the Rui Ma [9];

Category	Vowels	Consonants	Intonation	Word stress	Rhythm
5	Pronounces vowels correctly all the time	Pronounces consonants correctly all the time.	Uses rising or falling intonation appropriately all the time. Uses intonation to express a variety of meanings, such as apology, sarcasm, etc.	Places stress on the right syllable of multisyllbic words all the time.	Uses stress-timed rhythm naturally all the time.
4	Pronounces vowels correctly most of the	Pronounces consonants correctly most of the time.	Uses rising or falling intonation appropriately most	Places stress on the right syllable of multisyllabic words most of the	Uses stress-timed rhythm naturally most of

[9] Rui Ma, *The Role of Pronunciation in Speaking Test Ratings*. (Brigham Young University, 2015*).*p. 34

			of the time but sometimes ineffectively.	time, but misplaces it on a few words.	the time.
3	Makes inconsistent vowel errors. Common errors: /iː, ɪ/	Makes inconsistent consonant errors. Common errors: /w, v/ /s, z/	Uses rising or falling intonation appropriately most of the time, but intonation impedes understanding.	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on certain words.	Uses stress-timed rhythm sometimes and syllable-timed rhythm other times.
2	Pronounces some vowels incorrectly consistently. Common errors: /e, ɪ/, /e, eɪ/ /ɑː, aɪ/	Pronounces some consonants incorrectly consistently. Common errors: /f, h/, /t, d/, /k, g/	Uses intonation appropriately sometimes to express emotion, but uses up-rising intonation for both whquestions and yes/no questions.	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a large number of words.	Rhythm is frequently syllable-timed.
1	Vowel errors are frequent. Common errors: /e, æ/, /æ, ʌ/ /æ, ɒ/, /ʌ, ɒ/ /ɔ, əʊ/	Consonant errors are frequent. Common errors: /p, b/, /p, f/ /m, n/, /n, l/ /l, r/	Uses rising or falling intonation inappropriately frequently.	Frequently misplaces stress on multisyllabic words.	Rhythm is not demonstrated.

e. Teaching Pronunciation

Pronunciation is an important form of learning is done in English language teaching. In contrast to Indonesian, English language teaching has a phoneme sound of the word and pronunciation is a tittle difficult to teach the childern. Therefore, learning pronunciation should be given early.[10] Pronunciation teaching deals with to interrelated skills recognition or understanding the flow of speech and production or fluency in the spoken language. These skills rely very little on intelectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learners the skills the require.[11]

Pronunciation has traditionally teach with a goal of "speaking likes a native speaker", but this is not practical. In fact, it is a recipe for discouragement both for teachers and for student.[12] Amore practical aproach is to aim for listeners friendly with pronunciation. This aim makes sense to a student who hoper to achieve something through conversations with native speakers. A consideration of learner pronunciation errors and these can inhabit successful communication in useful basic on which to asses why it is important to deal with pronunciation in the classroom.

---

[10]Penny Ur, *A Course in LearningTeaching*, (New York: Cambridge University Press, 1996), p 47

[11]Geoffrey Broughton, Et.AL. *Teaching English A Foreign Language Second Edition*, (New York: University Of London Institute Of Education, 1980), p.5

[12]Judi B, Gelbert, *Teaching Pronunciation Using The Prosody Pyramid*, (Cambridge University Press, 2008), p.42

There are two particular problrms occur in much pronunciation teaching and learning.

a. What students can hear: some students have great difficulty hearing pronunciation features which we want them to reproduce there. There are two ways of dealing with this, in the first place we can show student how sounds are made through demostration, diagram, and explanation. But we can also draw the sounds to their attention every time the appear on a tape or in our own conversation. In this way we gradually train the student's ears. When they can hear correctly they are on the way to being able to speak correctlly.

b. The intonation problem: for many teachers the most problematic area of pronunciation is intonation, some of us land many our students' find it extrenly difficult to hear 'tunes' or to identity the different patterns of rising and falling tones. The key successful pronunciation teaching. However, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice no English is spoken either on audio or vidiotape or from the teacher themselves.

B. The Concept of Song as Media

1. Song as Media

According to Bryan, "A song is a short piece in one concise movement for the medium of solo voice and piano"[13]. According to Nuria, song has become an integral part of our language experience, and as such are a very useful tool in the foreign language classroom.[14] Base on explanation by Nuria, it means that songs are a good media for teaching English pronunciation too.

According to Driva When teaching foreign languages to children and adolescents, there are numerous tools that can be used to enhance the students' learning and interest, and music is most definitely one of them.[15] In other words, music is a media that can be used by teachers on their teaching and learning wich interesting and can make students more motivated to study.

Moreover, music and song seems to boost enthusiasm, increase relaxation and lessen nervousness and as a result, the elevated mood contributes to higher productivity.[16] Base on it, music is a good tool for student to increase their motivation on study so that it will be increase their pronunciation ability.

---

[13] Simms, R. Bryan. *The Art of Music.An Introduction*. USA: Harper Collins College Publishers. (1993) Pg. 29

[14] Villalobos U, Nuria. *Using Songs to Improve EFL Students' Pronunciation*. Costa Rica: LETRAS. (2008). Pg. 94

[15] Sigurðardóttir, Drífa. *Language Learning Through Music*.(2011), p.19

[16] Oldham, G.R."*Can Personal Steroes Improve Productivity?*" (Human Resources Magazine, April 1996)

Thus, most children enjoy song and therefore it should increase their interest in learning a new language in a very entertaining way. *The Theory of Multiple Intelligences* by Howard Gardner is connected into the subject as well, as it emphasizes the importance of using various methods in order to teach children in an effective way. According to Gardner, music is one of these intelligences.[17] Therefore, it is clear that music is often healing and may be used as a teaching tool.

Furthermore, Drive states that song is such a good way to teach pronunciation to children of all ages. It is good for learners to hear a variety of pronunciations so that they will know what suits their personalities.[18] It means that listening music is one of appropriate media for children of all ages.

Based on the definitions above, it can be concluded that song is an appropriate media for increase studets' pronunciation ability.

2. **The Procedures of song media**

According to Mr. William Haithchock Abidinin listening song there are three guidelines for easy way. There are the guidelines:

1. Listen to music that you know and love. Listening to new, unfamiliar song is distracting (your brain focuses on the new) and that defeats the purpose.

---

[17]http://www.businessballs.com/howardgardnermultipleintelliggences.htm.
[18]Sigurðardóttir, Drífa. *Language Learning Through Music*.(2011), p.28

2. Listen to your own music on your own iPod, Mp3 player etc. Absolutely no sharing. Sharing wastes time and causes commotion that is distracting to other students and that defeats the purpose.

3. Listen to your music after I have taught the lesson. Listening to music while I am teaching distracts you from what I am saying and that defeats the purpose.[19]

Based on guidelines above, it can be known that for learning pronunciation, there is easy way. The writer will be use this gudeline on the research but the writer will add one step for guideline on last that is students should repeat the new word that they will be have been heard until they can pronounce it correctly.

3. The Advantages and Disadvantages of song media

In relation to the different learning method it is important to know that the old method using a course-book is still effective. Teachers have to use the songs in lessons properly. They have to choose some attractive songs, appropriate to the students' level, for each semester, because to use too many song in class might bore the students.

According to Murphey's work *"Music and Songs"* exposes some disadvantages of the use of the songs:

1. Teachers do not take the music seriously.

---

[19] Haithcock,William. *Listening to Music Helps Students Be More Productive in The Classroom Listening to music.*(Kenosha Unified: school district, 2012) p.1

2. It can disturb adjacent lessons.

3. You can lose control of the class easily.

4. The vocabulary of the songs is too poor.

5. Expressions are different to the rules of grammar and this can lead to make mistakes.

6. Teachers do not know how to develop material successfully.

7. Classrooms may need media.

8. A teacher or student may not like singing.

9. The songs go out of fashion soon.[20]

In the same work, Murphey also presents different reasons why songs should be used in Primary classroom. Some of these reasons and benefits include:

1. Is easier to sing the language than to speak it.

2. Songs act both in short and long term memory.

3. Songs contain repeats that teachers can use.

4. They are more motivating than repetitions in other texts.

5. Songs lead students to identify themselves with the text.

6. They make the group relax, have fun at the same time they give harmony to the group.

---

[20]Murphey, Tim. *Music and Song*. (New York:OUP, 1992) Pg. 4

Also, Griffe, in *"Songs in Actions"* has proposedreasons for using songs inPrimary classrooms:

1. They set up a positive and relaxed atmosphere in the classroom. They are anactual input of the target language. In addition, you can work on the rhythm of language study.

2. They have a cultural component so it can be used to work the history and culture of other countries.

3. You can work as a more real text.

4. Can be worked as complement for course material.

5. The interest of the students in the songs can motivate them to participate in class, in the language itself and in the language learning process.[21]

4. Teaching Pronunciation ability by Using Song Media

Teaching pronunciation in adolescent is focused on the achievement of the competence, which can be shown on the students' in pronounce word (s). Pronunciation has traditionally teach with a goal of "speaking likes a native speaker", but according to Jennet on drifa's thesis "native like pronunciation of English can no longer be the ultimate goal of teaching", instead, the goal is to achieve "comfortable intelligibility"[22]. It means that the learner is not always be speak likes a native speaker to be said that they have achieve the pronunciation goal, but, the comfortable intelligibility is the most important of it.

---

[21] Griffe, D.T. *Songs in Action*. New York: Prentice Hall. (1992)
[22] Sigurðardóttir, Drífa. *Language Learning Through Music*.(2011)

When writer was pre-survey, she found that many of students had a negative response towards language learning and therefore she knows that she have to modify the teaching in order to spark their interest. This could be successfully accomplished by incorporating song into the classroom activities and the students became more actively engaged in the teaching material. As one educator asked, "How is it that for most people music is a powerful part of their personal life and yet when we go to work or school we turn it off?"[23]

Based on explanation above, the writer concludes that song is the appropriate tool for teaching pronunciation on teenager level, because it is fun and will be increase student's attention on the lyric of song. The writter will use song as a media so that the student more easier to listen word on sound and copy it correctly.

The writer will use popular song so that students will be easy and feel light in weight for enjoying the music and practicing it. Furthermore, the writer will ask to students to pronounce it repeatly until their pronounce is similar with the word that they will be have been heard. Song is one of good media for making students interest, active, and can achieve the pronunciation goal easyly.

---

[23]Brewer, CB. *"Music and Learning: Integrating Music in the Classroom"*(1995) Pg.2

C. Action Hypothesis

Based on the Theoretical Review above, the writer formulates the action hyphotesis that the use of song media will able to improve the student's pronunciation ability at SMA Negeri 1 Kotagajah in Central Lampung.

CHAPTER III

RESEARCH METHOD

A. Research Setting and Subject of the Research

This research conducted at SMA N 1 Kotagajah Center Lampung. The subject of the study was the students of tenth grade at SMA N 1 Kotagajah – Center Lampung in the first second. The number of the student consistsed of 30 members. The students were taken as the subject of the research since they had poor ability in pronunciation.

Table 4

The subject of the research

Class	Sex	
	Female	Male
X	20	10
Total	30	

The reseacher took one of classes in which the students had lower average score. Based on the teacher's experience during teaching and learning process and the students' result test in pronunciation ability, the teacher found problems such as incapability of the students in pronounce words well. After finding the problems, the reseacher examined the problem solution. The problem solution was teaching pronunciation ability through song media. In addition, this class must get 78 score to fulfill the Minimum Mastery Criterion- *(MMC)* in English lesson.

B. The Research Procedure

The design of this research was classroom action research. It was called CAR because the research aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of 'think –do –think' to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we've done and its effects.[24]

Jean McNiff Also stated that, "Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be."[25]

Based on the statement above, the reseacher can say that Classroom Action Research was a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research was helped the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, Observing and reflecting.

---

[24]Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide,* (New York: Open University Press, 2009), p.1
[25]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: RoutledgeFalmer, 2002) Second Edition, p.15

The reseacher described the cycles through the scheme of action research design by Kurt lewin as follows:
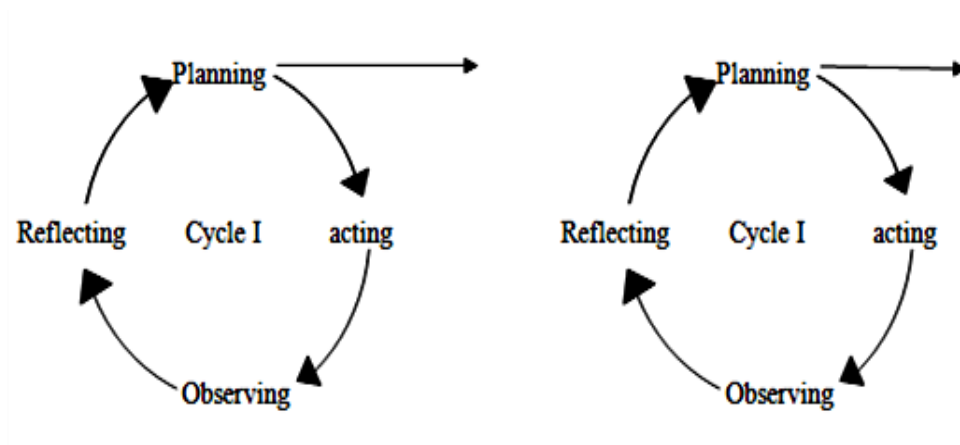
Figure 1

Kurt Lewin's Action Research Design

(Adapted from Jean McNiff, 2002)[26]

CAR was applied in this research since it was regarded important to develop pronunciation ability of the tenth grader of SMA N 1Kotagajah by applying song media. By applying this media it was expected to solve students' problems in teaching-learning process of pronunciation ability.

The classroom action research design applied in this research was a collaborative classroom action research. In conducting the research, the reseacher collaborated with the English teacher of SMA N 1Kotagajah as an observer and collaborator. The reseacher plays a role as an English teacher who teaches pronunciation ability trough song media to the students, while the English teacher's role was as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the

---

[26]*Ibid*, p.41

real English teacher acted as a collaborator when helps the reseacher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the reseacher was not only as an observer but the reseacher also took actions by making lesson plan and giving assessment. Then, the reseacher also collecting and analyzing data together with the teacher to know the result of their student pronunciation result.

According to the Kurt Lewin's action research design, the reseacher wanted to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

    a) Planning

    After interviewing, observing and conducting test before CAR. The teacher and the reseacher made instruments, such as: lesson plan, observational notes, observational guidelines, and test after CAR.

    b) Acting

    In this phase, the reseacher was act as the teacher and the real teacher becomes the observer. The teacher conducts the lesson plan, teaches pronunciation, explained the strategic for pronunciation ability and applays song media.

    c) Observing

In this phase, for the first, the real teacher was observe teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response. Secondly, indentifies the students' achievement in learning peonunciation ability by giving the test after CAR in cycle 1. And the last, the reseacher calculate students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d) Reflecting

In this phase, for the first the teacher and the reseacher discuss not only about the result of the implementation of CAR, but also students' achievement and the media. And then, the teacher and the reseacher prepared the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a) Planning

In this phase, the reseacher revised the lesson plan and modifies the use song media with some modifications. Then, the teacher and the reseacher prepare observational guidelines and the test after CAR in cycle 2.

b) Acting

In this phase, the teacher teaches pronunciation with pronunciation material according to a new lesson plan. Then, the teacher modifies the use of song media by ask the student to heard the music and pronounce words from the music.

c) Observing

In this phase, for the first, the real teacher was observes teaching learning activity in the classroom, which include class situation, teacher's performance, and students' response. Secondly, students were given the test after CAR in cycle 2. And the last, the reseacher was calculate students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d) Reflecting

In this phase, for the first, the reseacher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in pronunciation and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2. And then, the reseacher and the teacher make an agreement, if the target was not achieved, the action would be continued to cycle 3, but if the target was achieved, the action would be stopped.

C. The Data Collecting Technique

There were two type of collecting data: qualitative data and quantitative data. The reseacher used observation dealing with the qualitative data. On the other side, the reseacher used the students' final result score of pronunciation as a pre-test and post-test to obtain the quantitative data.

Some instruments were applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Observation

Observation was a mainstay of action research. It enabled reseacher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.[27]

In this case, the reseacher observed the students directly in the classroom and got the description about students' activity in learning pronunciation process. The real teacher also observed the reseacher who teaches in the classroom and the implementation of CAR based on observation notes which already made before. The data took based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation used to as a basis to determine the planning for following cycle.

---

[27]Anne Burns, *Collaborative Action Research for English Language Teachers,* (New York: Cambridge University Press, 1999), p.80

2. Test

The reseacher used test to get data result of the students' pronunciation ability. The result of this test was students' pronunciation score based on the media applied. The aim of this test was to measure the students' pronunciation ability. The tests were *pre-test* and *post-test (based on song media applied).* The pre-test was completed before implementing *song media* in preparations study. On the other hand, the post-test was implemented after using song media in teaching pronunciation ability.

3. Documentation

Documentation was collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.[28]

4. Field Note

In this research, the reseacher used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the reseacher took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

---

[28]Ibid, p.117

D. The Data Analysis Technique

The reseacher would like to analyze the data by the action research. The data was attained from teaching-learning process and evaluation. The data will be analyzed in two ways;

1. Descriptive Qualitative Technique

Descriptive qualitative technique used to know students participation and their activities in classroom. In this case the reseacher used field note in which record all of activities in classroom. It described the process and the result of students' improvement in pronunciatin ability using song media.

2. Statistical Technique

Beside descriptive technique, the reseacher uses a statistical technique. In scoring the test, the students score was counted with the following formula:[29]

$$\overline{X} = \frac{\sum X}{N}$$

Notes: $\overline{X}$ =Mean

$\sum X$ =The total number of students' scores

N = Number of students

E. The Indicator of Success

---

[29]Donald Ary at all, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

The indicator of success took from the proccess and the result of the action research. This research called success if the student's post test means score on pronunciation was not less than 78 and no student's get the score under 78 and 75% of the students test in cycle I until cycle II test go up. In addition, there was improving in study activities and learning result in the learning.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. **Research Result**

1. **Description of Research Setting**

   a. **Brief History about the Establishment of State Senior High School 1 of Kotagajah in Central Lampung.**

   This classroom action research was conducted at State Senior High School 1 of Kotagajah in Central Lampung. SMA Negeri 1 Kotagajah Lampung Tengah stands on a land area of 16,250 M^2 on the basis of The Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0188/O/1979 on 7 March 1979. The name of SMA Negeri Kotagajah have changed into various changes: first in 1998 turned into SMA Negeri 1 Punggur. These change caused by the instruction from the Directorate General of Higher Education Ministry of Education. The name of SMA Negeri Kotagajah has changed into four times from SMA Negeri 1 Punggur into SMA Negeri 1 Kotagajah. Geographically it is located on Kotagajah, Central Lampung,.

   SMA Negeri 1 Kotagajah have changed leader eight times. This school had been led by the following principals:

   1) Drs. R. Ahmad Matin   1979 – 1987

   2) Hi. Slamet Soeparman, BA   1987 – 1996

   3) Drs. Sukirman   1996 – 1999

4) Drs. Hamim Hamzah   1999 – 2000

5) Drs. Abdullah Makmur, HA   2000 – 2002

6) Drs. Syatbi Tahmid, M.M   2002 – 2012

7) Drs. MaksumYusup, M.Pd   2012 – 2014

8) Drs. Mashudi, M.Pd   2014 – 2015

9) Drs. Dasiyo P, M.Pd   2015 up until now.

b. The Condition of Teachers in SMA Negeri 1 Kotagajah

The data of teachers in academic year of 2016/2017 based on the employment of the status, it can be identified as follow;

Table 5

The Data of Teachers in SMA Negeri 1 Kotagajah

No	Mata Pelajaran	Permanent	NON Permanent	Total
1	Civic Education	2		2
2	Religion			
	a. Islamic Study	4		4
	b. Protestant		1	1
	c. Catolik		1	1
	d. Hindu	1		1
	e. Budha			
	f. Konghuchu			
3	Indonesian Language	6		6
4	English	5		5
5	History	5		5
6	Phycical Education	3	2	5
7	Mathematic	7	4	11
8	Physic	6		6
9	Biology	4		4
10	Chemistry	4		4
11	Economy	5		5
12	Sociology	2		2
13	Geography	2		2
14	Foreign Language		1	1

15	Lampung Language		2	2
16	Counseling	5	2	7
	Total	61	13	74

SSource: The documentation result

Table 6

The Data of Staff in SMA Negeri 1 Kotagajah

No	Staff	Permanent	NON Permanent	Total
1.	Administration Staff	10	3	13
2.	Laboratory assistant		2	3
3.	Librarian		2	2
4.	Security		2	2
5.	Cleaning Service		6	6
6.	Electric Technician		1	1
	Total	10	16	26

Source: The documentation result of teacher in academic year of 2016/2017 SMA Negeri 1 Kotagajah.

c. The Quantity of SMA Negeri 1 Kotagajah

The quantity of SMA Negeri 1 Kotagajah Students in academic year of 2016/2017 can be identified as follows;

Table 7

The Quantity of the Students at SMA Negeri 1 Kotagajah

No	Class	Sex		Total
		Male	Female	
1.	VII	125	102	227
2.	VIII	110	124	234
3.	IX	64	74	138
	Total	299	300	601

Source: The documentation result of teacher in academic year of 2016/2017SMANegeri 1 Kotagajah

d. Facilities and Infrastructure

The facilities and infrastructure of SMA Negeri 1 Kotagajah in academic year of 2016/2017 can be identified as follows;

Table 8

The Facilities and Infrastructure in SMA N 1 Kotagajah

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Headmaster room	1			1
2.	Teacher room	1			1
3.	Office house	1			1
4.	Library	1			1
5.	Computar lab	1			1
6.	Science lab				0
7.	Physics lab	1			1
8.	Chemistry lab	1			1
9.	Biology lab	1			1
10.	Language lab	1			1
11.	Hall	1			1
12.	Mosque	1			1
Total		**11**			**11**

Source: The documentation result of facilities and infrastructure in academic year of 2016/2017 SMA Negeri 1 Kotagajah

e. Curriculum

Table 9

Curriculum in SMA Negeri 1 Kotagajah

No	Periode	Grade	Curriculum
1.	2012/2013	X, XI, XII	Cur th 2006
2.	2013/2014	X, XI, XII	Cur 2013 Cur 2006
3.	2014/2015	X, XI XII	Cur 2013 Cur 2006
4.	2015/2016	X, XI, XII	Cur 2013
5.	2016/2017	X, XI, XII	Cur 2013

f. Location Sketch

The location sketch of SMA Negeri 1 Kotagajah in academic year of 2016/2017 can be identified as follows;

Picture 1

Location Sketch of SMA Negeri 1 Kotagajah
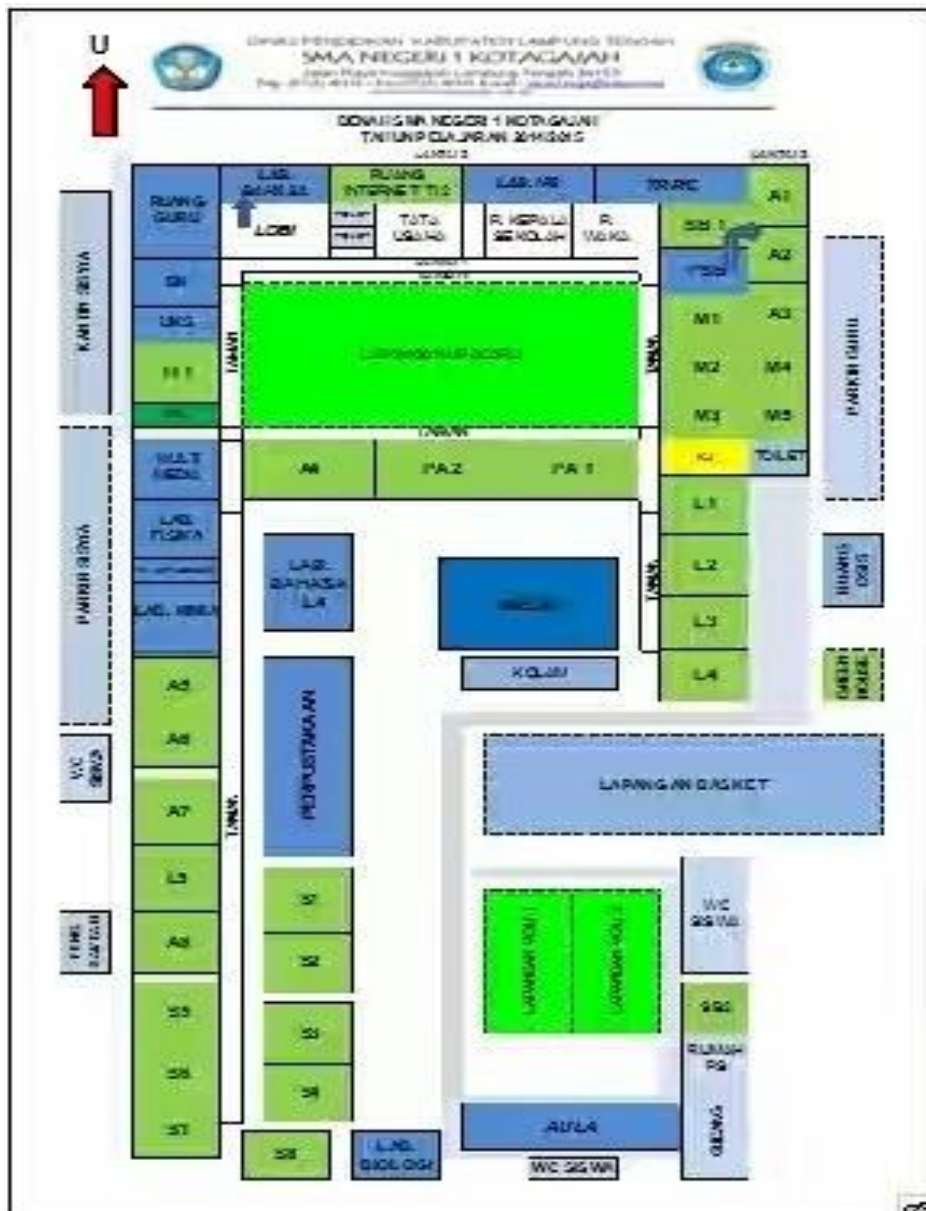
Source: The location sketch in academic year of 2016/2017 SMAN 1 Kotagajah.

2. Description of Research Data

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in first cycle and two meetings in second cycle, each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Music as media to improve the students' pronunciation ability.

a. Action and Learning at Pre-Test

1) Pre-test activity

   The learning was conducted on Tuesday, Nov 28th, 2017. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of pronunciation before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

2) The students' pre-test result.

Table 10

The Students Pronunciation Ability Pre-Test Result

No	Student Name	Score	Information
1	ASPK	44	Incomplete
2	AB	68	Incomplete
3	AE	68	Incomplete
4	AZP	56	Incomplete
5	AR	84	**Complete**
6	AI	80	**Complete**
7	BAR	68	Incomplete
8	CRA	60	Incomplete
9	DNR	44	Incomplete
10	DAB	40	Incomplete
11	DKD	80	**Complete**
12	EDP	44	Incomplete
13	EAC	48	Incomplete
14	GAP	56	Incomplete
15	IPSW	72	Incomplete
16	IK	60	Incomplete
17	MAZA	60	Incomplete
18	NKDW	64	Incomplete
19	NMKP	88	**Complete**
20	NWDA	92	**Complete**
21	NPAS	68	Incomplete
22	OHP	36	Incomplete
23	RBAP	60	Incomplete
24	RMAR	88	**Complete**

25	RR	84	**Complete**
26	RS	80	**Complete**
27	RNA	84	**Complete**
28	SLNI	44	Incomplete
29	SH	52	Incomplete
30	WYM	40	Incomplete
	Total	**1912**	
	Average	**63,7%**	
	High score	**92**	
	Low score	**36**	

Based on the table above, it can be seen that 9 from 30 students were success beside that 21 students were not success. The average from the data was 63,7%. To know about percentages from the score of pre-test can be seen on the table as follows:

Table 11

Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
1	≥78	9	30%	Complete
2	≤78	21	70%	Incomplete
	Total	30	100%	

Graph 1

Frequency of Students' Complete at Pre-test
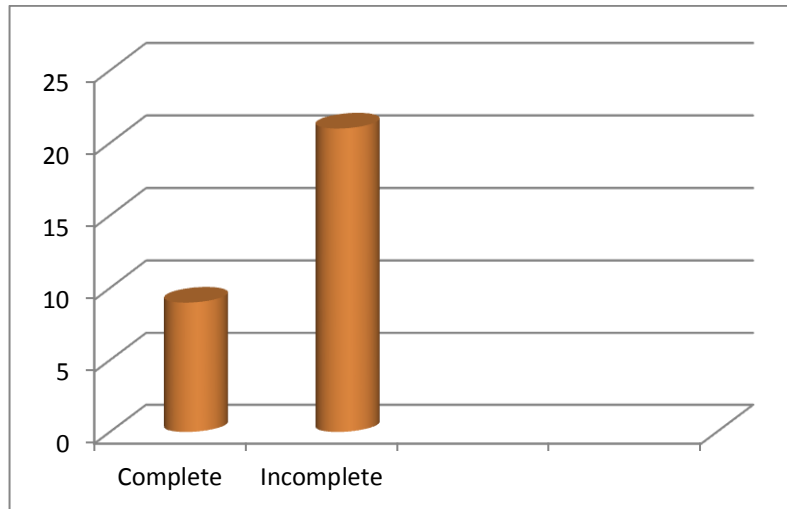
Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMA Negeri 1 Kotagajah is 78. It can be seen that only 9 students (30%) got score up to the standard, then 21 students (70%) got score less than the standard. That is the reason why the researcher used Music as media to improve the students' pronunciation ability at SMA Negeri 1 Kotagajah.

b. Cycle 1

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the

beginning and the end of learning activities. The researcher also planned to gave evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

In the first meeting was conducted on Thursday, November 30th 2017. In this meeting, the researcher was being the observer and the collaborator was being the teacher, the action as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the material.

(3) The teacher gave instruction based on the procedure of Song as media.

(4) The teacher gave the song lyrics to the students.

(5) The teacher asked the students to underline the new words that they just known.

(6) The teacher asked the student about how to pronounce the new words that they just known.

(7) The teacher asked students to listen the song by their own phone.

(8) The teacher and the students listen the song together in the class and sang it together.

(9) The teacher asked the students to repeat the songs especially on the new words.

(10) The teacher asked the students to be often in listening the song.

(11) The teacher and the students made the conclusion about the subject material that was studied.

(12) Closing the learning process.

b) The second meeting

In the second meeting was conducted on Tuesday, December 5th 2017. In this meeting, the researcher was being the observer and the collaborator was being the teacher. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The students did the test individually, after the students were given the action in the first meeting. The result of the students' score in post-test 1 showed in the following table:

Table 12

The Students' Post- Test 1 Result of Cycle 1

No	Student Name	Score	Information
1	ASPK	72	Incomplete
2	AB	80	**Complete**
3	AE	80	**Complete**
4	AZP	76	Incomplete
5	AR	84	**Complete**

6	AI	84	**Complete**
7	BAR	80	**Complete**
8	CRA	80	**Complete**
9	DNR	64	Incomplete
10	DAB	60	Incomplete
11	DKD	80	**Complete**
12	EDP	60	Incomplete
13	EAC	72	Incomplete
14	GAP	64	Incomplete
15	IPSW	80	**Complete**
16	IK	84	**Complete**
17	MAZA	80	**Complete**
18	NKDW	80	**Complete**
19	NMKP	92	**Complete**
20	NWDA	96	**Complete**
21	NPAS	72	Incomplete
22	OHP	48	Incomplete
23	RBAP	64	Incomplete
24	RMAR	92	**Complete**
25	RR	84	**Complete**
26	RS	84	**Complete**
27	RNA	84	**Complete**
28	SLNI	64	Incomplete
29	SH	80	**Complete**
30 B	WYM	64	Incomplete
	Total	**2284**	
	Average	**76,13**	
	High score	**96**	
B	**Low score**	**48**	

ased on the table above , can be seen that 18 from 30 students were success beside that 12 students were not success. The average score from the data was 76,13. The high score was 96 and the low score was 48.

To know about percentages from the score of post-test can be seen on the table as follows:

Table 13

Frequency of Students' Score at Post-test 1 in cycle 1

No	Score	Frequency	Percentage	Category
1	≥78	18	60%	Complete
2	≤78	12	40%	Incomplete
	Total	30	100%	

Graph 2

Frequency of Students' Complete at Post-test 1 in cycle 1
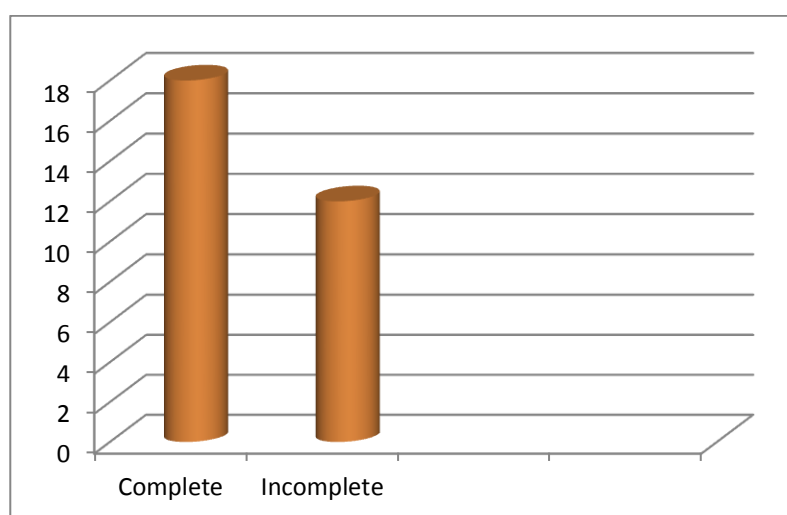
Based on the data above can be seen that 12 students (40%) got score less than standard and 18 students (60%) got score up

to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 78. Learning process is said success when 80% students got score 78. The fact showed that the result was unsatisfying.

3) Observing

The result of learning process to increase the students' pronunciation ability by using song as media in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test. The using of song as media in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them, also be expected to be active in this case.

The students began be active and interested in teaching learning process. In the post test of cycle 1 there were 18 students of 30 students who got 78 or more but this result be better than before giving treatment. The data of the students' activity can be seen in the table bellows:

Table 14

The Result of the Students' Activity of Cycle 1

No	Students' Activity	Frequency	Percentage
1	The students is interested to the song as media.	17	56,67%
2	The students can pronounce the words correctly	18	60%
3	The students' motivation are improved	20	66,67%
4	Practice	19	63,33%
Total		30	

Graph 3

Frequency of Students' Activities in Cycle 1
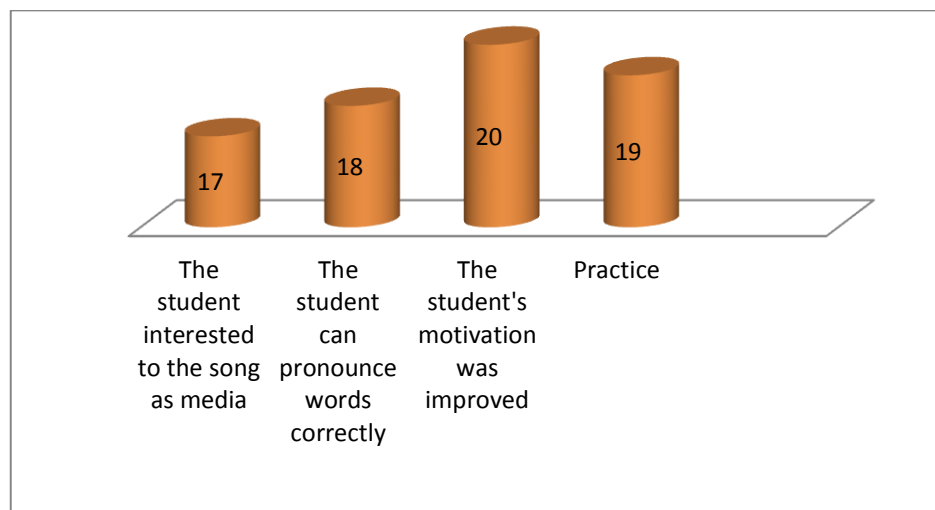
The data showed that not all the students' were active in learning process. There were 17 students (56,67%) interested to the song media, 18 students (60%) could pronounce words correctly, 20 students (66,67%), their motivation were improved, 19 students (63,33%) did a practice.

4) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not interested on the material and made the condition be noise.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follows:

a) The researcher should manage class well

b) The researcher asks students to focus on study and not make a noise.

c) Teacher should motivate students to be more active in class.

c. **Cycle 2**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

(1) Preparing the media of the material such as laptop, song, and speaker.

(2) Preparing the lesson plan.

(3) Preparing the items that will be examined as the post-test in the end cycle.

(4) Giving instruction to the students as following the procedure by Mr. William Haithchock Abidinin.

(5) Preparing the observation sheet of the students' activity.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, December 7th, 2017. The action that was conducted as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the subject that would study.

(3) The teacher reviewed the song that had studied in the cycle 1 that was touch the sky and photograph.

(4) The teacher gave instruction based on the procedure of song as media, so the teacher asked the students to listen the song and drill the lyric.

(5) The teacher gave the example.

(6) The teacher asked the student about how to pronounce words.

(7) The teacher asked the students to practice it and learned how to pronounce the word correctly.

(8) The teacher and the students made the conclusion about the subject material that was studied.

(9) Closing the learning process.

b) The second meeting

The second meeting was conducted on Tuesday, December 12th 2017. This meeting used as the post-test II in the end of cycle II, the students was given the action. It has been finished well by the students where they had to sing the song individualy. The result of the students' score in post-test II can be seen in the following table:

Table 15

The Students' Post- Test 2 Result of Cycle 2

No	Student Name	Score	Information
1	ASPK	80	**Complete**
2	AB	80	**Complete**
3	AE	84	**Complete**
4	AZP	84	**Complete**
5	AR	88	**Complete**
6	AI	92	**Complete**
7	BAR	84	**Complete**
8	CRA	92	**Complete**
9	DNR	64	Incomplete

10	DAB	64	Incomplete
11	DKD	84	**Complete**
12	EDP	64	Incomplete
13	EAC	92	**Complete**
14	GAP	80	**Complete**
15	IPSW	84	**Complete**
16	IK	88	**Complete**
17	MAZA	84	**Complete**
18	NKDW	84	**Complete**
19	NMKP	96	**Complete**
20	NWDA	96	**Complete**
21	NPAS	84	**Complete**
22	OHP	48	Incomplete
23	RBAP	80	**Complete**
24	RMAR	96	**Complete**
25	RR	88	**Complete**
26	RS	88	**Complete**
27	RNA	88	**Complete**
28	SLNI	80	**Complete**
29	SH	84	**Complete**
30	WYM	68	Incomplete
	Total	**2468**	
	Average	**82,26**	
	High score	**96**	
	Low score	**48**	

The result of the post-test II showed that there were 5
students failed to achieve the minimum standard of mastery.

The highest score in post-test was 96 and the lowest score was 48. But, the result of the students' test was better than the students' post test in cycle 1. To know about percentages from the score of pre-test can be seen on the table as follows:

Table 16
Frequency of Students' Score at Post-test 2 in cycle 2

No	Score	Frequency	Percentage	Category
1	≥ 78	25	83,3%	Complete
2	≤ 78	5	16,7%	Incomplete
	Total	30	100%	

Graph 4
Frequency of Students' Complete at Post-test 2 in cycle 2
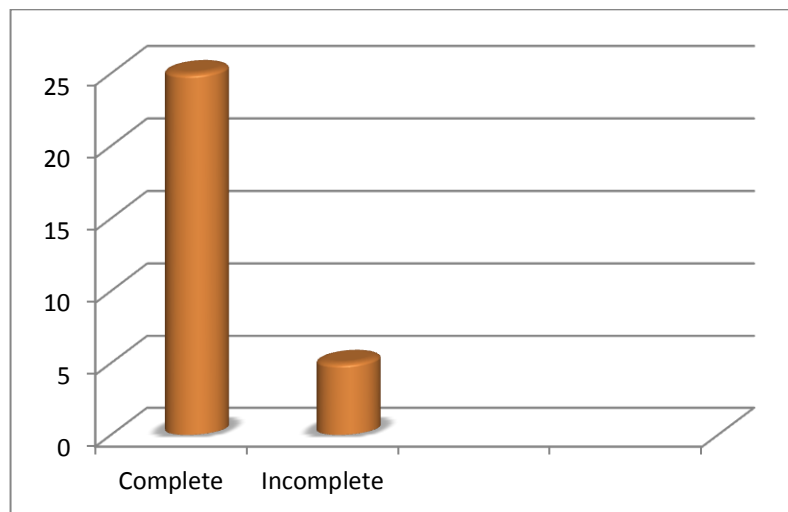
Based on the data above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 96 and the lowest score was 70. According to standard score, 80% students had passed the test. Most of students could

develop their pronunciation ability. It means that cycle 2 was successfull.

3) Observing

In this step, there were also five indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 17

The Result of the Students' Activity of Cycle 2

No	Students' Activity	Frequency	Percentage
1	The students is interested to the song as media.	28	93,33%
2	The students can pronounce the words correctly	25	83,33%
3	The students' motivation are improved	28	93,33%
4	Practice	30	100%
Total		30	

Graph 5

Frequency of Students' Activities in Cycle 2
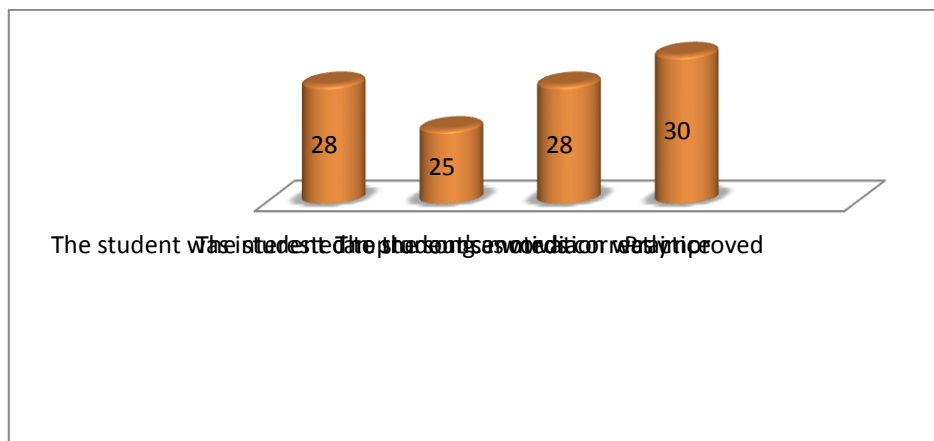
The data showed that not all the students' active in learning process. There were 28 students (93,33%) interested to the song media, 25 students (83,33%) can pronounce words correctly, 28 students (93,33%), their motivation were improved, 30 students (100%) did a practice.

Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage ≥80%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There was ≥80% of students passed the examination. It means the students' pronunciation ability had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Song as madia to teach pronunciation ability was good. The researcher was checked the students' score before and after using song as media to teach pronunciation. The researcher found the significant improvement in students' score in pronunciation. The comparisons between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II.

B. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an improving score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 18

The Result Score of Students' Pre test,

Post-test 1 and Post test 2

No	Name	Cycle I		Improving %	Cycle II	Improving %	Criteria
		Pre-test	Post-test I		Post test II		
1	ASPK	44	72	63,63	80	11,11	Improve
2	AB	68	80	17,64	80	0	Improve
3	AE	68	80	17,64	84	5	Improve
4	AZP	56	76	35,7	84	10,52	Improve
5	AR	84	84	0	88	4,76	Improve

6	AI	80	84	5	92	9,52	Improve
7	BAR	68	80	17,64	84	5	Improve
8	CRA	60	80	33,33	92	15	Improve
9	DNR	44	64	45,45	64	0	Improve
10	DAB	40	60	50	64	6,67	Improve
11	DKD	80	80	0	84	5	Improve
12	EDP	44	60	36,36	64	6,67	Improve
13	EAC	48	72	50	92	27,78	Improve
14	GAP	56	64	14,28	80	25	Improve
15	IPSW	72	80	11,11	84	5	Improve
16	IK	60	84	40	88	4,76	Improve
17	MAZA	60	80	25	84	5	Improve
18	NKDW	64	80	25	84	5	Improve
19	NMKP	88	92	4,54	96	4,34	Improve
20	NWDA	92	96	4,34	96	0	Improve
21	NPAS	68	72	5,88	84	16,66	Improve
22	OHP	36	48	33,33	48	0	Improve
23	RBAP	60	64	6,67	80	25	Improve
24	RMAR	88	92	4,54	96	4,34	Improve
25	RR	84	84	0	88	4,76	Improve
26	RS	80	84	5	88	4,76	Improve
27	RNA	84	84	0	88	4,76	Improve
28	SLNI	44	64	45,45	80	25	Improve
29	SH	52	80	53,84	84	5	Improve
30	WYM	40	64	60	68	6,25	Improve
	Total	**1912**	**2284**		**2468**		
	Average	**63,73**	**76,13**		**82,26**		

From the increasing each cycle, it can be seen know that the use of song

as media can improve the students' pronunciation ability, because the

students able to pronounce words well, they could improve their pronunciation. It can be seen from the average 63,73 from the data become 82,26% in the cycle II. It means that the students could achieve the target, the target is 80% students gained score 78.

Table 19

Frequency complete of the students' score on Pretest,

Post test 1, Post test 2.

Name	Frequency	Percentage	Category
Pretest	9	30%	Complete
Post Test 1	18	60%	Complete
Post Test 2	25	83,3%	Complete

Graph 6

The Complete of the Students' Score on Pre test,

Post test 1, and Post test 2
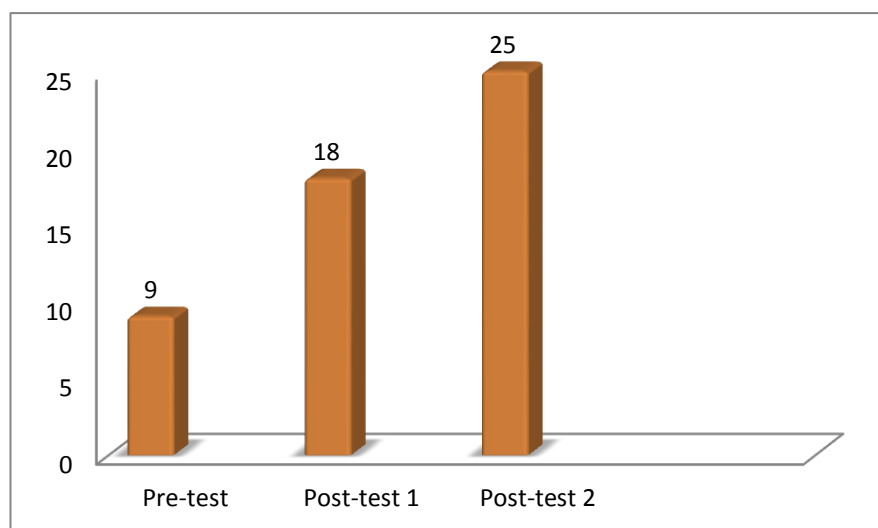
There was an improving of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the

post-test 2. From 9 students (30%) in pre-test to 18 students (60%) in post-test 1 and become 25 students (83,3%) in post-test 2.

The researcher was success if 80% of students able to achieving the minimum mastery criteria (MMC), that was 78. Based on the result of pre-test and post-test, it could be seen that Song as media was able to improve the students Pronunciation ability significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 30%, in post test 1 was 60% and in post-test 2 was 83,3%.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 80% with the minimum mastery criteria was 78.

2. **Result of the Students' Activities**

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

Table 20

Result of the students' activities in Cycle I & Cycle II

No	Students' Activity	Cycle I	Cycle II	Improving
1	The students is interested to the song as media.	56,67%	93,33%	36,66
2	The students can pronounce the words correctly	60%	83,33%	23,33%
3	The students' motivation are improved	66,67%	93,33%	26,66%

4	Practice	63,33%	100%	36,67%
Average		61,67%	92,25%	30,83%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning activities when Song as media was used in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 7

Comparison of students' activities in Cycle I and Cycle II
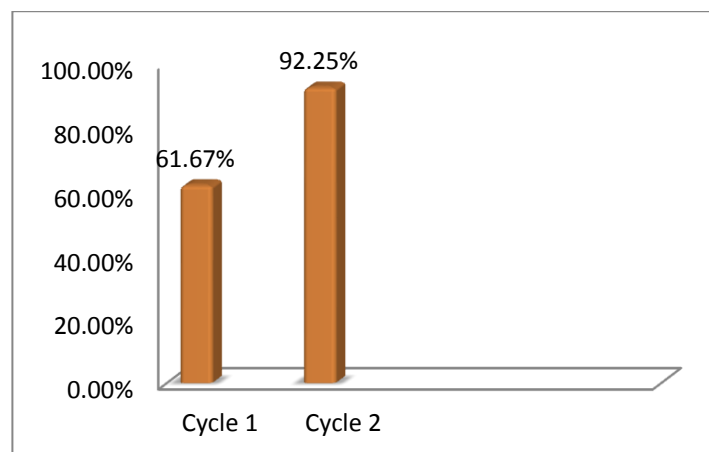
Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time came by using Song as media in improving the students' pronunciation ability. It could look on the result of observation sheet when cycle I that was 61,67%. In addition, the result observation sheet in cycle II was 92,25%. Therefore,

this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 80%.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the use of Song as media in Pronunciation ability. It can be concluded that there is improving the students' pronunciation ability by using Song as media at SMA Negeri 1 Kotagajah.

The use of Song as media in learning English especially for improveing the students' pronunciation ability at the tenth graders of SMAN 1 Kotagajah especially in X IPA 1. The improve can be seen the average score of the students' pronunciation ability before and after being given the treatment. The result of pre-test and post-test show that there is improve from the pre-test to post-test.

It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test is lower than the result of post-test. The average score on pre-test is 63,7 , the average score post-test 1 in cycle I is 76,13. The average score of post-test 2 from cycle II is 82,26. So there is progress from the pre-test . It means that Song as media would be able to improve the students' Pronunciation ability.

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The students are suggested to be often in listening english song in order to increase their pronunciation to make them more easy in learning process.

2. The teachers are suggested to use this media to help the students more active in the class.

3. The other researchers are suggested to use this media as their research.

4. The headmaster should support the English learning process by the preparing the facilitation and instrument completenly .

BIBLIOGRAPHY

Anne Burns, *Collaborative Action Research for English Language Teachers,* New York: Cambridge University Press, 1999.

Dale T. Griffee, *Song in Action*, New York: Prentice Hall, 1992.

David Nunan. *Language Teaching Medthodology.* Sidney: Macquiarie University, 2007.

Donald Ary at all, *Introduction to Research in Education Eighth edition,* USA: Wadsworth Cengage Learning, 2010, Eighth edition.

Drífa Sigurðardóttir. *Language Learning Through Music*. Island: Menntavísindasvid Háskóla Íslands, 2012

GeoffreyBroughton EtAll. *Teaching English As A foreign Language*. New York: Routledge, 1980.

Gilbret Judi B. *Teaching Pronunciation Using The Prosody Pyramid*. New York: Cambridge University Press, 2008.

Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide,* New York: Open University Press, 2009.

Jack.C Richards and Richard Schmidt. *Longman Dictionary of Language Teaching & Applied Linguistics*. Edinburgh: Great Britain, 2010.

Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice Second Edition,* New York: RoutledgeFalmer, 2002.

Jeremy Harmer. *How to Teach English*. England: Longman, 1998.

Joana Baker and Heather Westrup. *The English Language Teacher's Handbook*. London: Britnish Library, 2000.

Mark Hancock. *Pronunciation Games*. England: Cambridge University Press, 1995.

Mohammad Reza Ahmadi, *"Why is Pronunciatin So Difficult to Learn?"*, Malaysia: Universiti Sains Malaysia, 2011.

Penny Ur. *A Course in Language Teaching*. United Kingdom: Cambridge University Press, 1991.

R. BryanSimms. *The Art of Music.An Introduction.*USA: Harper Collins College Publishers*,* 1993.

Tim Murphey, Music and Song, Walton Street, New York: OUP, 1992.Villalobos U, Nuria. *Using Songs to Improve EFL Students' Pronunciation*.Costa Rica: LETRAS, 2008.

Zahra Farmand and Behzad Pourgharib, " The Effect of English Songs on English Learners Pronunciation", *International Journal of Basic Sciences &Applied Research*, Iran: Golestan University, 2013.

APPENDIX

DINAS PENDIDIKAN KABUPATEN LAMPUNG TE

SMA NEGERI 1 KOTAGAJAH

Jalan Raya Kotagajah Lampung Tengah 34153
Telp. (0725) 48318 – Fax (0725) 48318 E-mail : sman1koga@yah
www.sman1kotagajah.sch.id

Mata Pelajaran   : Bahasa Inggris / Wajib

Kelas   : X (Sepuluh)

Tahun Pelajaran   : 2016/2017

Kompetensi Inti   :

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK /MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/M AK	• **Fungsi sosial** Mengembangkan nilai-nilai kehidupan dan karakter yang positif • **Unsur kebahasaan** Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Hal-hal yang dapat memberikan keteladanan diri sendiri, guru, dan orang – orang disekitar dengan menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, responsif serta pro-aktif.	• Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca • Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya • Menyimak, dan menirukan guru membaca lirik lagu secara bermakna • Menyebutkan bagian-bagian yang terkait dengan pesan-pesantertentu • Membahas pemilihan kata	**Pengamatan (observations):** • Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • Catatan atau rekaman

			penilaian diri dan penilaian sejawat, berupa recording atau rekaman suara.

Kotagajah, December 2017

Guru Mata Pelajaran   Mahasiswa Ybs.

ERNIATI, S.Pd.
NIP : 196406031989032007

MAEY ANICHA PUTRI
NPM : 13107607

Nama Sekolah	**: SMA N 1 Kotagajah**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X/Ganjil**
Materi Pokok	**: Song**
Alokasi Waktu	**: 2 x 45 menit**

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

KD 1:   3.9   Menafsirkan unsur sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/ SMA/ MA/ MAK.

KD 2:   4.9   Menangkap makna secara konstektual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/ SMA/ MA/ MAK.

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

1.1.1   Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.

2.2.1   Memahami materi yang dipelajari.

2.2.2   Bertanggung jawab terhadap tugas yang diberikan.

2.2.3   Mengakui kesalahan yang diperbuat.

2.2.4   Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

3.2.   Memahami cara pengucapan setiap kata dalam teks.

Fungsi Sosial

- Mengembangkan nilai-nilai kehidupan dan karakter yang positif

Unsur kebahasaan

- Kosa kata dan tata bahasa dalam lirik lagu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Example of song lyrics:

Photograph
By: Ed Sheeran

Loving can hurt, loving can hurt sometimes

But it's the only thing that i know

When it gets hard, you know it can get hard sometimes

It is the only thing that makes us feel alive

We keep this love in a
photograph
We made these memories for
ourselves
Where our eyes are never
closing
Hearts are never broken
And time's forever frozen
still

So you kan keep me
Inside the pocket of your
ripped jeans
Holding me closer 'till our
eyes meet
You won't ever be alone,
wait for me to come home

Loving can heal, loving can
mend your soul
And it's the only thing that i
know, know
I swear it will get easier,
Remember that with every
piece of you
And it's the only thing we
take with us when we die
We keep this love in this
photograph

We made these memories for
ourselves
Where our eyes are never
closing
Hearts are never broken
And time's forever frozen
still

So you kan keep me
Inside the pocket of your
ripped jeans
Holding me closer 'till our
eyes meet
You won't ever be alone

And if you hurt me
That's okay baby, only words
bleed
Inside these pages you just
hold me
And i won't ever let you go
Wait for me to come home
Wait for me to come home
Wait for me to come home
Wait for me to come home
You can fit me
Inside the necklace you got
when you were sixteen
Next to your heartbeat where
i should be
Keep it deep within your soul

And if you hurt me

Well, that's okay baby, only

words bleed

Inside these pages you just

hold me

And i won't ever be let you

go

When i'm away, i will

remember how you kissed me

Under the lampost back on

sixth street

Hearing you whisper through

the phone

"wait for me to come home."

Topik

Diri sendiri, guru, dan orang-orang disekitar dengan menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, responsif serta pro-aktif.

D. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi waktu

Kegiatan Pendahuluan	Guru:
	1. Orientasi
	  - Melakukan pembukaan atau salam pembuka dan berdoa untuk memulai pembelajaran.
	  - Memeriksa daftar hadir peserta didik sebagai sikap disiplin
	  - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
	
	2. Apersepsi
	  - Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema yang sudah ditentukan yaitu : *song*
	  - Mengingatkan kembali materi prasyarat dengan bertanya.
	  - Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilakukan.
	
	3. Penyampaian Tujuan Pembelajaran
		15 menit

		- Memberikan materi pelajaran yang akan dibahas pada pertemuan tersebut.	
		- Memberitahukan tentang standar kompetensi, kompetensi dasar, indikator, dan KKM pada pertemuan berlangsung.	
		- Pembagian kelompok belajar.	
		- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
		4. Motivasi	
		- Memberikan motivasi kepada siswa untuk lebih memahami bagaimana cara pengucapan kata dalam bahasa inggris.	
		- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	
		Fungsi sosial:	
		- Mendeskripsikan dengan benar tentang bacaan.	
		- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan.	
		- Kesesuaian format penulisan atau penyampaian.	

Kegiatan Inti	**a. Mengamati**	60 menit	
	1) Siswa memahami makna yang terkandung dalam lirik lagu.		
	2) Siswa berlatih mengucapkan kata- kata yang ada dalam lirik lagu.		
	b. Menanya		
	1) Dengan bimbingan guru, siswa menanyakan hal-hal mengenai lagu		
	c. Mengeksplorasi		
	1) Siswa membaca beberapa teks lirik lagu.		
	2) Siswa menganalisa makna yang terkandung dalam lirik lagu.		
	d. Mengasosiasi		
	Mengamati cara menganalisa dan mengucapkan kata- kata dalam lirik lagu secara benar.		
	e. Mengkomunikasi-kan		
	Siswa praktek mengucapkan kata-kata yang terdapat dalam lirik lagu dan menganalisa makna yang terkandung didalamnya.		
Kegiatan Penutup	1. Guru memberikan kesimpulan tentang cara pengucapan kata- kata dalam lirik lagu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	15 menit	
	2. Guru merefleksi tentang proses dan hasil belajar untuk mengetahui sejauh mana peserta didik dapat memahami		

| | | | materi yang disampaikan. |
| | | | 3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. |

E. Penilaian

1. Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: oral test

2. Bentuk instrumen

- Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah ketepatan pelafalan darin jumlah keseluruhan kata dan dinilai menggunakan rubik penilaian.

- Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

- Penilaian Observasi

No	Student's Name	P/L	Activity				Total Score
			Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students able do the task	Practice	
1							
	Total						
	Percentage (%)		%	%	%	%	

Note:

Percentage of students' activities:

$P = \dfrac{I}{n}$ x 100%

P   = Percentage

I   = Indicator

N   = total of students

F. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat   : Papan Tulis, Work Sheet

2. Bahan   : Teks, Vidio clip with lyrics

3. Sumber Belajar :

    a. Internet

                                      Kotagajah, December 2017

Guru Mata Pelajaran   Mahasiswa

ERNIATI, S.Pd.   **Maey Anicha Putri**

NIP : 196406031989032007   **NPM. 13107607**

Name   :_____
Class   :_____
Student Number   :_____
Date   :_____

Sing the song bellow with your best pronunciation!

"Touch The Sky"

By: Julie Fowlies (Brave Soundtrac)

When the cold wind's a-calling
And the sky is clear and bright
Misty mountains sing and backon,
Lead me out into the light

I will ride, I will fly
Chase the wind and touch the sky
I will fly
Chase the wind and touch the sky

When dark woods hide secrets
And mountains are fierce and bold
Deep waters hold reflections
Of times lost long ago

I will hear their every story
Take hold of my own dream
Be as strong as the seas are stormy
And proud as an eagel's scream

I will ride, I will fly
Chase the wind and touch the sky
I will fly
Chase the wind and touch the sky

<div align="center">

PRONUNCIATION TEST
(POST-TEST I)

</div>

Name   :_____
Class   :_____
Student Number   :_____
Date   :_____

Sing the song bellow with your best pronunciation!

"Touch The Sky"

By: Julie Fowlies (Brave Soundtrac)

When the cold wind's a-calling
And the sky is clear and bright
Misty mountains sing and backon,
Lead me out into the light

I will ride, I will fly
Chase the wind and touch the sky
I will fly
Chase the wind and touch the sky

When dark woods hide secrets
And mountains are fierce and bold
Deep waters hold reflections
Of times lost long ago

I will hear their every story
Take hold of my own dream
Be as strong as the seas are stormy
And proud as an eagel's scream

I will ride, I will fly
Chase the wind and touch the sky
I will fly
Chase the wind and touch the sky

PRONUNCIATION TEST
(POST TES II)

Name   :_____
Class   :_____
Student Number :_____
Date   :_____

Sing the song bellow with your best pronunciation!

"Into The Open Air"

By: Julie Fowlis (Brave soundtrack

– 02:50 minutes)

This love, it is a distant star

Guiding us home wherever we are

This love, it is a burning sun

Shining light on the things that we've

done

I try to speak to you everyday

But each word we spoke, the wind

blew away

Could these walls come crumbling

down?

I want to feel my feet on the ground

And leave behind this perison we

share

Step into the open air

How did we let it come to this?

What we just tasted we somehow

still miss

How will it feel when this day is

done

And can we keep what we've only

begun?

And now these walls come

crumbling down

And I can feel my feet on the ground

Can we carry this love that we share

Into the open air (4x)

This love, it is a burning sun

Pre Test of Pronounciation Ability (sing a song) Activity

The reseracher explain the material talking about Pronunciation on Lyric of the song

The Researcher was guided studetns on pronunciation practice

Post Test Activity of Pronunciation Test

FIELD NOTE

Cycle		Student's Attitude
Cycle I	First Meeting November, 28th 2017	1. Most of students were gotten the score below the target of minimum standard criteria. 2. Some students looked not interest to the song media. 3. Most of students can't pronounce words well. 4. Students did the pre-test
	Second Meeting November, 30th 2017	1. Some of students were annoyed when the teacher explanation the material but some of students were enjoyable the learning process. 2. A few students can pronounce words well
	Third Meeting December, 5th 2017	1. The students paid more attention when the the teacher gave evaluation by given the Post-Test I in Cycle I. 2. Student more interested to the learning process.
Cycle II	First Meeting December, 7th 2017	1. The students have understood the way and rule to follow the teacher intruction based on the guideline how to listening song well. 2. The students felt enthusiastic to the learning process. 3. Students gave the best respon to the teacher.

		1. Review the lyric of song.
	Second Meeting	2. The students motivation were improved significanly.
	December, 12th 2017	3. The students were very enjoy to do the Post-Test II.

Nomor : P-1006/In.28/FTIK/PP.00.9/05/2017
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala SMA N 1 Kotagajah
di-
   Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Maey Anicha Putri
NPM	:	13107607
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Judul	:	THE USE OF LISTENING MUSIC METHOD TO IMPROVE PRONOUNCIATION ABILITY AMONG THE TENTH GRADE OF SMA N 1 KOTAGAJAH

untuk melakukan pra survey di SMA Negeri 1 Kotagajah

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH
Jalan Raya Kotagajah,Lampung Tengah. Kode: Pos 34153
Telp. 0725-48318. Fax.0725-48318. E-mail. sman1koga@yahoo.com

Nomor	:420/178/04/C.2/D.1/2017	Kotagajah, 05 oktober 2017
Lamp	: -	
Perihal	: Surat Keterangan Pra Survey	

Menindaklanjuti surat dari saudara Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro , nomor : P-1006/In.28/FTIK/PP.00.9/05/2017, tertanggal 09 Mei 2017, dengan ini saya :

Nama	: **Drs. H. DASIYO. P, M.Pd**	
NIP	: **19630317 199003 1006**	
Pangkat/Golongan	: **Pembina Tingkat I, IV/B**	
Jabatan	: **Kepala Sekolah**	
Unit Kerja	: **SMA Negeri 1 Kotagajah Lampung Tengah**	

Memberi Rekomendasi/Ijin kepada :

Nama	: **MAEY ANICHA PUTRI**
NPM	: **13107607**
Program Study	: **Tadris Bahasa Inggfris (TBI)**
Fakultas	: **Tarbiyah dan Ilmu Keguruan**

Demikian surat keterangan Pra Survey ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMAN 1 Kotagajah
Lampung Tengah

Drs. H. DASIYO. P, M.Pd
NIP. 19630317 199003 1 006

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH
Jalan Raya Kotagajah,Lampung Tengah. Kode: Pos 34153
Telp. 0725- 48318. Fax.0725- 48318. E-mail. sman1koga@yahoo.com

---

Nomor   : 420/291/04/C.2/D.1/2017   Kotagajah,05 Oktober 2017
Lamp   : -
Perihal   : **SURAT KETERANGAN SURVEY**

Yang bertanda tangan di bawah ini :

       Nama   **: Drs. H. DASIYO. P, M.Pd**
       NIP   **: 19630317 199003 1006**
       Pangkat/Golongan   **: Pembina Tk I, IV/B**
       Jabatan   **: Kepala Sekolah**
       Unit Kerja   **: SMA Negeri 1 Kotagajah Lampung Tengah**

Dengan ini menerangkan :

       Nama   **: MAEY ANICHA PUTRI**
       NPM   **: 13107607**
       Program Study   **: Pendidikan Bahasa Inggris**
       Fakultas   **: Tarbiyah dan Ilmu Keguruan**
       Semester   **: VIII (Delapan)**

Telah melaksanakan Survey pada tanggal 10 Mei 2017 di SMA Negeri 1 Kotagajah Kabupaten Lampung Tengah, Tahun Pelajaran 2017 / 2018, sebagai persyaratan untuk menyelesaikan Skripsi dengan judul :

" THE USE OF SONG MEDIA TO IMPROVE THE STUDENT PRONOUNCIATION ABILITY AT SMA NEGERI 01 KOTAGAJAH CENTRAL LAMPUNG "

Demikian surat keterangan ini dibuat untukdapat dipergunakan sebagaimana mestinya.

                                    Kepala SMAN 1 Kotagajah
                                    Lampung Tengah

                                    Drs. H. DASIYO. P, M.Pd
                                    NIP. 19630317 199003 1 006

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2538/In.28.1/J/TL.00/11/2017   07 November 2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum.
2. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

     Nama   : MAEY ANICHA PUTRI
     NPM   : 13107607
     Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI.

Ahmad Subhan Roza, M.Pd. -
NIP. 197506102008011014

xi

Nomor   : B-2598/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA NEGERI 1
KOTAGAJAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2597/In.28/D.1/TL.01/10/2017, tanggal 11 Oktober 2017 atas nama saudara:

Nama   : MAEY ANICHA PUTRI
NPM   : 13107607
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 KOTAGAJAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SONG MEDIA TO IMPROVE THE STUDENTS' PRONOUNCIATION ABILITY AT SMA N 1 KOTAGAJAH CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 Oktober 2017
a.n. Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

xii

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2597/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	MAEY ANICHA PUTRI
NPM	:	13107607
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMA NEGERI 1 KOTAGAJAH. guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SONG MEDIA TO IMPROVE THE STUDENTS' PRONOUNCIATION ABILITY AT SMA N 1 KOTAGAJAH CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 11 Oktober 2017

Mengetahui,
Pejabat Setempat
Wakabid. Kurikulum

Drs. Mashudi, M.Pd.
NIP. 19620802 1986011003

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH
Jalan Raya Kotagajah,Lampung Tengah. Kode: Pos 34153
Telp. 0725-48318. Fax 0725-48318. E-mail. sman1koga@yahoo.com

Nomor	: 420/292/04/C.2/D.1/2017	Kotagajah, 13 November 2017
Lamp	: -	
Perihal	: SURAT IJIN PENELITIAN	

Menindaklanjuti surat dari saudara Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, tertanggal ; 18 Oktober 2017, dengan No ; B-2065/In.28/D.1/TL.00/10/2017 Maka selaku Kepala SMA Negeri 1 Kotagajah :

Nama	: **Drs. H. DASIYO P, M.Pd**	
NIP	: **19630317 199003 1 006**	
Pangkat/Gol	: **Pembina Tk I, IV/B**	
Jabatan	: **Kepala Sekolah**	
Unit kerja	: **SMA Negeri 1 Kotagajah**	

Dengan ini memberi Rekomendasi/Ijin mengadakan Penelitian kepada Mahasiswi atas nama :

Nama	: **MAEY ANICHA PUTRI**	
NPM	: **13107607**	
Program Study	: **Pendidikan Bahasa Inggris**	
Fakultas	: **Tarbiyah dan Ilmu Keguruan**	
Semester	: **IX (Sembilan)**	

Demikian surat keterangan ini dibuat semoga dapat dpergunakan sebagaimana mestinya

Kepala SMAN 1 Kotagajah
Lampung Tengah

Drs. H. DASIYO. P, M.Pd
NIP. 19630317 199003 1 006

xiv

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1279/In.28/S/OT.01/12/2017

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

Nama	: MAEY ANICHA PUTRI
NPM	: 13107607
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107607.

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, 12 Desember 2017
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

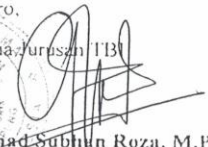Nama : Maey Anicha putri

NPM : 1307607

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris

Angkatan . : 2013

Telah menyerahkan buku berjudul Methodology in Religious Studies.
Edited by : Arvind Sharma.

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

xvi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Maey Anicha Putri
NPM : 13107607

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 15 Sep 2017			1. Cover 2. Chapter I -3	
2.	Tuesday 19 Septem. 2017		✓	1. Cover 2. chapter I 3. The principles of Pronunciation. 4. Definition of Song Media 5. Bibliography. 6. chapter III	
3.	Wednesday 20 Sep 2017		c	1. page 2. Cover.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Maey Anicha Putri
NPM : 13107607

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday 21. August .2017			1. Cover 2. Edit Chapter 1 — 3	
2	Monday 11. Sep . 2017			1. Cover 2. Table of content 3. Chapter 1 —3	
3.	Wednerday 20. Sep 2017			1. Chapter I .	
4.	Monday 02. October 2017			1. Cover 2. chapter I 3. chapter iii	
5.	6 oct 2017			Ace Seminar.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 E-mail : iain@metrouniv.ac.id Website: www.metrouniv.ac.id

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

Nama   : MAEY ANICHA PUTRI   Jurusan/Prodi : Tarbiyah/TBI
NPM   :13107607   Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	friday 10/Nov 2017	✓	- Pre test - Post test I - Post test II - Observation Sheet	
2.	27/11/17	✓	Acc APD	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 E-mail : iain@metrouniv.ac.id Website: www.metrouniv.ac.id

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

Nama : MAEY ANICHA PUTRI   Jurusan/Prodi : Tarbiyah/TBI
NPM :13107607   Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	7/Nov 2017	✓	*Ac 1-3* *Ac instrumet*	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

xx

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 E-mail : iain@metrouniv.ac.id Website: www.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH ILMU KEGURUAN IAIN METRO

Nama   : MAEY ANICHA PUTRI   Jurusan/Prodi : Tarbiyah/TBI
NPM   : 13107607   Semester/TA : XI/2017

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	friday 15 Des 17		✓ Abstrac ~ Chapter V ~ Gorammar	
2.	Thursday 28 Des 17		~ Abstac ~ Chapter V	
3	28/12/17		Acc to Munaqarah	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
TARBIYAH ILMU KEGURUAN IAIN METRO

Nama   : MAEY ANICHA PUTRI   Jurusan/Prodi : Tarbiyah/TBI
NPM   :13107607   Semester/TA   : XI/2017

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	15 Nov 17 friday.	✓	~ Abstrac ~ Grammar ~ Chapter V	
2.	Wednesday 20 Nov 17	✓	~ Chapter V ~ Abstrac	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

xxii

CURRICULUM VITAE

The full name of the researcher is Maey Anicha Putri. She was born in Mojopahit, May 21th, 1996. She is the first child of happy couple namely Mr. Surono and Mrs. Siti Muntoifah. She lives in Mojopahit, Punggur, Cental Lampung.

The researcher had studied at The Elementary School for 6 years in SD N 2 Mojopahit. Then she continued her studying in Junior High School for 3 years in SMP N 2 Punggur. After that she took the Vocational High School at SMA N 1 Punggur for 3 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department began in 2013 until now.