

CHAPTER I INTRODUCTION

A. Research Background

English is one of the languages we need to learn after our mother tongue because English has become an international language. Pronunciation is one of the main language skills in English that students must pay close attention to because it is taught through various activities.¹ However, there are still many students who find it difficult to practice the pronunciation. Some experts have stated that English pronunciation is one of the most difficult skills to acquire and learners have to spend a lot of time improving their pronunciation² Therefore, the teacher plays an active role in helping students to learn English pronunciation more easily.

English learners in secondary schools in Indonesia experience several problems in teaching pronunciation. Some of these problems include 1) orientation is more on grammar than teaching pronunciation, 2) difficulty in recognizing and distinguishing vowel and consonant sounds in English.³, 3) less emphasis on teaching pronunciation compared to the other four main language skills: speaking, reading, listening, and writing.⁴ 4) teachers who do not have a sufficient educational background in English, and, 5) unavailability of good textbooks for teaching pronunciation.⁵

Language is a system of arbitrary sound symbols, which contains segmental elements in the form of phonemes. This

¹ Kanlayanee Pimwan, *The Effect of Teaching English Pronunciation Through Songs Of Prathomsuksa 4 Students At Watratchaphatigaram*, (oct.) 2012, hal. 5

² Saun Lolong, *Persepsi Mahasiswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris*, (Manado: 2019), hal. 4

³ Toni Indrayadi (et al.), *Indonesian EFL Students' Difficulties in Recognizing English Letters*, The Qualitative Report, 26 (nov.),2021, Tersedia di : [Indonesian EFL Students' Difficulties in Recognizing English Letters \(nova.edu\)](#) diakses pada 30 mei 2023

⁴ Ujang Suparman (et al.), *Overcoming Students' English Pronunciation in Remote Area, Indonesia*, Asian EFL Journal Research Articles, 27 (oct.) 2020, tersedia di: [\(PDF\) Overcoming Students' English Pronunciation in Remote Area, Indonesia \(researchgate.net\)](#) diakses pada 30 Mei 2023

⁵ Listyani, *Exploring Problems Encountered By Six Indonesian Teachers in Teaching English : A Case Study in an EFL Context*, (dec.) 2021, tersedia di [Exploring Problems Encountered by Six Indonesian Teachers in Teaching English: A Case Study in an EFL Context | IntechOpen](#), diakses pada 30 Mei 2023

makes pronunciation an important part that must be identified carefully when someone makes the sound of a word. In every language, including English, pronunciation is material that needs to be studied in order to avoid misinterpretations when speaking with the person you are speaking to.

Pronunciation is important to be taught because pronunciation is a way of pronouncing words or expressions in English. Correct pronunciation is very important to help listeners understand the main idea of a sentence and avoid misunderstandings. Emphasis is also important to maintain good relations with other people without having to feel guilty due to wrong pronunciation. Learning Pronunciation can be done by practicing listening and repeating the words that have been learned, as well as practicing speaking with other people. The use of movies can also help in learning pronunciation because movies can be used to achieve meaning in the context of their use.⁶ Thus, learning pronunciation is important to be taught so that someone can speak English more confidently and be easily understood by others. Apart from practicing listening and repeating words, and using movies, there are various other ways to learn English, especially pronunciation in a fun way. Among them with games, increasing focus and pronunciation, and using music. Music is known as a fun learning tool. Campbell says that “Music brings a positive and relaxing atmosphere to many classes, also enabling the integration of the senses necessary for long-term memory”.⁷ this is very useful for students to memorize vocabulary and correct pronunciation more easily. Wong and Zainuddin et al. showed that songs can generate great interest and create strong motivation instead of boredom and apathy during lessons because songs stimulate positive emotional attitudes toward language learning.⁸

After knowing how important pronunciation is, we are disappointed because of the teacher's lack of awareness in teaching it. Many feel reluctant because pronunciation is a difficult lesson. However, researchers found teachers who had high awareness and creativity in teaching pronunciation so that it

⁶ Lina Herlina, *EFEKTIVITAS PENGGUNAAN FILM DALAM MENGAJAR PRONUNCIATION*, 2, 2020

⁷ Cambell, *Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production*, 2001, hal. 200

⁸ Wong R, *Teaching Pronunciation: Focus on English Rhythm and Intonation*, Prentice Hall, Englewood Cliffs

could be taught and accepted by students easily. Different sound systems, psychological states that influence learning, the environment around the place of study, and differences in facilities will influence the concept of understanding between students. Many theories state that a person's psychological or mental condition greatly influences the results of learning. If someone feels happy and comfortable, usually someone will learn faster because they feel more motivation and encouragement big.

In foreign language learning, we already know that the atmosphere in a lesson has a very important role in producing good pronunciation in students. Stressful learning will make students afraid to correct mistakes or correct their pronunciation. Even though this is considered important, it has not received adequate attention in this case. There is another factor that can have a big influence on correct pronunciation, namely the student's age. Age is also a predictor of the acquisition of foreign language pronunciation scores Granena & Long.⁹

There are several research articles available on using English songs to teach pronunciation to secondary school students. One study conducted in Indonesia found that using English songs to teach pronunciation was successful. Another article discussed the importance of using music as a medium for teaching English, stating that songs can motivate students and help them develop positive attitudes toward the language. The article also mentions that pronunciation, including emphasis, rhythm, and intonation, can be practiced naturally through songs. The third study analyzed the effectiveness of English songs in improving students' ability to pronounce single vowel sounds in words. The study used numerical analysis and found that English songs were effective in improving students' pronunciation skills. Overall, this study shows that using English songs as a tool for teaching pronunciation can be effective and interesting for secondary school students. Songs can help students develop positive attitudes toward learning English as well as provide a natural way to practice pronunciation.¹⁰

This research was conducted at one of the state schools in Semarang. As is the case with schools in big cities, this school

⁹ Granena & Long, *Age of onset, length of residence, language aptitude, and ultimate L2 attainment in three linguistic domains*, *Second Language Research*, 29, 2012

¹⁰ Kelly, G., *How To Teach Pronunciation*, Oxford: Bluestone, 2000

has adequate and comfortable facilities to serve as a place for students to gain knowledge. The curriculum used always follows developments from the minister of education, namely Merdeka. With a comfortable building, the school atmosphere is still beautiful with lots of trees and flowers in the school yard, increasing students' enthusiasm for learning. In each class, on average there are 30-37 students and there are 4 classes at each level. Students are also provided with student assignment sheets so that students can explore the material provided by the teacher by doing the assignments in it.

For English language learning itself, there are usually 2 meetings each week, with a total of 3 meeting hours. There were 2 English teachers, one of whom the researcher used as a resource. Like other lessons, English lessons are equipped with student worksheets and books. Learning is done by reading books, writing and speaking to practice the English that has been learned. As an assessment, the teacher usually asks students to come to the front of the class to practice the conversation or monologue they have learned.

In this study, the teachers who the researchers used as resource persons taught classes VIII and IX. At this level, researchers can find out the extent of students' pronunciation. At this age level, students' pronunciation is still relatively new and they haven't memorized much vocabulary. There are still many mistakes in pronunciation, even for relatively easy vocabulary. Students find it difficult to imitate the vocabulary taught. Even if they can, students find it difficult to remember the vocabulary they have learned. This makes teachers look for ways to make pronunciation more easily accepted by students. In this case, the resource person uses songs as a learning media.

A song is a text that is sung. Songs originate from a written work which is played with musical accompaniment. Those who listen to the song can feel sad, happy, excited, and other emotional feelings because the effect of the song is so touching. In addition, songs are able to provide a means of speech that is unconsciously stored within memory in the brain. This situation actually makes the learning process less rigid, and gives the impression of being conditioned, which sometimes students don't like in some cases. See These advantages, songs provide special advantages for teaching pronunciation so the results are considered more effective

Songs are the best alternative for teaching students' pronunciation. However, before being given to students, songs have been selected based on the student's level and ability so that students still enjoy it and are not burdened by difficult songs. In this research, the resource person used 2 songs that used slow rhythms and repeated vocabulary. Apart from making it easier for teachers to give pronunciation lessons, songs are also considered to increase student enthusiasm, the class atmosphere becomes more enjoyable so that students can more easily grasp the lessons that have been given.

The above literature discusses the effectiveness of songs as a medium in teaching pronunciation to high school students. However, no one has described the learning process and identified the challenges of using songs to learn pronunciation. In this research, the writer will examine the experience of an English teacher in a junior high school in teaching pronunciation in Semarang through songs. The song is believed to be able to overcome the problems found in learning English pronunciation.

B. Research Focus and Scope

In this research, the research focuses on the perspective or experience of a teacher who has taught pronunciation using songs for approximately 5 years. Even though there is no specific learning about pronunciation in the school curriculum, he still provides it because he considers it important for students to learn as an indicator of learning English.

The focus is indeed on learning pronunciation using songs, but in this research, the researcher took two outlines of how English learning is carried out and how songs can influence students' pronunciation. However, the researcher tried to get as much information and as much detail as possible so that readers could understand the researcher's intentions and take lessons from this research.

C. Research Problems

Pronunciation is one of the most important aspects of a language. However, pronunciation is underestimated because it is considered difficult to learn. thus, it is often overlooked and not properly appreciated. and this research aims to assess the perspective of a teacher who teaches pronunciation using the song method so that students enjoy learning it more.

Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners' with good pronunciation are more likely to be understood even if they make errors in other areas. Pronunciation also includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowel and consonants, voiced and voiceless' sounds

Even though it is considered difficult, pronunciation is one of the basic skills for learning English. With this difficulty, teachers feel reluctant to teach it optimally, which will result in fatal mistakes. If the pronunciation is wrong in communication, it can cause errors for the person who interprets it. However, many teachers are aware of the importance of pronunciation. Therefore, some teachers are looking for easy ways to teach pronunciation. One of them is a research resource that chose songs as a medium for learning pronunciation.

Songs are an excellent tool to help students learn English, more specifically songs are believed to be able to motivate students while participating in English learning. Songs can also be a means to improve students' pronunciation skills. One way that can be done is to choose songs that have clear and easy-to-understand lyrics and pay attention to the intonation and emphasis on the words in the lyrics. However, it should be noted that the use of songs in learning English must be adjusted to the level of difficulty of the material and the needs of students. Teachers need to choose songs according to the level of students' abilities and teach proper pronunciation techniques so that learning objectives can be achieved. Therefore, the formulation of the problem of teaching pronunciation through songs in a middle school can be formulated as follows:

1. How does the teacher teach English Pronunciation through songs?
2. How can the teaching through songs improve students' pronunciation?

D. Research Objectives

The object of this research is an English teacher who teaches pronunciation using songs. researchers dig up information about two research topics, namely how the teacher teaches English through songs and how it can improve students'.

The selection of this object is based on the experience of teachers who use songs as a medium for learning pronunciation.

E. Research Significances

This research aims to provide insight into how important teaching pronunciation is in English language learning. However, pronunciation is often ignored in this research and it is proven that pronunciation is not in the curriculum. Even though it is not in the curriculum, the researcher wants to provide insight or guidance for English teachers to continue teaching pronunciation. The researcher also provided examples of songs as learning media.

In this research, the Researchers also shows that even though the curriculum at the school that the Researchers studied does not specifically teach pronunciation, the research source still teaches it because he considers pronunciation to be an important part of the 4 basic skills in learning English. In this research, researchers also provide examples of the use of songs as a medium for learning pronunciation. because songs are considered to increase focus, with songs the class atmosphere becomes more enjoyable, and songs can also motivate students to learn.

It is hoped that after students feel more enjoyed and motivated in the learning process, students can easily accept learning. because pronunciation is also considered a difficult lesson. because in pronunciation, when we pronounce something differently, the meaning is also different. and errors in pronunciation can have fatal consequences on communication.

F. Definition of Key Terms

Song: A song is a combination of music performed by the human voice. which has different tones or melodies and still uses sound patterns and silence. Songs contain various forms, for example, repetition and variations of other parts. Written sentences created specifically for music or otherwise are called lyrics. while poetry arranged using classical music is usually called art. while singing is a song that is sung repeatedly without having a clear contour or pattern. Songs created by professional singers to sell records and perform live to the general public are called popular songs

These songs, which have broad appeal, are often composed by professional songwriters, composers, and lyricists. Art songs are composed by trained classical composers for concert or recital performances. Songs are performed live and

recorded on audio or video (or, in some cases, a song may be performed live and simultaneously recorded).

Songs sung by more than one person or team are usually called choirs. Broadly speaking, songs are divided into various forms and types, depending on what criteria are used. more broadly, "song" refers to an instrument, as in the 20th-century work "Songs without words" for solo piano.¹¹

Pronunciation: Pronunciation is the way we pronounce words, especially in a way that is generally accepted or understood. Pronunciation also includes attention to certain speech sounds and aspects of speech beyond individual sounds, such as; intonation, stress, rhythm, vowels, and consonants, voiced and voiceless. Pronunciation refers to the way we make the sound of a word. In other words, pronunciation is the way a word or language is pronounced. Apart from that, pronunciation includes articulation, emphasis and intonation. Pronunciation includes language features (vocabulary and tenses) as well as skills (speaking and listening). When we encounter new vocabulary, it would be better if we know how to pronounce it correctly. As explained previously, emphasis is also included in pronunciation. For example, if a word in English has two syllables. The stress is usually on the first syllable for nouns and adjectives, and on the second syllable for verbs.

Pronunciation in the general sense is a form of the basic symbols of a language, segmental phonemes, or speech sounds that appear and are arranged in pitch, loudness, and duration. In the simplest sense, from the process - encoding, message, decoding - pronunciation is an activity that forms codes and circumstances. This is what is felt by the listener and what is said by the speaker which needs evaluation and assessment.

Hornby says that pronunciation is the manner in wherein a language is spoken; a phrase is pronounced; and someone speaks the phrases of a language. Yates states that pronunciation refers to the manufacturing of sounds that a person makes use of to make meaning.

Based on some of the definitions above, it can be concluded that pronunciation is a spoken language. This refers to a sound produced by someone that has a certain meaning.

¹¹ Ozzi dan Staff, *RLYR's 'Actual Existence' Is 40 Minutes of Beautiful Chaos*, jan 2019

G. Organization of Thesis

The structure/organization of the thesis paper for each chapter is as follows: Chapter 1, Introduction which consists of background, research focus and scope, research problems, research objectives, research significance, definition of key terms, and organization of the thesis. Chapter 2, Review of Related Literature, provides an overview of the theoretical description, theoretical framework, and review of previous studies. Chapter 3 introduces the research method, research setting, research participants, instruments and data collection techniques, research data validity, data analysis technique, and research ethical considerations. Chapter 4 presents the Research Findings and Discussion, and Chapter 5 gives the Conclusions, Implications, and Recommendations.

