

**EFL STUDENTS' PERCEPTIONS OF USING ENGLISH SONG
TO IMPROVE PRONUNCIATION SKILL**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor of Education in English Language Education



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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : EFL Students' Perceptions of Using
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This study aims to elaborate on students' perceptions of using English songs as a medium of learning to improve the pronunciation skills of EFL students of eleventh graders of Al Amin Islamic Boarding School. This type of research method is a descriptive quantitative method by examining the entire population of 94 female students of the Al Amin Islamic Boarding School. Researchers used two instruments, namely questionnaires and interviews. The results showed that students had positive perceptions about English song lyrics as a medium of learning to improve pronunciation. English songs have succeeded in being an influence in improving students' pronunciation skills. They also think that songs provide positive energy in the effectiveness of learning pronunciation for them. They also stated that they felt happy when learning pronunciation through songs so that it made them more interested in learning English more deeply, especially their pronunciation skills.

Keywords: *English song , pronunciation skills, students' perceptions*

DEDICATION

I sincerely dedicate this final project to all those whom I love and love me who have supported and motivated me in completing this thesis and to myself who have struggled hard in completing my studies until now by the grace of Allah SWT.

MOTTO

“Allah does not charge a soul except [with that within] its capacity”

(QS. Al Baqarah : 286)¹

“This world is like a shadow. If you try to catch him, he will run away. But if you turn your back on him, he has no choice but to follow you.”

-Ibnu Qayyim Al Jauziyyah-²

¹Al Qur’an and its Translation

²“Quaotable Quote”<https://www.goodreads.com/quotes/666185-this-world-is-like-a-shadow-if-you-try-to> [accessed 5 October 2021]

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Finally, the writer realizes that this final project is far from perfect, so it requires suggestions from readers and subsequent writers to improve it. The author hopes that this thesis can be useful and May Allah always provide the best way for us. Aamiin.

Semarang, 29 Agustus 2021

The Writer,

A handwritten signature in black ink, appearing to read 'Nur Saidah', written in a cursive style.

Nur Saidah

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, reason for choosing the topic, question of the research, objectives of the research, significance of the research, limitation of the study.

A. Background of The Study

Humans were born as social creatures who need each other so that they need communication.³ Language is very important in communication. The book, *Integrated Learning Strategies* explained that language plays an important role in human life because language is a tool of human communication in everyday life. With language, someone can convey ideas, thoughts, feelings, or information to others, both verbally and in writing..⁴

Language is a communication medium for everyone to express something, every nation has its language. Therefore, a person can't interact with their counterparts if they do not understand each

³ Meilanny Budiarti S.,” Mengurai Konsep Dasar Manusia Sebagai Individu Melalui Relasi Sosoal Yang Dibangunnya”, *Prosiding Penelitian dan Pengabdian kepada Masyarakat*,(Vol.4, No. 1), p.106

⁴Isriani Hardini dan Dewi Puspitasari. *Strategi Pembelajaran Tepadu*, Yogyakarta: Familia, 2012, hlm.183

other's language. This diversity of languages is part of the signs of Allah's power, this is explained in the Al-Quran Sura Ar-Rum: 22

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوْنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالِمِينَ

And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge. (Q.S. Ar-Rum/30: 22).

Learning a foreign language is the initial capital to build relationships between nations, especially learning English, which is an international language.⁵ That way, studying a foreign language can be a means to penetrate a broader horizon of knowledge and experience. And it turns out that learning foreign languages is part of the activities ordered by the Prophet. As in the story of Zaid bin Thabit in the following hadith

عَنْ خَارِجَةَ بِنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ -صلى الله عليه وسلم- أَنْ أتعَلَّمَ لَهُ كَلِمَاتِ كِتَابِ يَهُودَ. قَالَ «إِنِّي وَاللَّهِ مَا أَمَنْ يَهُودَ عَلَى كِتَابٍ». قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ. قَالَ أَبُو عِيْسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

From Kharijah bin Zaid bin Tsabit, from his father; Zaid bin Tsabit, he said: Rasulullah Shalallahu Alayhi Wa Sallam asks me to

⁵Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2021. *Ethnologue: Languages of the World*. Twenty-fourth edition. Dallas, Texas: SIL International. Accessed on 15 September 2021

learn (for him) words (language) from Jew's book (letter), he said: "By Allah, I don't feel secure of (treason) Jews of my letter." So, not as far as half of the month, I can master their language. When I have mastered it, then if he writes a letter to Jew I am who wrote the letter. And when they write a letter to him." Abu Isa said that this hadith is hasan sahih. [HR. At Tarmidzi no. 2933].

English is an international language that plays an important role in the communication of human life, such as establishing business relations between countries, scientific development, or just traveling. Therefore, it suits us to learn English. Some parts of English are listening, speaking, reading, and writing. There are also language components such as vocabulary, pronunciation, and grammar that are important to learn.

Pronunciation is an important component of communication. The proper pronunciation will make it easier for listeners to understand the words spoken by the speaker. If sentences in English are not pronounced correctly, then communication will not go well. As Harmer explained, "For all these people, realizing pronunciation issues will be of immense benefits not only to their products but also to their understanding of spoken English."⁶

⁶J. Harmer. *The Practice of English Language Teaching*. London: Longman Group Ltd, 2000, hlm.183

Pronunciation is a person's ability to understand sound systems that can directly affect meaning.⁷ In English, some words have the same writing/spelling but different sounds and meanings (homographs), words that have the same writing and sound but have different meanings (homonym), and words that have the same sound but writing and meaning different (homophones). Studying pronunciation is very influential in distinguishing the three, and they will be more influential if taught early on.

Each student has their own learning style so that the material being studied can be understood easily. According to Muhammad Nafi Annury, learning styles in education are individual habits that occur naturally in obtaining information in learning situations. And each individual has a different way of learning. And education has been influenced by individual learning styles dating back to the 1970s. Teachers should also assess and adapt their methods to students' learning styles so that students can learn comfortably.⁸

To teach pronunciation, interesting methods are needed so that students can understand, imitate, and apply until they are familiar and memorized. Many pronunciation teaching methods can affect

⁷T. M. Derwing, "Curriculum Issues in Teaching Pronunciation to Second Language Learners." *Phonology and Second Language Acquisition*, 36, 2018, p.347

⁸Muhammad Nafi Annury, "Students' Learning Language Styles: An Ethnographic Case Study at UIN Walisongo Semarang", *Vision: Journal for Language and Foreign Language Learning*, (Vol.5, No. 1, 2016), p.138.

pronunciation skills. One of them is through songs. As we know, songs through their rhythm and musicality contribute to learning and memorizing linguistic structures.

One might expect that a learner who has some strong aural preferences would be appropriate to study music. However, those who learn by using reading/writing, visual, or kinesthetic strategies, or all four will learn music effectively.⁹

Probably the most obvious advantage of using songs in the young learned classroom is that they are enjoyable. Most children enjoy singing and usually respond well to using songs in the classroom, but there are more significant benefits to using songs other than just being fun. Songs can bring variety to the everyday classroom routine. Songs can provide the opportunity for vocabulary practice. They are usually based on a theme or topic that can provide the context for vocabulary learning.¹⁰

In an international journal entitled Promoting student motivation in EFL classroom: Through extended music education written by Boukhatem Nadera, it is explained about learning pronunciation through music. Accents that stem partly from phonological and phonetic differences between the mother tongue and

⁹Muhammad Nafi Annury, "Students' Learning.....", p.139.

¹⁰L. Nurhayati, "Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk Siswa SD; Mengapa dan Bagaimana." *Majalah Ilmiah Pembelajaran*, (Vol.5 No.1. 2009),p.2

the target foreign language are often used by most adults who learn a foreign language in speaking. Music is very effective at improving phonetic skills. There is no better way to teach phonetics than by song. And determining which song used to teach phonetics is not a difficult thing. Through songs, one can learn about speech and also enjoy the melody combined with the lyrics at the same time.¹¹

From the explanation above, the researcher conducted a research namely EFL students' perception of using English songs to improve pronunciation skills of the eleventh-grade students of Senior High School in Al Amin Islamic Boarding School Mranggen Demak in the Academic year 2021/2022 and the result of this study hopefully can persuade the students to be interested in learning English.

B. Research Question

The purpose of this study is to explain the answer to the following question: How are the eleventh graders' students' perceptions of using English song to improve pronunciation skills?

¹¹Boukhatem Nadera. "Promoting Student Motivation in EFL Classroom: Through Extended Music Education", *Procedia - Social and Behavioral Sciences*, (Vol. 199, 3 August 2015), p.368.

C. Objective of the Research

The objective of the study is to elaborate the eleventh-grade students' perceptions of using English song to improve pronunciation skills.

D. Significances of the Research

As for doing this research, the researcher hopes that the results of this study can provide benefits and some contributions to language learning:

1. Theoretical Significance

This study provides suggestions for the successful application of using English song in improving pronunciation skills. The results of this study are expected to provide feedback for students in improving their pronunciation skills in English Song.

2. Pedagogical Significance

a. Teacher

The researcher hopes that the result of this study can provide information to teachers about students' perspectives of using English song to improve pronunciation skills. So that teachers can develop their methods of teaching pronunciation through English songs.

b. Students

The researcher hopes that the result of this study can make the students aware of the benefits of listening to music in learning English through songs to improve their pronunciation skills.

c. Future Researcher

The result of this study provides information that readers may need to be a reference for further research on students' perceptions of using English song to improve pronunciation skills or other English language skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses three theoretical reviews related to the research. These theories can provide information that is used to answer questions about research, namely previous research, literature review, and hypothesis of the research.

A. Previous Research

In compiling this research, the author considers several relevant previous studies to support this research; they are :

1. Research by Hermansyah, Cici Handayani, and Dewi Wulandari by the title “The Effectiveness of English Song in Teaching Pronunciation to Elementary School Students in SD Bintang Pertiwi”.

The purpose of this study was to determine the effectiveness of using English songs in teaching pronunciation to elementary school students using descriptive method. They collect data using observation and oral tests to respondents and obtained the results that the use of English songs as a medium in teaching pronunciation to students at Bintang Pertiwi Elementary School,

the ability of students to pronounce English words has increased significantly.¹²

The author assumes that this research is related to his research because the topic of discussion is very related. However, if the research by Hermansyah, Cici Handayani, and Dewi Wulandari aims to determine the effectiveness of the use of songs, this study can provide a reference for the topic because this study provides an explanation of students' perceptions of the use of songs.

2. Research by Sutini Lailatuzzakiya, Nila sari, and Jihan Nailal hana by the title “Exploring Students’ Learning Strategy: Will Listening to English Song Enhance Speaking Skill?”.

This study aims to determine the relationship between the habit of listening to English songs with students' speaking skills by using a correlational study which is a type of quantitative research. Data were taken from questionnaires and English speaking score documents. 30 of the participants were third semester students of the English Language Education Department, Sunan Ampel State Islamic University, Surabaya. The results of

¹²Hermansyah, Cici Handayani, and Dewi Wulandari, “The Effectiveness of English Song in Teaching Pronunciation to Elementary School Students in SD Bintang Pertiwi”, *Proceedings of the 1 st Annual International Conference on Language and Literature, 18-19 April 2018, Fakultas Sastra, UISU, Medan, Indonesia.*(Vol.1, No.1, 2018)p.43

this study indicate that there is no relationship between the habit of listening to English songs with students' speaking skills.¹³

The author assumes that the research of Sutini Lailatuzzakiya, Nila sari, and Jihan Nailal Hana is related to this research because it raises the same variable, namely about English songs. However, research from Sutini et al examined the correlation between listening habits of English songs and speaking skills, while this study examined students' perceptions of English songs to improve pronunciation skills.

3. Research by Burhanudin Rais, Dwiyanto Djoko Pranowo, and Rr. Putri Intan Permata Sari by the title “The Use of Song in Teaching EnglishPronunciation”.

This study discusses how to improve pronunciation through songs in third grade students of SDN Cangkringan 2 by using the classroom action research method. The number of students in this class is 21 students at the beginner level. This research was conducted in a cycle consisting of reconnaissance, planning, implementation of plans and observations, and

¹³Sutini Lailatuzzakiya, Nila Sari, Jihan Nailal hana,”Exploring Students’ Learning Strategy: Will Listening to English Song Enhance Speaking Skill?”, *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*, Atlantis Press, (Vol.434, 2020)p.122

reflection. The results showed that songs can improve students' pronunciation and self-confidence.¹⁴

The researcher assumes that the research written by Burhanudin Rais, Dwiyanto Djoko Pranowo, and Rr. Putri Intan Permata Sari is related to her research because it raises the same topic, namely the use of natural songs to improve pronunciation skills. However, Burhanudin Rais et al examined learning activities in the classroom using the action research method. while in this study examined students' perceptions of the use of songs to improve pronunciation skills. The level of participants used is also very different. they studied elementary school students while in this study examined high school students.

B. Theoretical Review

This sub-chapter describes some theoretical materials related to research discussion. The material is a discussion of perception, song, and pronunciation.

1. Perception

In this part, the researcher elaborated on the definition of perception and the process of perception.

¹⁴Burhanudin Rais, Dwiyanto Djoko Pranowo, and Rr. Putri Intan Permata Sari, "The Use of Song in Teaching English Pronunciation", *Proceedings of the 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)*, Atlantis Press, (Vol. 461, 2020),p.133

a. Definition of Perception

Perception is a process or exposition that uses the five senses to recognize an object, where a person can consciously receive external stimuli and try to understand and be able to interpret it so that it becomes an understandable meaning.¹⁵

Based on Longman Dictionary, perception is the way you think about something and your idea of what it is like, how you notice things with your senses of sight, hearing, etc, and also the natural ability to understand or notice things quickly.¹⁶ Learning, experience, and education can form a perception. Namely, by training the brain and cognitive abilities can improve various skills used to understand the environment to improve the quality of learning.¹⁷

So, perception result from a thought resulting from a stimulus through the five senses. Each human being can give a different perception even though given the same stimulus.

b. The Process of Perception

¹⁵Zulvy Melviza, Syamsul Bahri Ys &Nira Erdiana, “Students’ perception toward English club activities” *Journal of Research in English and Education (READ)* (Vol 2, No 2, 2017) p.102-103.

¹⁶<https://www.idoconline.com/dictionary/perception> accessed on 01/07/2021

¹⁷Amir Abou Elnaga, “The Impact of Perception on Work Behavior”, *Kuwait Chapter of Arabian Journal of Business and Management Review* (Vol. 2, No. 2, 2012), p.59.

The process of perception has three stages, namely selection, organization, and interpretation.

1) Selection

The first stage of perception is selection. This stage is changing environmental stimuli into meaningful experiences. In everyday life, stimuli will always come through the five senses, either through hearing, sight, or taste. They will come together and wait to be processed. From several information or stimuli that are received by the senses simultaneously. Then we must select them by paying attention to some of them that are more important or that we feel attracted by them.

2) Organization

The organization is the second stage of the perceptual process. After selecting some information got from the outside, it is necessary to arrange it in a certain way so that it can produce a meaningful pattern. This stage can also be called categorizing. In this stage, perception finds two characteristics. The first is that it can give humans a perceptual structure, and the second is that it can show that human perception has stability.

3) Interpretation

In this third stage, the selected and categorized stimuli will try to give meaning. However, each person

can give a different interpretation even with the same stimuli. These differences can be influenced by culture, experience, and background.¹⁸

2. Song Lyrics

In this subchapter, the researcher elaborated on the definition of song and lyrics of song.

a. The Definition of Song

Based on the dictionary, a song is “a short metrical composition intended or adapted for singing, especially one in rhymed stanzas; a lyric; a ballad.”¹⁹ And the song is “a short musical composition of words and music”.²⁰ According to Encyclopedia of Britania, a song is a work of musical art performed by one (solo), two (duet), three (trio), or so on and also an ensemble or chorus with or without instrumental accompaniment.²¹

¹⁸Qiong O. U. “A Brief Introduction to Perception”, *Studies in Literature and Language Journal* (Vol. 15, No. 4, 2017), p.18-19.

¹⁹<https://www.dictionary.com/browse/song> accessed on 05/07/2021

²⁰<https://www.merriam-webster.com/dictionary/song> accessed on 05/07/2021

²¹Britannica, T. Editors of Encyclopaedia (2014, April 1). Song. Encyclopedia Britannica. <https://www.britannica.com/art/song> accessed on 05/07/2021

From the several definitions of the song above, it can be concluded that the song is a work of musical art, as poetry sung with tones, rhythms, rhythms, and melodies to form a beautiful harmony. The song is also accompanied by music or arrangements that can be performed solo, duet, trio, and or so on.

b. Definition of Lyrics

A song in the art of music will feel empty without the lyrics of the song. Lyrics can be as poetry combined with tone, rhythm, and intonation to produce a meaningful song. Rudiger Zymer defines lyrics as scripture that can be heard and interpreted by others and can be fiction or non-fiction but can be a cultural practice.²²

Lyrics can be a series of words as poetry, which is difficult to compose but can be got from various inspirations. From song lyrics, which have been processed into meaningful songs, they can convey a story or message. And most people will feel a certain sense of a song lyric because there is a meaning in it.

c. The Function of Song

Songs have many functions in human life, especially music itself. From social functions, education, health, and

²²Rudiger Zymmer, "Lyric and Its ›Worlds‹". *Journal of Literary Theory*, (Vol.11, No.1, 2017), p.1.

others. Songs can inflame the spirit to instill attitudes or values through the lyrics of the song, which can then be felt by the audience.

Songs can entertain listeners, provide a way of managing the reality between our public and private emotional lives, express personal feelings, and cultural values, and provide a person to not only share their emotions with others but also to have an emotional connection that cannot be experienced in another way.²³

Songs can affect emotions. The language style of the poetic sentences in the song must follow the genre of the song. Therefore, each genre of the song will have a unique style of language in each of its poems. The poem can be a story of events, images, and emotions that the songwriter wants to convey. The sentence structure can also be as simple or complex as language arrangements.

3. English Pronunciation

Definition of pronunciation noun from the Oxford Advanced Learner's Dictionary is how a language or a particular word or sound is pronounced.²⁴ According to Hornby,

²³<https://www.ayokbelajar.com/song-definition-socialfunction/> accessed on 05/07/2021

²⁴<https://www.oxfordlearnersdictionaries.com/definition/english/pronunciation?q=pronunciation> accessed on 07/07/2021

pronunciation is the language or the way words are spoken by humans. From the explanation above, the way a person pronounces a word or language is called pronunciation.²⁵

With English as a global language, native speakers' pronunciation can be used as a model for explicit pronunciation training. But the realization of the voice or the wrong pronunciation is not so disturbing in communication, even though the error is only in the intonation.²⁶

Because speaking is a habit, a person must speak according to his habits since childhood. He will follow the pronunciation of his mother tongue. If someone wants to learn a second language or a foreign language, then he must be consistent in repeating the correct pronunciation of the language he wants to learn. Only through imitation, constant drill, and practice he will be able to pronounce the correct pronunciation. As a student studying English, he must follow and imitate the pronunciation of

²⁵Hornby, A.s, *Oxford Advanced Learner's Dictionary*, (Great Britain: Oxford University Press, 1995), p.928.

²⁶Ellen Simon & Miriam Taverniers. "Advanced EFL Learners' Beliefs about Language Learning and Teaching: A Comparison Between Grammar, Pronunciation, and Vocabulary". *English Study* (Vol. 92, No. 8, 2011) p.898.

a native speaker or his teacher in class and practice it in his speaking habits.²⁷

Vowels and consonants can sound familiar, but we will find it difficult to find their exact meaning when we study these sounds scientifically. It can be interpreted that a vowel is a sound that is not blocked by anything when it comes out of the mouth that passes through the larynx to the lips. But if we make a sound that is felt on our lips, it may be interpreted that it is a consonant. But to determine this is not a simple thing. Because every language has a different way of dividing its sound into vowels and consonants.²⁸ The different functions and ways of producing vowels and consonants can be the basis for grouping vowels and consonants.²⁹

In mastering English, a student is required to be able to understand the phonetics of symbols. Because the sound of a word can be represented by a phonetic transcription. in understanding it. It takes practice and familiarizes yourself with phonetic symbols. Dictionaries also play an important role for students to be able to consult in the pronunciation of a word with the phonetics of

²⁷Ramelan, *English Phonetic*, (Semarang: UNNES Press, 2003), p.4-5.

²⁸Peter Roach, *English Phonetics and Phonology*, (Cambridge: Cambridge University Press, 2009), p.21.

²⁹Ramelan, *English Phonetic*, p.49.

symbols in the dictionary. The following is an explanation of the phonetic symbols of consonants and vowels.³⁰

a. Vowels

The vowel is a sound produced by humans through the mouth whose air comes from the lungs and rarely causes or vibrate the sound.³¹ The air from vowels comes out through the mouth and not through the nose, which is why vowels are oral.³²

Vowels :

/i:/	bee	/bi:/
/ɪ/	bit	/bɪt/
/ɛ/	bet	/bɛt/
/æ/	bat	/bæt/
/ɑ:/	far	/fɑ:/
/ɒ/	hot	/hɒt/
/ɔ:/	cord	/kɔ:d/
/u:/	who	/hu:/
/ʊ/	could	/kʊd/
/ʌ/	but	/bʌt/

³⁰Ramelan, *English Phonetic*, p.10.

³¹Britannica, T. Editors of Encyclopaedia (2013, October 7). Vowel. Encyclopedia Britannica. <https://www.britannica.com/topic/vowel> accessed on 09/07/2021

³²Ramelan, *English Phonetic*, p.50.

/ɜ:/	bird	/bɜ:d/
/ə/	ago	/ə'gəʊ/

Diphthongs

/eɪ/	lay	/leɪ/
/əʊ/	no	/nəʊ/
/aɪ/	lie	/laɪ/
/aʊ/	how	/haʊ/
/ɔɪ/	boy	/bɔɪ/
/ɪə/	here	/hɪər/
/eə/	hair	/heər/
/ɔ:/	poor	/pɔ:r/
/ɔ:/	yours	/jɔ:z/
/ʊə/	pure	/pjʊe ^r /

b. Consonant

The meaning of consonant is the opposite of vowel, or that is no vowel. It means that consonant is the speech sound that usually causes vibration or friction.

The consonant classification is explained by Ramelan based on the following three variables:

- 1) *The place where the optimum obstruction take place*, called the site of the blockage or point of articulation. For example, the blockage can be formed by the lips, or by the tip of the tongue and upper teeth.

- 2) *How the air is obstructed by the articulators.* This variable is called the manner of obstruction or the type of articulation. The organ of speech may partially or completely block air, or completely block it in the mouth but freely flow through the nose.
- 3) *The activity of the vocal cords,* consonants can be said to be voiced, i.e. when the obstruction of air above the larynx is accompanied by vibration of the vocal cords, but otherwise the consonants are said to be voiceless.³³

But, Gerald Kelly described a consonant sound in 3 ways,³⁴ namely:

- 1) The manner of articulation

In this manner of articulation, the interaction between various articulators and airflow can be used as a reference. For example, with plosive sound, the articulator acts so that air is temporarily trapped, and then suddenly releases. The various manners of articulation are explained below :

- a) Plosives occur when the increased air pressure behind the closure that has been created in the vocal

³³Ramelan, *English Phonetic*, p.100.

³⁴Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p.47.

tract is then released openly. For example, /b/ and /p/.

- b) Affricates occur when the soft palate lifts where complete closure has been made in the mouth and air pressure increases behind the closure, then are released more slowly than the plosive. For example, /dʒ/ and /tʃ/.
- c) Fricatives occur when air movement can be heard due to the proximity of two vocal organs. For example, /v/ and /f/.
- d) Nasal sounds occur when there is a complete closure of the mouth, a lowering of the soft palate, and expulsion of air through the nasal cavity. For example, /m/ and /n/.
- e) Lateral occurs when the airflow is around the sides of the tongue. For example, /l/.
- f) Approximants occur when one articulator moves not close enough to approach the other to cause friction or stop the flow of air and water. For example, /r/ and /w/.

2) The place of articulation

This is about what the various articulators do.³⁵

The various terms used in the place of articulation are :

³⁵Gerald Kelly, *How to Teach Pronunciation*, p.47.

- a) Bilabial, the movement used in bilabial is to close the lips, e.g. /p/ and /m/.
- b) Labio-dental, the movement used in Labio-dental is the lower lip and the upper teeth, e.g. /f/ and /v/.
- c) Dental, using the tip of the tongue either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/.
- d) Alveolar, using the tongue blade close to the alveolar ridge, e.g. /t/ and /s/.
- e) Palato-alveolar, using the tongue blade just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/.
- f) Palatal, elevating the front of the tongue close to the palate, e.g. /j/.
- g) Velar, using the back of the tongue against the soft palate, e.g. /k/ and /ŋ/.
- h) Glottal, uses the gap between the vocal cords to create audible friction, e.g. /h/.³⁶

3) The force of articulation

The following terms of the force of articulation are used :

- a) Fortis (strong), fortis is equated with soundless voice and the airflow is expelled stronger than the much-needed lenis.

³⁶ Gerald Kelly, *How to Teach Pronunciation*, p.6.

b) Lenis (weak), lenis in spoken English is voiced which is very different from fortis.

An example pair is /p/ (unvoiced, and fortis) and /b/ (voiced, and lenis). The terms ‘unvoiced’ and ‘voiced’ are considered easier to remember by most teachers and students, so to distinguish between pairs of voices can use this method as the primary way.³⁷

The explanations of Ramelan and Gerald Kelly have similarities in classifying consonants. For a deeper explanation of some of these classifications have different terms in the mention but the same as mean. And in this section, I describe the detailed explanation, only the explanation from Gerald Kelly.

And here is the phonetic transcription of the consonants:

/p/	part	/pɑ:t/
/b/	bed	/bed/
/t/	tell	/tel/
/d/	dark	/dɑ:k/
/k/	cat	/kæt/
/g/	gab	/gæb/
/f/	ferry	/'fer.i/

³⁷Gerald Kelly, *How To Teach Pronunciation*, p.47-48.

/v/	very	/'ver.i/
/θ/	thigh	/θaɪ/
/ð/	thy	/ðaɪ/
/s/	sea	/si:/
/z/	zoo	/zu:/
/ʃ/	shoe	/ʃu:/
/ʒ/	rouge	/ru:ʒ/
/h/	head	/hed/
/tʃ/	chain	/tʃeɪn/
/dʒ/	Jane	/dʒeɪn/
/m/	man	/mæn/
/n/	name	/neɪm/
/ŋ/	sing	/sɪŋ/
/l/	lap	/læp/
/r/	red	/red/
/w/	wet	/wet/
/j/	yes	/jes/

4. The Important Role of Song in Pronunciation Skill

Rosova, in the journal by Hamid Reza by the title “The Effect of Song and Movie on High School Students Language Achievement in Dehdasht” claimed that to help create a friendly and cooperative atmosphere in language learning, songs have the right

space in the classroom and can do more. He also mentions the idea that an effective tool in education is song.³⁸

In addition, according to Murphey (1992) in a journal written by Neil T. Millington about songs can help students learn to improve listening, speaking, vocabulary, and sentence patterns. Songs also have a tremendous benefit in class: they can be fun. In learning a language, fun is important because it might increase students' motivation.³⁹

Learning unfamiliar sounds without the emergence of boredom can be done by students using songs. Since songs have a natural rhythm with beats that are like spoken English patterns, several songs can practice rhythm and stress. Singing songs while practicing different voices will feel more interesting and fun.⁴⁰

C. Conceptual Framework

A theory in quantitative research is a set of interrelated constructs formed into propositions or hypotheses that determine the

³⁸Hamid Reza Haghverdi. "The Effect of Song and Movie on High School Students Language Achievement in Dehdasht". *Procedia-Social and Behavioral Sciences*, (Vol. 192, 2015) p.314.

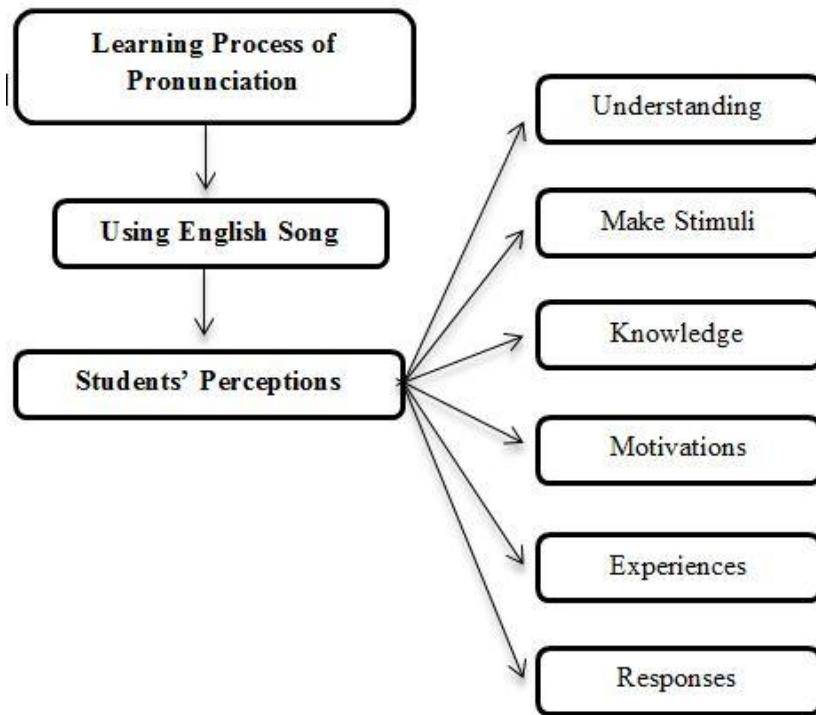
³⁹Neil T. Millington, "Using Songs Effectively to Teach English to Young Learners", *Language Education in Asia*, (Vol. 2, No. 1, 2011), p.134-135.

⁴⁰Neil T. Millington, "Using Songs Effectively....", p.135.

relationship between variables. This explanation is explained in a book entitled *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* by John W. Creswell and J. David Creswell. In the book, Labovitz and Hagedorn also add to the idea of theoretical thinking, namely determining how and why variables and relational statements are interrelated. Why does the independent variable, X, affect or influence the dependent variable, Y? Theories will explain expectations or predictions.⁴¹

Based on the explanation of previous research and several theories that have been explained above, this research needs to be conceptualized. The following description of how this research was conducted can be seen in the following figure:

⁴¹John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Los Angeles: SAGE Publications, Inc, 2018)p.95



Picture 2.1 Conceptual Framework

This conceptual framework is a representation of this research. This research was conducted at the Al Amin Islamic Boarding School Mranggen Demak on 11th grade students who came from two different schools. Researchers focused on students' perceptions of using English songs on their pronunciation skills. By looking at discussion in this study, it can be seen that the English song lyrics in this discussion are the independent variable and

pronunciation skill as the dependent variable. The students were asked about their perception of this research using a questionnaire as the main data and interviews as supporting data.

CHAPTER III

METHOD OF RESEARCH

This chapter discusses research methods comprising research design, research settings and research objects, data collection methods, validity, and data analysis techniques.

A. Research Design

Research design is a framework for conducting projects. Research design is a strategic framework that functions as an intermediary between research questions and the implementation or implementation of research.⁴² This study uses a descriptive research design with a quantitative approach.

Descriptive research is a description of reality. This study does not aim to form hypotheses or describe theories. Descriptive research is also normative, and another characteristic is objectivity or neutrality.⁴³ According to Haryanto Atmowardoyo, descriptive

⁴²Kevin Durrheim. *Research Design: Research in Practice: Applied Methods for the Social Sciences*, (Cape Town: University of Cape Town Press, 2006), p.34.

⁴³W Lans, DJM van der Voordt. *Descriptive Research: Ways to Study and Research Urban, Architectural and Technical Design*, (DUP Science, 2002), p.53.

research is defined as a research method that serves to make existing phenomena can be described as accurately as possible.⁴⁴

According to Proctor and Capaldi in the book "Quantitative Research in Education" by Wayne K. Hoy and Curt M. Adams explained that quantitative research is scientific research that includes experiments and other systematic methods by emphasizing control and measurable performance measures. Quantitative research researchers also focus on theories that explain behavior.⁴⁵

Quantitative research comprises various methods related to the systematic investigation of social phenomena using statistical data. Quantitative research also involves measurement with the assumption that the object under study can be measured. This was done to analyze the data to verify the measurements made.⁴⁶

The researcher used descriptive research with a quantitative approach because the researcher explained the students' perceptions of an English song lyrics to improve pronunciation skills by using a questionnaire as the main data collection instrument and interviews as a supporter in data collection.

⁴⁴Haryanto Atmowardoyo, "Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D", *Journal of Language Teaching and Research*, (Vol. 9, No. 1, 2018), p.198.

⁴⁵Wayne K. Hoy and Curt M. Adams. *Quantitative Research in Education: A Primer*. (Los Angeles: SAGE Publication, 2015),p.1

⁴⁶Roger Watson, "Quantitative Research", *RCNi Scholarly Journal*,(Vol. 29, No. 31, 2015),p.44

B. Research Setting

This sub-chapter describes the time and place of data collection in the study.

1. Place

This research was conducted at the Al Amin Islamic Boarding School in East Suburan, Mranggen Demak. The reason the author chooses the Al Amin Islamic Boarding School as a place of research is that the Al Amin Islamic Boarding School has English subjects in an Islamic boarding school-based curriculum, where not all Islamic Boarding Schools have it. Then the students who study there mostly come from rural areas who still lack interest in English and lack knowledge about English. So while researching on students' perceptions of English songs to improve pronunciation skills, the researchers also motivates the students to be more open to their knowledge of the English language.

2. Time

It was conducted for two days. Participants are boarding school students who are in high school class 11. The reason the author chose students who sat in class 11 as participants were because during the covid 19 pandemic. Students studied online and did not get treatment from the teacher directly. Students used cellphones as they pleased, such as listening to music and social

media. With this habit, the writer explained their perception of the English songs they listen to improve their pronunciation skills.

C. Subject of The Research

The subjects of this study were students of the Al Amin Islamic Boarding School Mranggen Demak who were in the 11th grade of high school in the academic year of 2021/2022.

D. Population and Sample of The Research

According to Sugiono in a book written by Ajat Rukajat, the population is a generalization area comprising objects or subjects with certain qualities and characteristics that are chosen by researchers to be studied and then drawn conclusions.⁴⁷ The population in this study were students of the Al Amin Islamic Boarding School, Mranggen Demak, who were in the 11th grade of senior high school. They comprised 2 original schools, namely SMA Futuhiyyah and MA Futuhiyyah 2.

This research is a population study because the researcher only examines all members of the population without taking samples. The sample is part of the population. Samples can also be referred to as small groups or elements that are selected from a large

⁴⁷Ajat Rukajat. *Pendekatan Penelitian Kuantitatif: Quantitative Research Approach*. (Yogyakarta: Deepublish, 2018), p.5.

population.⁴⁸ Sample size is the number of samples to be taken from a population. According to Arikunto, when the total population of the study is less than equal to 100, then the total number of samples must be taken, but if the study population is greater than 100, the sample can be taken 10-15% or 20-25% of the total population.⁴⁹

Based on this study, because the total population is not greater than 100 respondents. The author took 100% of the population who are students of the Al Amin Islamic Boarding School who sit in the 11th grade of high school, 94 respondents. Thus, the use of the entire population without having to draw a research sample as a unit of observation. The following is the population table in this study.

Table 3.1 The Number of Population

Grade 11 high school students at the Al Amin Islamic Boarding School	
School	Number
MA Futuhiyyah 2 Mranggen	49
SMA Futuhiyyah Mranggen	45
Total	94

⁴⁸Ilker Etikan, et al, “Comparison of Convenience Sampling and Purposive Sampling”, *American Journal of Theoretical and Applied Statistics*, (Vol. 5, No. 1, 2016), p.2.

⁴⁹Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2010).

E. Technique of Collecting Data

Data collection is a very important part of the research because researchers can examine the data they have collected. This research uses the descriptive method, which is included in quantitative research. The data collected comes from primary sources received directly from data sources, namely samples of respondents.

Therefore, to get the required research data, the author used a questionnaire as the main data collection technique and interviews as a supporter. The explanation is:

1. Questionnaire

The most widely used data collection method is a questionnaire. Its primary objective is to get relevant information but in the most reliably and validly.⁵⁰

A questionnaire should have the following criteria:

- a. Valid, ask what you want to ask.
- b. Reliable can produce the same answer if the same question is asked to the respondent repeatedly in a short period.
- c. Interestingly, to produce a good response rate, the questionnaire must look attractive.

⁵⁰Hamed Taherdoost, "Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research", *International Journal of Academic Research in Management (IJARM)*, (Vol. 5, No. 3, 2016), p.28.

- d. Succinct, the form of a concise questionnaire aims only to answer the research objectives.⁵¹

The form of questions from the questionnaire can be divided into 3, namely :

- a. In the questionnaire with open-ended questions, presented in a simple form that allows respondents to answer questions as they wish.
 - b. The questionnaire with closed questions, respondents can answer questions by choosing alternative answers that have been provided
 - c. The questionnaire, with a combination of open/closed questions, the researcher provides alternative answers and a special column for respondents to answer according to their wishes.⁵²
2. Interview

Interviews are used to get to know the interviewee well. In knowing that, of course, it has various objectives according to the research question and the researcher's perspective.⁵³ According

⁵¹Chirk Jenn Ng, "Designing a questionnaire", *Malaysian Family Physician*, (Vol. 1, No. 1, 2006), p.32.

⁵²Eri Barlian, *Metodologi Penelitian Kualitatif dan Kuantitatif*. (Padang: Sukabina Press, 2016).

⁵³Barbara DiCicco-Bloom & Benjamin F Crabtree, "The Qualitative Research Interview", *Medical Education*, (Vol. 40, No.4, 2006), p.314.

to Kvale in Journal by Hamza Alshenqeeti, an interview is a conversation that aims to collect descriptions from the interviewee.⁵⁴

From some explanations above, it can be seen that the interview is a data collection technique carried out by communicating directly with the respondent, which aims to get more in-depth information from the respondent.

In this study, the interview is the second data collection and is used as a supporter of the questionnaire. This study uses semi-structured interviews in which are global questions. The reason for choosing a semi-structured interview is that it is flexible because the interviewer can ask new questions during the interview and can develop answers from the interviewee.

F. Instruments of The Research

Before carrying out data collection, the researcher gave a brief activity to the participants. The researcher played some English songs and provide learning motivation and tips on how to learn pronunciation through songs to the respondents.

Researcher used two instruments in data collection, namely questionnaires and interviews. Here's the explanation:

1. Questionnaire

⁵⁴Hamza Alshenqeeti, "Interviewing as a Data Collection Method: A Critical Review", *English Linguistics Research*, (Vol. 3, No. 1, 2014), p.40.

In this study, the questionnaire became the most important technique chosen to get information about students' perceptions (impression and cognitive) in using English song to improve pronunciation skills.

The questionnaire used is a Likert scale. According to Joshi, Kale, Chandel, and Pal, the Likert scale is a set of questions given to the actual situation being studied.⁵⁵ The questionnaire in this study developed a questionnaire used by Ichda Sholikhatun Nisa.⁵⁶ The questionnaire used contains 20 closed questions with 5 answer choices that have been provided. The answer choices are Strongly Agree (SA) scored 5, Agree (A) scored 4, Undecided (U) scored 3, Disagree (D) scored 2, and Strongly Disagree (SD) scored 1.

The researcher then distributed the google form link containing the research questionnaire to respondents to fill out. The following is a list of questionnaire questions and their categories:

a. Impression

⁵⁵ Ankur Joshi, Saket Kale, Satish Chandel, and D. K. Pal, "Likert Scale: Explored and Explained", *British Journal of Applied Science & Technolog*, (Vol. 7, No, 4, 2015), p.397

⁵⁶Ichda Sholikhatun Nisa, "Student's Perception towards the Implementation of YouTube Song Video Content for Learning English Song Lyric", *Undergraduate Thesis*. (Gresik: S1 Universitas Muhammadiyah Gresik, 2019), p.24.

- 1) Learning pronunciation skills through English songs is more effective than just following English lessons in class. Because it can be encouraged me to learn the pronunciation.
- 2) Learning English skills with friends is more fun for me, so I can share something I don't understand with friends.
- 3) Learning English pronunciation through songs can make it easier for me to speed up the mastery of the pronunciation of each word in the song's content and the components in the song lyrics.
- 4) The music in the song makes me enjoy the song and learn the pronunciation so that it makes me addicted to listening to it.
- 5) English songs can help me improve my pronunciation.
- 6) Listening to English songs makes me more familiar with English pronunciation.
- 7) Listening to English songs can make me excited to learn English more deeply.
- 8) The lyrics in English Songs make me have the curiosity to learn more pronunciation.
- 9) If listening to English songs can become a habit, I am sure that it will be easier for me to learn English more deeply because I can pronounce English sentences correctly.

- 10) While listening to English songs, I feel happy to face my day.
- b. Cognitive
- 1) Learning English pronunciation through songs improves my listening skills.
 - 2) Learning pronunciation activities from English song lyrics can increase my knowledge of the correct way of pronunciation.
 - 3) Learning English pronunciation through song lyrics lets me get the correct pronunciation from native speakers.
 - 4) Stopping and playing parts of an English song helped me hear the details of native speakers' habits of speaking with good pronunciation.
 - 5) Learning pronunciation with English song lyrics can make it easy for me to learn English sentence patterns.
 - 6) Learning pronunciation with English song lyrics can make it easy for me to learn to imitate English sentences that are spoken quickly.
 - 7) Learning the pronunciation of song lyrics can be practiced more quickly in learning English more deeply.
 - 8) I learned to imitate the sound of correct English words by singing English songs.
 - 9) I know and learn some accents in English by listening to English song lyrics.

10) Listening to English song lyrics will make the pronunciation take longer to remember.

2. Interview

In this study, interviews were used as a second data collection technique and served as a support for the completed questionnaire. After the participants filled out the questionnaire, the researcher interviewed 5 representatives from the participants, which were 3 students from SMA Futuhiyyah and 2 students from MA Futuhiyyah 2.

The researcher interviewed session with the respondents by asking their perception of using English song to improve pronunciation skills. Researcher recorded interviews with respondents using audio recordings. Then the collected data were transcribed from spoken words into written words for research using several theories that apply to the research topic. The interview instruments are shown below.

The interview question instrument in this study was adapted from research conducted by Raudyatuzzahra in a study entitled “Students’ Perception On The Use of English Songs to Learn English Pronunciation at a Private English”.⁵⁷ The instrument of the interview displays below.

⁵⁷Raudyatuzzahra, “Students’ Perception On The Use of English Songs to Learn English Pronunciation at a Private English”, *Undergraduate Thesis*. (Yogyakarta: Bachelor Degree of Islamic University of Indonesia, 2020), p.19-20.

Interview questions comprise 3 subjects and each subject has several components that make up several interview questions. The subjects are the role of English pronunciation learning, the benefits of using songs in learning pronunciation, and the challenge in learning pronunciation.

a. The Role of English Pronunciation Learning

This subject has 3 components which are described in the following table:

Table 3.2 Components and Interview Question on the First Subject

Components	Interview Questions
<ul style="list-style-type: none"> • The importance of learning pronunciation (correct pronunciation, clear pronunciation) • Help students in pronouncing English words correctly. • Mutual intelligibility (smooth communication between the listener and the speaker) 	<ol style="list-style-type: none"> 1. Can good pronunciation improve your conversation in speaking English? How do you feel about it? 2. Why English pronunciation is important? Give your explanation, why is it important to pronounce English words correctly with a clear pronunciation? 3. How do you feel when learning English pronunciation? Do you find it hard to learn or not give

	your opinion why is it hard or why is easy for Indonesian learners to pronounce English words correctly?
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b. The Benefits of Using Songs in Learning Pronunciation

This subject has 3 components which are described in the following table:

Table 3.3 Components and Interview Question on the Second Subject

Components	Interview Questions
<ul style="list-style-type: none"> • Songs makes students more enthusiastic • Increase students' interest in learning pronunciation • Improve students pronunciation skill 	<p>4. How do you feel when using English song to learn pronunciation? Do you feel that using songs can increase your interest in learning pronunciation?</p> <p>5. Please give your opinion, why English songs can increase your interest in learning pronunciation?</p> <p>6. How do you think English songs can affect your pronunciation improvement?</p>

c. The Challenge in Learning Pronunciation.

This subject has 2 components which are described in the following table:

Table 3.4 Components and Interview Question on the Third Subject

Components	Interview Questions
<ul style="list-style-type: none">• English words are difficult to pronounce by Indonesian students• Songs can be challenging for students if it not suitable with their level	7. What are the challenges when learning pronunciation using English songs?

G. Validity and Reliability Instrument

1. The Validity of Instrument

Validity is used to determine the validity of the questionnaire. Each indicator on the questionnaire variable is tested first, if it is valid to be used as an instrument in research. Validity is the management of powerful evidence to show that the

ability of a test or data collection tool is suitable for its proposed use.⁵⁸

This study used a construct validity test as a test of the validity of the questionnaire instrument. Construct validity is the validity that tests how far the test items can measure what they really want to measure under certain concepts or conceptual definitions that have been set.⁵⁹ The construct validity test can be measured using the Pearson Product-Moment correlation - technique. Pearson's product-moment correlation test uses the principle of correlating or connecting between each item or question score with the total score got from the respondents' answers to the questionnaire.⁶⁰ The Product-Moment correlation formula is:

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} - \{N\sum Y^2 - (\sum Y)^2\}}}$$

Note :

r_{xy} = the correlation coefficient between variable
X and variable Y

⁵⁸ John W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*, ed. by Achmad Fawaid and Saifuddin Zuhri Qudsi (Yogyakarta: Pustaka Pelajar, 2012)

⁵⁹Anas Sudijono, *“Pengantar Evaluasi Pendidikan”*, (Jakarta: Raja Grafindo, 2012), p.177-178

⁶⁰Asep Jihad dan Abdul Haris, *“Evaluasi Pembelajaran”*, (Yogyakarta: Multi Presindo, 2013), p.179-180

N	= the number of students in each group
X	= the score of each component of the test
Y	= the total score of the correct answer
ΣX	= the sum of total X score in each item
ΣY	= the sum of total Y score from each student
ΣXY	= the sum of multiple scores from each student with the total score
ΣX^2	= the sum of the square score in each component of questionnaire
ΣY^2	= the sum square of the total from each in the group. ⁶¹

The validity test is used with the bivariate person correlation formula with the help of the SPSS version 25 program tool and Microsoft Exel 2010. The questions in the questionnaire can be said to be valid if the r_{value} is more than r_{table} at a significance value of 5% or the significance value is less than 0.05. And conversely, the questions in the questionnaire can be said to be invalid if the value of r_{value} is less than r_{table} at a significance value of 5% or the significance value is over 0.05. The r_{table} value can be seen with the value of $N=30$ in the distribution of the statistical r_{table} value. Then got 0.361

⁶¹Suharsimi Arikunto, “*Prosedur Penelitian....*”.

The summary of the results of the validity test is explained by the data in the following table. From the results of the questions that have been tested on 30 students, there are 19 valid questions and 1 invalid question, namely at number 2 in the impression category. So there are only 19 valid questions used in this study. The summary of the explanation is in the following table:

Table 3.5 Results of Validity Test of Student Perception
Questionnaire (Impression)

Item Number	R-value	R-Tabel 5% (30)	Sig	Status
Question 1	0,599	0,361	0,00	VALID
Question 2	0.267	0,361	0,153	INVALID
Question 3	0,766	0,361	0,00	VALID
Question 4	0,794	0,361	0,00	VALID
Question 5	0,796	0,361	0,00	VALID
Question 6	0,814	0,361	0,00	VALID
Question 7	0,855	0,361	0,00	VALID
Question 8	0,683	0,361	0,00	VALID
Question 9	0,755	0,361	0,00	VALID
Question 10	0,731	0,361	0,00	VALID

Table 3.6 Results of Validity Test of Student Perception
Questionnaire (Cognitive)

Item Number	R-value	R-Tablet 5% (30)	Sig	Status
Question 1	0,715	0,361	0,00	VALID
Question 2	0,763	0,361	0,00	VALID
Question 3	0,840	0,361	0,00	VALID
Question 4	0,845	0,361	0,00	VALID
Question 5	0,689	0,361	0,00	VALID
Question 6	0,804	0,361	0,00	VALID
Question 7	0,757	0,361	0,00	VALID
Question 8	0,721	0,361	0,00	VALID
Question 9	0,753	0,361	0,00	VALID
Question 10	0,614	0,361	0,00	VALID

From the explanation of the table above, it can be concluded that the questions on the questionnaire that can be used are 19 questions that have been tested for validity.

2. The Reliability of Instrument

Reliability means reliable, meaning that the numerical results produced by an indicator are the same because of the

measurement process or the measuring instrument itself.⁶² The table below is the category of reliability tests used in determining the level of reliability of the split half test and the Kuder Richardson test.

The following briefly describes the level of reliability of the test:

Table 3.7 The Reliability's Level

Reliability	Level
$0.80 < r_{11} \leq 1.00$	Very reliable
$0.60 < r_{11} \leq 0.80$	Reliable
$0.40 < r_{11} \leq 0.60$	Moderate
$0.20 < r_{11} \leq 0.40$	Less reliable
$0.00 < r_{11} \leq 0.20$	Poor

To get the reliability of the questionnaire, the author uses the SPSS 25 program to determine whether the questionnaire is reliable. The significant test was carried out at the level of $\alpha = 0,05$. The instrument can be said to be reliable if the *alpha* value is greater than r_{table} (0.361). The following result from reliability after being tested by 30 students.

⁶²W Lawrence Neuman, “*Basic of Social Research Quantitative and Qualitative Approaches Second Edition*”, (Boston: Pearson Education, 2004), p. 116.

Table 3.8 Table of Reliability Statistics

Variabel	Cornbach Alpha	R-tabel 5% (30)	Status
Impression	0.890	0.361	RELIABLE
Cognitive	0.911	0.361	RELIABLE

From the table above, it can be seen that the value of Crobach's Alpha of the questionnaire is more than r_{table} . It means that the questionnaire was very high reliable.

H. Technique of Data Analysis

Data analysis is an important part of the research. The steps of data analysis in this study are based on the theory of Burn, which are as follows:⁶³

1. Assembling data

In this step, the researcher reviews all the data that has been collected to find patterns of thinking that have a relationship with the answers to the research questions.

2. Coding the data

After finding the best pattern, the researcher sorted the coding data into more specific categories. To process data from questionnaires that cannot be identified directly, a tool is needed

⁶³Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* 1st ed. (New York: Routledge, 2009)

using SPSS version 25. Data from interviews that can be directly identified were described here.

3. Comparing the data

In this step, the researcher compared different categories of data. Especially the same and different answers from two different instruments; questionnaires and interviews.

4. Building meaning and interpretation

In this step, the researcher considered in-depth. By reflecting on the concept of detail, she has to think deeply about the data. After that, she interpreted all the findings into an outline that reflects the entire analysis process. And before concluding, she must find the answer to the research question.

5. Reporting the outcomes

This step is the last in the research. The researcher presented the research results and concluded them.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the research findings and discussion. In this chapter, the data from the findings in this study are collected and analyzed in order to answer formulation of the problem in this study.

A. Finding

In this sub-chapter, the findings collected from distributing questionnaires to 94 students and interview data from 5 representatives at the Al Amin Mranggen Islamic Boarding School are presented.

1. Results of Questionnaire Analysis

In this study, the questionnaire is the principal instrument of data collection. The researcher used a closed questionnaire which comprised 19 statements included in the impression and the cognitive categories or variables. This questionnaire was distributed to 94 respondents. They are students of the Al Amin Mranggen Demak Islamic boarding school who come from two different schools and are in grades 11 of high school. The questionnaires given to the respondents were translated into Indonesian first to avoid misunderstandings.

The collected data was then processed using Microsoft Excel 2010 and SPSS version 25 applications. The researcher used Microsoft Excel 2010 to make it easier to collect and input

questionnaire data. Then it is copied and pasted into the SPSS version 25 application for processing. The researcher conducted descriptive statistical analysis, namely the frequency distribution of the respondents' answers. The steps for using it are by using the function analyze → descriptive statistics → frequencies → then move those items without total items to the variable column → click ok. After that, the output of the descriptive statistics appears in the frequency table.

The following explains the results of the questionnaire data got.

a. Impression

In this category, the researcher symbolizes the variable X in the SPSS application and is followed by the question number, for example X1 shows that it is an impression category and question number 1 as well as the following numbers.

- 1) Variable X1 with the statement "Learning pronunciation skills through English songs is more effective than just following English lessons in class. Because it can encourage me to learn the pronunciation"

Table 4.1 Result of Evaluation Variables (X1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U	10	10.6	10.6	10.6
	A	60	63.8	63.8	74.5

	SA	24	25.5	25.5	100.0
	Total	94	100.0	100.0	

From these data, it can be said that most respondents chose the answer '**agree**' to the statement. some answered '**strongly agree**' with a smaller percentage. and the lowest is the answer choice '**undecided**'.

- 2) Variable X2 with the statement “The process of learning English pronunciation through songs can make it easier for me to accelerate the mastery of the pronunciation of each word in the content of the song and the components in the song lyrics,”

Table 4.2 Result of Evaluation Variables (X2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U	9	9.6	9.6	9.6
	A	63	67.0	67.0	76.6
	SA	22	23.4	23.4	100.0
	Total	94	100.0	100.0	

From these data, it can be said that the most chosen answer is '**agree**'. While the least chosen was '**undecided**' and no one answered '**strongly disagree**'.

- 3) Variable X3 with the statement “The music in the song makes me enjoy the song and learn the pronunciation so that it makes me addicted to listening to it.”

Table 4.3 Result of Evaluation Variables (X3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U	7	7.4	7.4	7.4
	A	60	63.8	63.8	71.3
	SA	27	28.7	28.7	100.0
	Total	94	100.0	100.0	

From these data, it can be said that most respondents answered '**agree**' to the statement and there were only a few who answered '**undecided**'.

- 4) Variable X4 with the statement “English songs can help me improve my pronunciation.”

Table 4.4 Result of Evaluation Variables (X4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.1	1.1	1.1
	U	11	11.7	11.7	12.8
	A	54	57.4	57.4	70.2
	SA	28	29.8	29.8	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that in this question many respondents answered '**agree**' with the highest percentage and there was only one person who chose '**disagree**'.

- 5) Variable X5 with the statement “Listening to English songs makes me more familiar with English pronunciation.”

Table 4.5 Result of Evaluation Variables (X5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	4.3	4.3	4.3
	U	16	17.0	17.0	21.3
	A	56	59.6	59.6	80.9
	SA	18	19.1	19.1	100.0
	Total	94	100.0	100.0	

From these data, it can be said that the answer '**agree**' is the most chosen answer in this statement. There were only a few who chose '**disagree**' and no one answered '**strongly disagree**'.

- 6) Variable X6 with the statement “Listening to English songs can make me excited to learn English more deeply.”

Table 4.6 Result of Evaluation Variables (X6)

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	D	1	1.1	1.1	1.1
	U	10	10.6	10.6	11.7
	A	59	62.8	62.8	74.5
	SA	24	25.5	25.5	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that the choice of **'agree'** is the most chosen by the respondents. And the least voted is **'disagree'**.

- 7) Variable X7 with the statement “The lyrics in English Songs make me have the curiosity to learn more pronunciation.”

Table 4.7 Result of Evaluation Variables (X7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	2.1	2.1	2.1
	U	12	12.8	12.8	14.9
	A	58	61.7	61.7	76.6
	SA	22	23.4	23.4	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that most of the respondents who chose **'agree'** to this statement with the highest percentage. And there are only two students who stated **'disagree'** with this statement.

- 8) Variable X8 with the statement “If listening to English songs can become a habit, I am sure that it will be easier for me to learn English more deeply because I can pronounce English sentences correctly.”

Table 4.8 Result of Evaluation Variables (X8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	2.1	2.1	2.1
	U	9	9.6	9.6	11.7
	A	58	61.7	61.7	73.4
	SA	25	26.6	26.6	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that the most respondents stated '**agree**' to this statement and there were only a few respondents who stated '**disagree**'.

- 9) Variable X9 with the statement “While listening to English songs, I feel happy to face my day.”

Table 4.9 Result of Evaluation Variables (X9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.1	1.1	1.1
	U	13	13.8	13.8	14.9
	A	62	66.0	66.0	80.9
	SA	18	19.1	19.1	100.0

	Total	94	100.0	100.0	
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From the data, it can be seen that '**agree**' is the answer most chosen by respondents and there is only one who says '**disagree**' to this statement.

b. Cognitive

In this variable, the researcher symbolized the variable Y in the SPSS application and is followed by the question number. For example Y1 shows it is an evaluation variable and question number 1 as well as the following numbers.

- 1) Variable Y1 with the statement “Learning English pronunciation through songs improves my listening skills.”

Table 4.6 Result of Cognitif Variables (Y1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U	11	11.7	11.7	11.7
	A	63	67.0	67.0	78.7
	SA	20	21.3	21.3	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that more than half of all respondents answered '**agree**' with this statement.

- 2) Variable Y2 with the statement “Learning pronunciation activities from English song lyrics can increase my knowledge about the correct way of pronunciation.”

Table 4.7 Result of Cognitif Variables (Y2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.1	1.1	1.1
	U	10	10.6	10.6	11.7
	A	63	67.0	67.0	78.7
	SA	20	21.3	21.3	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that the most respondents chose '**agree**' to this statement and there was only one person who chose '**disagree**'.

- 3) Variable Y3 with the statement “Learning English pronunciation through song lyrics lets me get the correct pronunciation from native speakers.”

Table 4.8 Result of Cognitif Variables (Y3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1.1	1.1	1.1
	U	11	11.7	11.7	12.8
	A	58	61.7	61.7	74.5
	SA	24	25.5	25.5	100.0

	Total	94	100.0	100.0	
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From these data, it can be seen that **'agree'** is the answer choice that is most chosen by respondents, but there is only one person who chooses **'strongly disagree'**.

- 4) Variable Y4 with the statement “Stopping and playing parts of an English song helped me hear the details of native speakers' habits of speaking with good pronunciation.”

Table 4.9 Result of Cognitif Variables (Y4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1.1	1.1	1.1
	D	1	1.1	1.1	1.1
	U	17	18.1	18.1	20.2
	A	56	59.6	59.6	79.8
	SA	19	20.2	20.2	100.0
	Total	94	100.0	100.0	

From these data, half of over 100 respondents stated **'agree'** to this statement and the other half had varied answers.

- 5) Variable Y5 with the statement “Learning pronunciation with English song lyrics can make it easy for me to learn English sentence patterns.”

Table 4.10 Result of Cognitif Variables (Y5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1.1	1.1	1.1
	D	4	4.3	4.3	5.3
	U	14	14,9	14.9	20.2
	A	63	67.0	67.0	87.2
	SA	12	12.8	12.8	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that the '**agree**' answer to this statement has the highest percentage. While the least is the answer '**strongly disagree**' because there is only one person who answered the choice.

- 6) Variable Y6 with the statement “Learning pronunciation with English song lyrics can make it easy for me to learn to imitate English sentences that are spoken quickly.”

Table 4.11 Result of Cognitif Variables (Y6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.1	1.1	1.1
	U	12	12.8	12.8	13.8
	A	60	63.8	63.8	77.7
	SA	21	22.3	22.3	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that most of the respondents who chose '**agree**' to this statement with the highest percentage. And there is only one person who stated '**disagree**' with this statement.

- 7) Variable Y7 with the statement “Learning the pronunciation of song lyrics can be practiced more quickly in learning English more deeply.”

Table 4.12 Result of Cognitif Variables (Y7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	2.1	2.1	2.1
	U	9	9.6	9.6	11.7
	A	60	63.8	63.8	75.5
	SA	23	24.5	24.5	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that the choice of '**agree**' is the most chosen by the respondents. And the least voted is '**disagree**'.

- 8) Variable Y8 with the statement “I learned to imitate the sound of correct English words by singing English songs.”

Table 4.13 Result of Cognitif Variables (Y8)

		Frequency	Percent	Valid Percent	Cumulative Percent
V	D	2	2.1	2.1	2.1

	U	10	10.6	10.6	12.8
	A	64	68.1	68.1	80.9
	SA	18	19.1	19.1	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that most respondents stated '**agree**' to this statement and there were only a few respondents who stated '**disagree**'.

- 9) Variable Y9 with the statement “I know and learn some accents in English by listening to English song lyrics.”

Table 4.14 Result of Cognitif Variables (Y9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1.1	1.1	1.1
	D	6	6.4	6.4	7.4
	U	11	11.7	11.7	19.1
	A	55	58.5	58.5	77.7
	SA	21	22.3	22.3	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that the answers from the respondents were very varied, but the most chosen answer was '**agree**' with the highest percentage.

- 10) Variable Y10 with the statement “Listening to English song lyrics will make the pronunciation take longer to remember.”

Table 4.15 Result of Cognitif Variables (Y10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1.1	1.1	1.1
	D	6	6.4	6.4	7.4
	U	11	11.7	11.7	19.1
	A	55	58.5	58.5	77.7
	SA	21	22.3	22.3	100.0
	Total	94	100.0	100.0	

From these data, it can be seen that more than half of the 100 respondents stated '**agree**' with this statement and there was only one person who stated '**strongly disagree**'.

2. The Result of Interview

To support the study results got from the questionnaire, the researcher used interviews with 5 students who were selected from 94 students who were in grade 11 of high school. The researcher gave 7 questions to Sholikhah Ayuningtryas, Nurul Hidayah, and Devina Pritanty from Futuhiyyah High School and Mutia Novitasari and Layyinatus Syifa from Futuhiyyah 2 High School.

Interview questions comprise 3 subjects and each subject has several components that make up several interview questions. The subjects are the role of English pronunciation learning, the

benefits of using songs in learning pronunciation, and the challenge in learning pronunciation.

a. The Role of English Pronunciation Learning

There are 3 related to the role of learning English pronunciation, namely whether good pronunciation can improve conversation, why English pronunciation is important, and the last question is learning English pronunciation is difficult or easy.

- 1) 1st Question : “Can good pronunciation improve your conversation in speaking English? How do you feel about it?”

Responses from the interview form are attached in the appendix.

Faced with the first question, most of the students answered that good pronunciation can improve the quality of conversation because by having good pronunciation skills, the other person will easily understand what we are talking about so that there is no miscommunication.

- 2) 2nd Question : “Why is English pronunciation important? Give your explanation why is it important to pronounce English words correctly with a clear pronunciation?”

Responses from the interview form are attached in the appendix.

In the second question, most of the students stated that pronunciation was very important because it was related to the meaning of a word. If a word does not match the pronunciation, it will have a different meaning.

- 3) 3rd Question : “How do you feel when learning English pronunciation? Do you find it hard to learn or not give your opinion why is it hard or why is easy for Indonesian learners to pronounce English words correctly?”

Responses from the interview form are attached in the appendix.

In this third question, the students agreed to state that they found it difficult to learn English pronunciation. The reason they gave was also the same, namely because English is a foreign language that they rarely speak and use, so they are not used to saying it. There were also those who answered that when they were told the correct pronunciation, they would often forget.

b. The Benefits of Using Songs in Learning Pronunciation

There are 3 questions related to the benefits of using songs in learning pronunciation, namely whether songs can increase interest in learning pronunciation, why songs can increase interest in learning pronunciation, and how English songs can affect pronunciation improvement.

- 1) 1st Question : “How do you feel when using English song to learn pronunciation? Do you feel that using songs can increase your interest in learning pronunciation?”

Responses from the interview form are attached in the appendix.

In this question, the students admitted that they really enjoyed listening to songs, especially English songs, so it helped them to increase their willingness to learn English, especially on pronunciation.

- 2) 2nd Question : “Please give your opinion, why English songs can increase your interest in learning pronunciation?”

Responses from the interview form are attached in the appendix.

In this question, the students stated that learning the pronunciation of the song was interesting. Because with songs they like the tone, music, and rhythm, they are curious and want to know the meaning of the lyrics of the song so they are interested in finding out the lyrics and meaning and also try to imitate the pronunciation by singing it.

- 3) 3rd Question : “How do you think English songs can affect your pronunciation improvement?”

Responses from the interview form are attached in the appendix.

In this question, the students stated that by listening to English songs we can know the pronunciation of a word from the native speaker. If we listen to the song repeatedly because we like the music, then we can learn pronunciation without us realizing it.

c. The Challenge in Learning Pronunciation.

In this subject, there is only one question. The question is “What are the challenges when learning pronunciation using English songs?”. Responses from the interview form are attached in the appendix.

In this question, most of the students answered that the challenge in learning the pronunciation of the song was that many English sentences were not clear when heard in the song. Sometimes they sing too fast so they have to be patient to listen to the song repeatedly.

B. Discussion

In this study, the author discusses the results of the study by focusing on the research objectives. The purpose of this study was to elaborate the perception of 11th grade students at Al Amin Islamic Boarding School on using English song to improve pronunciation skills. To elaborate the student perceptions, researchers used

questionnaires and interviews. The researcher combined the two instruments to support the research data.

Based on the results of the two instruments, students were very enthusiastic about learning pronunciation through songs. These results show that most students "agree" that they are helped by songs to deepen their pronunciation skills. Regarding the research question, namely about how the eleventh graders' perception of using English song to improve pronunciation skills, the researcher discusses it in this sub-chapter.

Students' perceptions of their impressions of English songs in learning pronunciation, the researcher found they felt happy and enjoyed the song so that they were addicted to listening repeatedly. This is evidenced by more than half of them giving a very positive perception. They also feel that English is easier to learn how to pronounce because they are used to listening to songs. That way, songs are a more effective way to learn pronunciation than just taking lessons in class. This perception has a linearity with the results of interviews that listening to songs can increase their interest in learning pronunciation.

The next aspect is about students' cognitive abilities in learning pronunciation with songs. Based on the results of the questionnaire got, students stated songs can improve listening skills and can increase knowledge about the correct pronunciation because they can know it from native speakers. Almost all 11th graders stated

"agree" that the lyrics of the songs they heard could make it easier for them to imitate English pronunciation correctly and can be remembered longer.

Based on the results of the interviews, the students admitted to having difficulties in learning English pronunciation because English is not the language they often use, so they are not used to it. However, with the presence of English songs, they can improve their pronunciation skills by listening to them and studying them more deeply even though they often face challenges regarding the pronunciation of songs that are fast and they can work around this by enjoying songs they listen to repeatedly. This is very linear with the results of the questionnaire got. In short, the writer can say that the students' perception is positive.

C. Limitation of The Research

The writer realizes that this research is not perfect research. There are several obstacles encountered during the research process, which were explained in this section.

This research was conducted at the Al Amin Islamic Boarding School Mranggen Demak in the academic year 2021/2022, focusing on the population of students who are in grade 11 high school. Therefore, when the same research will be conducted in other schools or other Islamic boarding schools which definitely have different

respondents' backgrounds, it is possible that different results will be gotten.

The author is lack experience and knowledge. So that it cannot carry out the research implementation process optimally. However, the author has tried his best to carry out this research based on the ability of science and guidance from the supervisor.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusions of the study based on what was discussed in the previous chapter and suggestions related to the research.

A. Conclusion

The research findings explain important points related to students' perceptions of using English song to improve pronunciation skills.

Based on the data collected and analyzed from the questionnaires and interviews, it can be concluded that most students feel English songs are very helpful for them in improving their pronunciation. They also feel that the English song they listen to have the power to encourage students' motivation to learn the correct pronunciation and learn English more deeply.

In addition, the beauty of the tone and rhythm of the music also makes students feel happy and relaxed. They also feel that by listening to the lyrics of English song carefully, they can easily get information about the correct pronunciation from native speakers. It makes them enthusiastic and increases their interest in learning.

By looking at the reasons for choosing the topic, this study collects data and explains the phenomenon of students' perceptions of

using English song to find out how their perceptions get positive results that using English song can improve their pronunciation skills.

B. Suggestion

After summarizing all the discussions, there are some good points to be suggestions from the author which are explained:

1. For English Teachers

With this research, English teachers can use songs as a medium of learning for students in order to make the learning environment more exciting. Teachers can also motivate students to learn by giving positive activities with songs.

2. For Students

Students should often listen to songs to learn English which is more relaxed and fun. Because that way, students will get used to listening to English pronunciations and can increase their high curiosity about English.

3. For Readers

This thesis is recommended to be used as a reference for various types of information seeking about students' perceptions of English song lyrics to improve pronunciation.

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APPENDIX 1

The validity test of the questionnaire (variable X)

		Correlations										
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X_T
X1	Pearson Correlation	1	0,050	,564**	,592**	,420	0,295	,469**	0,113	0,325	,457	,599**
	Sig. (2-tailed)		0,793	0,001	0,001	0,021	0,113	0,009	0,551	0,079	0,011	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X2	Pearson Correlation	0,050	1	0,050	-0,012	0,127	0,089	0,213	0,172	0,286	0,025	0,267
	Sig. (2-tailed)	0,793		0,794	0,951	0,505	0,640	0,259	0,364	0,125	0,897	0,153
	N	30	30	30	30	30	30	30	30	30	30	30
X3	Pearson Correlation	,564**	0,050	1	,747**	,436*	,604**	,604**	0,343	,542**	,512**	,766**
	Sig. (2-tailed)	0,001	0,794		0,000	0,016	0,000	0,000	0,064	0,002	0,004	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X4	Pearson Correlation	,592**	-0,012	,747**	1	,570**	,629**	,687**	,417**	0,328	,639**	,794**
	Sig. (2-tailed)	0,001	0,951	0,000		0,001	0,000	0,000	0,022	0,077	0,000	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X5	Pearson Correlation	,420	0,127	,436*	,570**	1	,645**	,548**	,541**	,553**	,761**	,796**
	Sig. (2-tailed)	0,021	0,505	0,016	0,001		0,000	0,002	0,002	0,002	0,000	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X6	Pearson Correlation	0,295	0,089	,604**	,629**	,645**	1	,825**	,614**	,583**	,459*	,814**
	Sig. (2-tailed)	0,113	0,640	0,000	0,000	0,000		0,000	0,000	0,001	0,011	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X7	Pearson Correlation	,469**	0,213	,604**	,687**	,548**	,825**	1	,592**	,606**	,525**	,855**
	Sig. (2-tailed)	0,009	0,259	0,000	0,000	0,002	0,000		0,001	0,000	0,003	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X8	Pearson Correlation	0,113	0,172	0,343	,417**	,541**	,614**	,592**	1	,623**	0,327	,683**
	Sig. (2-tailed)	0,551	0,364	0,064	0,022	0,002	0,000	0,001		0,000	0,078	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X9	Pearson Correlation	0,325	0,286	,542**	0,328	,553**	,583**	,606**	,623**	1	,443*	,755**
	Sig. (2-tailed)	0,079	0,125	0,002	0,077	0,002	0,001	0,000	0,000		0,014	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X10	Pearson Correlation	,457	0,025	,512**	,639**	,761**	,459*	,525**	0,327	,443*	1	,731**
	Sig. (2-tailed)	0,011	0,897	0,004	0,000	0,000	0,011	0,003	0,078	0,014		0,000
	N	30	30	30	30	30	30	30	30	30	30	30
X_T	Pearson Correlation	,599**	0,267	,766**	,794**	,796**	,814**	,855**	,683**	,755**	,731**	1
	Sig. (2-tailed)	0,000	0,153	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
	N	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The validity test of the questionnaire (variable Y)

		Correlations										
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y_T
Y1	Pearson Correlation	1	,589**	,567**	,496**	0,354	,436*	,605**	,552**	,455*	0,357	,715**
	Sig. (2-tailed)		0,001	0,001	0,005	0,055	0,016	0,000	0,002	0,011	0,053	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y2	Pearson Correlation	,589**	1	,841**	,562**	,433*	,570**	,704**	0,295	,521**	0,282	,763**
	Sig. (2-tailed)	0,001		0,000	0,001	0,017	0,001	0,000	0,114	0,003	0,131	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y3	Pearson Correlation	,567**	,841**	1	,719**	,457*	,586**	,620**	,431*	,685**	,443*	,840**
	Sig. (2-tailed)	0,001	0,000		0,000	0,011	0,001	0,000	0,017	0,000	0,014	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y4	Pearson Correlation	,496**	,562**	,719**	1	,568**	,673**	,552**	,553**	,624**	,592**	,845**
	Sig. (2-tailed)	0,005	0,001	0,000		0,001	0,000	0,002	0,002	0,000	0,001	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y5	Pearson Correlation	0,354	,433*	,457*	,568**	1	,657**	,495**	,498**	,398*	0,290	,689**
	Sig. (2-tailed)	0,055	0,017	0,011	0,001		0,000	0,005	0,005	0,029	0,119	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y6	Pearson Correlation	,436*	,570**	,586**	,673**	,657**	1	,612**	,518**	,556**	,379*	,804**
	Sig. (2-tailed)	0,016	0,001	0,001	0,000	0,000		0,000	0,003	0,001	0,039	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y7	Pearson Correlation	,605**	,704**	,620**	,552**	,495**	,612**	1	,499**	,416*	0,210	,757**
	Sig. (2-tailed)	0,000	0,000	0,000	0,002	0,005	0,000		0,005	0,022	0,264	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y8	Pearson Correlation	,552**	0,295	,431*	,553**	,498**	,518**	,499**	1	,529**	,476**	,721**
	Sig. (2-tailed)	0,002	0,114	0,017	0,002	0,005	0,003	0,005		0,003	0,008	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y9	Pearson Correlation	,455*	,521**	,685**	,624**	,398*	,556**	,416*	,529**	1	,493**	,753**
	Sig. (2-tailed)	0,011	0,003	0,000	0,000	0,029	0,001	0,022	0,003		0,006	0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y10	Pearson Correlation	0,357	0,282	,443*	,592**	0,290	,379*	0,210	,476**	,493**	1	,614**
	Sig. (2-tailed)	0,053	0,131	0,014	0,001	0,119	0,039	0,264	0,008	0,006		0,000
	N	30	30	30	30	30	30	30	30	30	30	30
Y_T	Pearson Correlation	,715**	,763**	,840**	,845**	,689**	,804**	,757**	,721**	,753**	,614**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
	N	30	30	30	30	30	30	30	30	30	30	30

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 2

The reliability test of questionnaire (variable X)

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	35,83	27,109	,505	,887
X2	35,90	29,886	,148	,907
X3	35,87	25,223	,696	,874
X4	35,87	24,671	,726	,872
X5	35,97	25,068	,734	,872
X6	36,13	25,223	,760	,871
X7	36,00	25,103	,814	,867
X8	36,00	25,448	,584	,883
X9	35,97	24,861	,675	,876
X10	36,17	25,523	,653	,878

The reliability test of questionnaire (variable Y)

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	34,70	32,769	,646	,904
Y2	34,87	32,395	,704	,901
Y3	35,03	30,930	,792	,896
Y4	35,23	31,564	,803	,896
Y5	34,97	32,723	,610	,907
Y6	34,90	30,507	,739	,899

Y7	34,90	31,955	,691	,902
Y8	34,90	31,748	,640	,905
Y9	35,03	32,516	,693	,902
Y10	34,97	32,792	,507	,914

APPENDIX 4

Questions of Interview

Wawancara Santri

1. Menurut Anda, apakah pengucapan yang baik dapat meningkatkan percakapan Anda dalam berbicara bahasa Inggris? Bagaimana perasaan Anda tentang hal itu?
2. Menurut Anda, mengapa pengucapan bahasa Inggris itu penting? Berikan penjelasan Anda Mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan benar dengan pengucapan yang jelas?
3. Bagaimana perasaan Anda ketika belajar pengucapan bahasa Inggris? Apakah Anda merasa sulit untuk belajar atau tidak - berikan pendapat Anda mengapa sulit atau mengapa mudah bagi pembelajar bahasa Indonesia untuk mengucapkan kata-kata bahasa Inggris dengan benar?
4. Bagaimana perasaan Anda ketika menggunakan lagu bahasa Inggris untuk belajar pengucapan? Apakah Anda merasa bahwa menggunakan lagu dapat meningkatkan minat Anda untuk belajar pengucapan?
5. Tolong berikan pendapat Anda, mengapa lagu bahasa Inggris dapat meningkatkan minat Anda untuk belajar pengucapan?
6. Menurut Anda, bagaimana lagu bahasa Inggris dapat memengaruhi peningkatan pengucapan Anda?
7. Apa saja tantangan belajar pengucapan menggunakan lagu bahasa Inggris?

APPENDIX 5

TRANSCRIPTS OF INTERVIEW

1. Transcript of Student 1

Nama: Sholikhah Ayuningtryas		Sekolah: SMA Futuhiyyah
No	Pertanyaan	Jawaban
1.	Menurut Anda, apakah pengucapan yang baik dapat meningkatkan percakapan Anda dalam berbicara bahasa Inggris? Bagaimana perasaan Anda tentang hal itu?	Bisa, karena kalo pronunciation saya bagus, maka pembicaraan saya dapat dipahami oleh orang lain
2.	Menurut Anda, mengapa pengucapan bahasa Inggris itu penting? Berikan penjelasan Anda Mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan benar dengan pengucapan yang jelas?	Karena jika pronunciation semakin bagus maka semakin bagus pula kemampuan berbahasa inggris kita
3.	Bagaimana perasaan Anda ketika belajar pengucapan bahasa Inggris? Apakah Anda merasa sulit untuk belajar atau tidak - berikan pendapat Anda mengapa sulit atau mengapa mudah bagi pembelajar bahasa Indonesia untuk mengucapkan kata-kata bahasa Inggris dengan benar?	Sulit, karena sering lupa sama cara baca dan cara pengucapannya
4.	Bagaimana perasaan Anda ketika menggunakan lagu bahasa Inggris untuk belajar pengucapan? Apakah Anda	Dengan mendengarkan lagu, saya merasa nyaman dan enjoy. Hal itu menjadikan saya ingin mendengarkan dengan

	merasa bahwa menggunakan lagu dapat meningkatkan minat Anda untuk belajar pengucapan?	seksama dan mempelajarinya
5.	Tolong berikan pendapat Anda, mengapa lagu bahasa Inggris dapat meningkatkan minat Anda untuk belajar pengucapan?	Karena saya suka musik dan melodinya, ketika mencari artinya saya menjadi tertarik untuk menghafalkan
6.	Menurut Anda, bagaimana lagu bahasa Inggris dapat memengaruhi peningkatan pengucapan Anda?	Karena sering mendengarkan lagunya dan terkadang saya mencoba untuk menulis liriknya tanpa cari lirik yg asli
7.	Apa saja tantangan belajar pengucapan menggunakan lagu bahasa Inggris?	Banyak kata-kata lirik lagu yang sering disambung-sambung saat mengucapkannya sehingga tidak terdengar pelafalannya. Terkadang ada yang terlalu cepat sehingga tidak tau pelafalannya yang benar seperti apa.

2. Transcript of Student 2

Nama: Nurul Hidayah		Sekolah: SMA Futuhiyyah
No	Pertanyaan	Jawaban
1.	Menurut Anda, apakah pengucapan yang baik dapat meningkatkan percakapan Anda dalam berbicara bahasa Inggris? Bagaimana perasaan Anda tentang hal itu?	Iya bisa, karena kalo pengucapan yg baik maka artinya juga benar. Sehingga tidak terjadi miskomunikasi
2.	Menurut Anda, mengapa pengucapan bahasa Inggris itu penting? Berikan penjelasan	Karena di bahasa Inggris banyak kata yang mempunyai pelafalan yang sama namun

	Anda Mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan benar dengan pengucapan yang jelas?	beda kata. Jadi jika pelafalannya salah nanti bisa salah arti dan maknanya.
3.	Bagaimana perasaan Anda ketika belajar pengucapan bahasa Inggris? Apakah Anda merasa sulit untuk belajar atau tidak - berikan pendapat Anda mengapa sulit atau mengapa mudah bagi pembelajar bahasa Indonesia untuk mengucapkan kata-kata bahasa Inggris dengan benar?	Sulit, karena masih belajar dan belum terbiasa menggunakan bahasa asing jadi masih bingung cara pelafalannya
4.	Bagaimana perasaan Anda ketika menggunakan lagu bahasa Inggris untuk belajar pengucapan? Apakah Anda merasa bahwa menggunakan lagu dapat meningkatkan minat Anda untuk belajar pengucapan?	Sangat menyenangkan, dan saya rasa lagu dapat meningkatkan kemauan saya untuk belajar pronunciation
5.	Tolong berikan pendapat Anda, mengapa lagu bahasa Inggris dapat meningkatkan minat Anda untuk belajar pengucapan?	Karena saya suka mendengarkan lagu bahasa Inggris dan tertarik untuk mengetahui arti dari liriknya. Karena penasaran, saya jadi ingin mempelajari pelafalan yg benar
6.	Menurut Anda, bagaimana lagu bahasa Inggris dapat memengaruhi peningkatan pengucapan Anda?	Karena penyanyi yang menyanyikan lagu adalah penutur bahasa Inggris asli, jadi jika mengikuti menyanyikan lagu tersebut dengan melihat liriknya, maka

		bisa tau pelafalan yg benar.
7.	Apa saja tantangan belajar pengucapan menggunakan lagu bahasa Inggris?	Terkadang ada kata-kata yang kurang jelas pelafalannya. Saya tidak tau perbedaan dari kosakata yang berbeda namun pengucapannya sama.

3. Transcript of Student 3

Nama: Devina Pritanty		Sekolah: SMA Futuhiyyah
No	Pertanyaan	Jawaban
1.	Menurut Anda, apakah pengucapan yang baik dapat meningkatkan percakapan Anda dalam berbicara bahasa Inggris? Bagaimana perasaan Anda tentang hal itu?	Bisa, karena didalam bahasa Inggris pelafalan itu harus benar, jika salah dapat merubah arti
2.	Menurut Anda, mengapa pengucapan bahasa Inggris itu penting? Berikan penjelasan Anda Mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan benar dengan pengucapan yang jelas?	Penting karena takut salah arti
3.	Bagaimana perasaan Anda ketika belajar pengucapan bahasa Inggris? Apakah Anda merasa sulit untuk belajar atau tidak - berikan pendapat Anda mengapa sulit atau mengapa mudah bagi pembelajar bahasa Indonesia untuk mengucapkan kata-kata bahasa Inggris	Sulitnya karena blm terbiasa kalau mudahnya kata-kata yg sudah sering didengar mudah pelafalannya jadinya mudah

	dengan benar?	
4.	Bagaimana perasaan Anda ketika menggunakan lagu bahasa Inggris untuk belajar pengucapan? Apakah Anda merasa bahwa menggunakan lagu dapat meningkatkan minat Anda untuk belajar pengucapan?	Dari kecil memang suka mendengarkan lagu bahasa Inggris. Jadi sudah terbiasa. Dengan mendengarkan lagu dapat meningkatkan kemauan belajar bahasa Inggris
5.	Tolong berikan pendapat Anda, mengapa lagu bahasa Inggris dapat meningkatkan minat Anda untuk belajar pengucapan?	Karena menarik dan menantang, dan dengan mendengarkan lagu bahasa Inggris kita dapat menemukan kosakata yang baru lagi dengan pengucapan yang benar
6.	Menurut Anda, bagaimana lagu bahasa Inggris dapat memengaruhi peningkatan pengucapan Anda?	Karena nada lagu dan musik yang enak didengarkan sehingga membuat bahasa Inggris menjadi menarik
7.	Apa saja tantangan belajar pengucapan menggunakan lagu bahasa Inggris?	Harus mau mendengarkan lagu secara berulang-ulang dan mempraktekkannya berulang-ulang agar dapat menirukan pengucapan yang benar

4. Transcript of Student 4

Nama: Layyinatus Syifa		Sekolah: MA Futuhiyyah 2
No	Pertanyaan	Jawaban
1.	Menurut Anda, apakah pengucapan yang baik dapat meningkatkan percakapan Anda dalam berbicara bahasa Inggris? Bagaimana perasaan	Ya, pronunciation yang baik akan lebih mudah dipahami oleh lawan bicara

	Anda tentang hal itu?	
2.	Menurut Anda, mengapa pengucapan bahasa Inggris itu penting? Berikan penjelasan Anda Mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan benar dengan pengucapan yang jelas?	Karena jika pengucapan bahasa Inggris tidak kita pelajari, kemungkinan terjadinya miskomunikasi akan lebih besar
3.	Bagaimana perasaan Anda ketika belajar pengucapan bahasa Inggris? Apakah Anda merasa sulit untuk belajar atau tidak - berikan pendapat Anda mengapa sulit atau mengapa mudah bagi pembelajar bahasa Indonesia untuk mengucapkan kata-kata bahasa Inggris dengan benar?	Menurut saya agak sulit, karena belum terbiasa. Ketika belajar cara pengucapan yang benar, saya selalu mudah lupa ketika mengulanginya
4.	Bagaimana perasaan Anda ketika menggunakan lagu bahasa Inggris untuk belajar pengucapan? Apakah Anda merasa bahwa menggunakan lagu dapat meningkatkan minat Anda untuk belajar pengucapan?	Saya sangat senang mendengarkan lagu berbahasa Inggris dan itu sangat membantu saya untuk semangat belajar bahasa Inggris
5.	Tolong berikan pendapat Anda, mengapa lagu bahasa Inggris dapat meningkatkan minat Anda untuk belajar pengucapan?	Karena menarik.
6.	Menurut Anda, bagaimana lagu bahasa Inggris dapat memengaruhi peningkatan pengucapan Anda?	Karena dengan lagu, bahasa Inggris terkesan sangat menyenangkan dan menjadikan minat ingin menirukan

		pengucapan yang benar semakin besar
7.	Apa saja tantangan belajar pengucapan menggunakan lagu bahasa Inggris?	Banyak kata-kata dalam lirik lagu yang tidak terdengar dengan jelas.

5. Transcript of Student 5

Nama: Mutia Novitasari		Sekolah: MA Futuhiyyah 2
No	Pertanyaan	Jawaban
1.	Menurut Anda, apakah pengucapan yang baik dapat meningkatkan percakapan Anda dalam berbicara bahasa Inggris? Bagaimana perasaan Anda tentang hal itu?	Bisa karena kalo pronounciationnya bagus akan mudah dipahami oleh org lain
2.	Menurut Anda, mengapa pengucapan bahasa Inggris itu penting? Berikan penjelasan Anda Mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan benar dengan pengucapan yang jelas?	Karena kalau pelafalannya salah nanti bisa beda arti. Dan belajar bahasa Inggris juga harus belajar pelafalannya
3.	Bagaimana perasaan Anda ketika belajar pengucapan bahasa Inggris? Apakah Anda merasa sulit untuk belajar atau tidak - berikan pendapat Anda mengapa sulit atau mengapa mudah bagi pembelajar bahasa Indonesia untuk mengucapkan kata-kata bahasa Inggris dengan benar?	Sulit, karena kita jarang menggunakan bahasa Inggris sebagai bahasa sehari-hari kita dan jarang diucapkan
4.	Bagaimana perasaan Anda ketika menggunakan lagu	Ketika mendengarkan lagu saya merasa santai dan tidak

	<p>bahasa Inggris untuk belajar pengucapan? Apakah Anda merasa bahwa menggunakan lagu dapat meningkatkan minat Anda untuk belajar pengucapan?</p>	<p>terlalu tegang dalam belajar. kita akan tertarik dengan bahasanya dan jadi ingin mempelajarinya</p>
5.	<p>Tolong berikan pendapat Anda, mengapa lagu bahasa Inggris dapat meningkatkan minat Anda untuk belajar pengucapan?</p>	<p>Bisa, karena ketika saya mendengarkan lagu berbahasa Inggris dapat membuat saya ingin menyanyikannya juga dengan pronunciation yang benar, sehingga saya harus mempelajarinya</p>
6.	<p>Menurut Anda, bagaimana lagu bahasa Inggris dapat memengaruhi peningkatan pengucapan Anda?</p>	<p>Karena lagu bahasa Inggris dinyanyikan oleh penutur bahasa Inggris yang asli sehingga kita bisa tau cara melafalkannya dengan benar</p>
7.	<p>Apa saja tantangan belajar pengucapan menggunakan lagu bahasa Inggris?</p>	<p>Biasanya banyak lirik lagu yang tidak jelas dan sulit untuk didengar dan terkadang ada yang terlalu cepat dalam mengucapkan kalimat liriknya.</p>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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6 Agustus 2021

Lamp :-

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a.n. : Nur Saidah

NIM : 1703046123

Yth.

K.H. Ali Mahsun, S. Ag, M.S.I.

Pengasuh Pondok Pesantren Al Amin Mranggen Demak
di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

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NIM : 1703046123

Alamat : Jl Dempel Barat RT2/8 Gayamsari Kota Semarang

Judul skripsi : Students' Perceptions Toward English Song Lyrics to Improve
Pronunciation Skill.

Pembimbing :

1. DR. H. M. Nafi Annury, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 1 hari, pada tanggal 15 Agustus 2021

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



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Assalamu'alaikum Wr.Wb.,

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Nama : Nur Saidah

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Judul skripsi : Students' Perceptions Toward English Song Lyrics to Improve
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Pembimbing :

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Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 hari, mulai tanggal 18 Agustus 2021 hingga 19 Agustus 2021. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



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Wakil Dekan Bidang Akademik

Mahfud Junardi

Tembusan :

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Yang bertanda tangan dibawah ini Pengasuh Pondok Pesantren Al Amin Mranggen Demak, menerangkan bahwa :

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Jurusan/Prodi : Pendidikan Bahasa Inggris
Universitas : UIN Walisongo Semarang
Judul Skripsi : Students' Perceptions Toward English Song Lyrics to Improve Pronunciation Skill

Nama yang tersebut diatas benar telah melaksanakan penelitian di Pondok Pesantren Al Amin Mranggen Demak mulai tanggal 18 Agustus 2021 hingga 19 Agustus 2021.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Demak, 20 Agustus 2021

Pengasuh



K.H. Ali Makhsun, S.Ag, M.S.I.

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2. SMPN 36 Semarang graduated in 2013.
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C. Non-Formal Education

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Semarang, 10 Juni 2021



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