

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. English Teaching

language is used generally in a particular content or situation and the full meaning is known only when the situation is known. language relies much on situations and other linguistic devices for signalling meaning. the problem of learning english is a basically a problem of linking the meaning with the aproproate language form. as the meaning arises from the situation, one has to grasp the situation in order to understand the expression. in learning the mother tongue the child constanly hears the language being used in appropriate situation and thereby he unconsciously establishes the link between the situation and the expression. in teaching english also the teacher should do well to keep this natural procees in view. as far as practicable, new language items should be present in appropriate situation real real or contrived. elaborate of word meaning, in most cases, is a mere waste of time. the teachers primary task is to use the word in meaningful situations. though the meaning may not be clear to students even after the third instance, it is of no great consequence.¹ There are various methods in learning English including; grammar translation methods, audio-lingual method, silent way, community language learning, suggestopedia, total physical response, communicative language teaching, natural approach, teaching across age levels.

When studying English, you must adopt the four basic principles as a complete learning process, but you need to remember that these four basic principles have different characteristics, and of course use different methods. However, keep in mind that there will only be a small chance of mastering English if someone only learns English using one principle, and ignores the other three principles. Then, here is the best method to learn 4 basic English skills

¹ Ediger Marlow (et al), *Teaching English Succesfully*, discovery publishing house, new delhi, 2014

for beginners in the fastest and most effective way.² The four basics of learning English are listening, reading, speaking and writing.

Firstly, Listening is probably the most difficult principle to master for a beginner compared to the three principles above. Listening is a subject that interprets like reading but is also different from reading, because reading does not have time to reread the words and check them again. Listening is also similar to speaking, but in listening you cannot control the words that will be said and you are required to understand the meaning of the words spoken. But even if you are able to listen and follow the flow of words and stories of a conversation in English, it does not guarantee that you will be truly proficient in the language.

the second is reading. Reading is a process for someone to understand any writing. Reading naturally will bring interest in a person, so that there is an urge to write. How to read well is the main lesson that must be fulfilled as the main requirement for a beginner who wants to learn a language. Seeing the words displayed on paper, whether on banners, posters, stickers, and so on. It is often a person's first experience of seeing language even though he does not understand it, but at least he knows that it is language. In this principle, readers will immediately know how language is used and how each sentence is structured, as well as how each word combined can have meaning and feeling.

The third is speaking. Speaking is the main aspect of language that is most often used by most people. Unfortunately, it is also quite difficult to master. Someone who speaks a foreign language doesn't have time to correct themselves – once a word comes out, it comes out no matter whether it's right or wrong. Talking to other people who are proficient in the language is the best way to improve, and practicing in this way is very effective in making language skills more perfect. However, we also need to remember that the only way to perfect our speaking skills is by listening, that way we can find out the correct pronunciation of words.

The last English skill that you really have to master is the ability to write. Writing is a situation where a language

² Setiyadi Bambang, *Teaching English As a Foreign Language*, Graha Ilmu, 2020

learner usually begins to create their own language. This can be written on paper or on sheets given direct instructions by their teacher. However, when students begin to put their pen to paper at will, they begin to use their own language as far as their understanding of what they have read. Writing has enormous benefits. When something has been written and there are errors in it, the writing can be revised and reworked until it is perfect and correct. This can help students to correct their mistakes – something that cannot be done when students start Speaking.³

However, in this research, researchers will focus on one skill, namely speaking. The ability to speak or speaking skill is an important ability in communicating in English. Speaking skills can be very important because they are needed in conversational activities. Speaking skills are also needed when communicating something; like when giving a presentation. One of the components in speaking is pronunciation.

2. Pronunciation

Pronunciation is one of the areas or foundations for learning a second language. However, this pronunciation has been studied less. It is considered more difficult because it has many variables that interfere with the process. Students usually find it difficult to learn foreign languages due to new sounds that do not match their native language or Indonesian.

Of course, the main reason why it is important to learn pronunciation is to avoid miscommunication or misunderstandings in interpreting a word. Because pronunciation in English will easily be misunderstood if you pronounce the words incorrectly. If just one word is mispronounced, many people will think they understand us. Therefore, will not ask for clarification. But actually, this can lead to some very confusing miscommunication.

Because this is considered difficult, this problem must receive special attention from teachers and students. some say that it should be presented explicitly, which means that deliberate or specific teaching of pronunciation will help students overcome the problem. anxiety in oral

³ Poonpon Kornwipa, *Enhancing English Skills Through Projectbased Learning*, Khon Kaen University, Thailand, 2017

communication that mostly comes from a lack of good-quality pronunciation. Affective foreign language learning has an important role in producing correct pronunciation.

Nakazawa stated that students in particular feel anxious and rightly so afraid of making mistakes when pronouncing words, and they mostly claim to be embarrassed when speaking because of the possibility of making mistakes in pronunciation.⁴ Pronunciation is one of the important basics in the 4 skills of learning English. However, this is still considered trivial because of the difficulty of learning pronunciation. The difficulties experienced, apart from the learning itself, from the teachers or Researchersities also did not facilitate the learning of pronunciation.

English pronunciation is our way of saying a word, especially in a way that can be accepted or understood by the public. It also means the way we convey something to the people around us. A student with good pronunciation will be understood easily even if he makes mistakes. Pronunciation also includes attention to certain language sounds and aspects of speech beyond individual sounds, such as intonation, stress, rhythm, vowels, and consonants, voiced and voiceless. Here are the definitions of intonation, stress, rhythm, vowels, consonants, voice, and voicelessness.

a. Intonation: In pronunciation also includes attention to certain language sounds and aspects of speech beyond individual sounds, such as; intonation, stress, rhythm, vowels, and consonants, voiced and voiceless. in a book entitled "The intonation system of English" Intonation refers to the rise and fall of the tone of voice in spoken language. When you say something, you can't say it without some kind of intonation - even a monotone can be classed as a kind of intonation. If we don't raise or lower our voice at certain parts of each sentence, we can end up sounding like a robot. Intonation involves the rise and fall of our voice when speaking in complete sentences. Apart from that, intonation itself can be interpreted as the rise and fall of the voice. In English, the comma (,) is usually pronounced with a rising

⁴ Nakazawa, *The effectiveness of focused attention on pronunciation and intonation training in tertiary Japanese language education on learners' confidence*, International Journal of Learning, 2012

intonation, while the period (.) is pronounced with a falling intonation.

- b. Stress and rhythm:** stress means English speakers make certain syllables out of the energy or effort we put into saying the more important words in a sentence. Used in a broader sense, stress is not correlated with just one feature such as loudness but is the combined effect of several other factors besides these. It is in this general sense that we can say that Czech words are usually stressed on the first syllable, Polish words are stressed on the last sentence, etc.⁵ Meanwhile, the rhythm of the language is created by stress or strong syllables in a sentence. When used in a linguistic context, word stress basically refers to which syllable in a word is stressed the most. Some languages, such as Spanish, use accents to indicate stress, but English does not offer the same. Stress is very important when speaking in English because it can completely change the meaning, depending on where we place the stress. In other words, differences in choosing the place of emphasis will also change the art.
- c. Vowel:** A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract such that there is no air pressure above the glottis. Vowel sounds are produced by air from the lungs vibrating when the air in the mouth is not blocked. There are five vowels in English (a,e, I,o,u). One definition of a diphthong is a combination of vowel sounds. Strange, Verbrugge, Shankweiler, and Edman found that medial vowels in naturally produced consonant-vowel-consonant (evC) syllables were identified by naive listeners more accurately than pronounced vowels as tokens that were preserved and isolated, even when these syllables are produced by many different speakers.⁶
- d. Consonants:** Consonants are parts of speech and sound that are articulated with a complete or partial closure of the upper vocal tract. There are 25 consonant sounds in

⁵ Dalton, Seidlhoffer, *Exercise on English Pronunciation: Predicting the Unpredictable English Stress Patterns*, 2005

⁶ Strange (et al.), *A Time to Speak: A Psycholinguistic Inquiry into the Critical Period for Human Speech*, (New York: Newburry House), 1988

English consisting of 21 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. and 4 consonant groups, Ch, sh, th, and ng. Scarell and Oxford define consonants as sounds produced by some kind of blockage in the air passages. Some consonant sounds are voiced, while others are muted.⁷

- e. **Voiced and unvoiced:** all sounds produced in English are either voiced or unvoiced. All vowels in English are voiced. But some consonant sounds are unvoiced. Voicing can refer to the process of articulation in vibrating vocal cords. This can also be used as a classification of sounds that are related to the vocal cords. As an example of explaining the difference between the letters <s> and the letters <z>, to distinguish between the two letters, which allows pronunciation to also depend on the context

English pronunciation is a valuable thing in a field of study. While a native-like accent is unlikely for most adult L2 learners to pronounce English like natives, pronunciation remains a gateway to speech clarity for second language learners because of its proximity to social meaning in language.

English pronunciation is important in learning the language because pronunciation is one of the basics of learning the language. Errors in pronunciation will result in errors in meaning when we communicate. Even though it is important, many people put pronunciation aside because of the difficulty of this lesson. If we want to learn pronunciation perfectly correctly, we have to avoid mistakes that often occur. These errors can be seen in the explanation below. Mastering English pronunciation may be the goal, but that doesn't mean that there is only one way to achieve it. Like everything else in life, everyone has their own way of achieving their goals.

Unfortunately, this is expected too optimistic. Pronunciation will not take care of itself. The choice posed by the learner between “we need to have a pronunciation the way natives pronounce it” or “there is no point in doing this if we don't believe in being natives” has increasingly been shown by research and practice to be a misclassification.

⁷ Scarell, R Dan Oxford, *Second Language Pronunciation, State of the Art in Instruction*, 22, hal.221-230

Hynofositis and Bailey were among the first to argue that pronunciation plays a kind of gatekeeper function in speech, where speakers who have not reached the threshold level of pronunciation sufficiency in a second language will not, and cannot, be adequate. communicators no matter how good their fluency, listening, grammar, and vocabulary are.⁸

There are many studies on various aspects of teaching English pronunciation. Scarcella and Oxford (1994) compiled 11 techniques for teaching pronunciation: self-monitoring, tutorial and self-study sessions, individual modeling and correction, communication activities, written versions of oral presentations, computer-assisted language learning, explanations, use of familiar sounds, and incorporation.⁹ new elements, communication strategy, and affective strategy. Lin, Fan, and Chen (1995) developed a four-part strategy for teaching pronunciation: intonation, stress and rhythm, consonants, and vowels.¹⁰ Cheng (1998) recommends strategies such as providing meaningful materials, such as using songs, games, and tongue twisters to assess student progress.¹¹ Noll and Collins (2002) used pronunciation error correction strategies including finger correction strategies and using pantomime and gestures.¹²

Apart from several studies that have various aspects of pronunciation learning, researchers will also explain the same thing from the teacher's perspective.

3. Teaching Media

Teaching media are commonly used by English Teacher in teaching English in school of Indonesia. The teacher uses media to encourage students motivation because it is one of important parts of succes in learning process. Moreover, use of teaching media helps the teachers to connect learners with events that are culturally relevant in

⁸ Hynofositis and Bailey, *Communication strategies in a second language: Definitions and taxonomies*, 47(1), hal. 173-210

⁹ Scarcella Dan Oxford, Op.cit, 221-230

¹⁰ Lin (et al.) *On The Role of Formant transitioj in vowel recognition*, journal of the acoustical Society of America, 42, 1967, hal 803-843

¹¹ Cheng, *The Teaching Pronunciation to Chienese Students of English*, *English Teaching Forum*, (Mar.), 1998, hal. 37-39

¹² Noll and Collins, *Strategies for Teaching Pronunciation and Error Corection*, WATESOL Professional Development Workshop (Feb.) 2002, hal 23

order to achieve the teaching and learning goal.¹³ Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience. The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concept.¹⁴

Media like all other teaching techniques should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. This section explores tips for effectively using media, notes a number of common mistakes to be avoided and describes how to involve students in creating media on their own. The dramatic growth of social media creates new opportunities for engaging students. These include social networking sites such as Facebook, MySpace, LinkedIn, and Twitter along with blogs and wikis.

While learning media, can be described as a tool used by teachers to provide material to pupils more effectively and efficiently, both physically and virtually. The utilization of learning media is anticipated to increase student learning materials' speed of acceptance and draw students into the learning process. Therefore, the learning media can be seen as a piece of hardware or software that teachers utilize to transmit materials to their pupils during the learning process. According to the objective of learning, media is anticipated to make the learning process more effective and efficient. Multimedia

¹³ Fajar Wirawan, *a Study on The Teaching Media used By The English Teacher at SMP Muhammadiyah 2 Malang*, Jurnal Ilmial Profesi Pendidikan Universitas Mataram, Nov, 2020

¹⁴ Dirk Mater (et.al), *Using Media To Enhace Teaching and Learning*, Pedagogy in Action, SERC, Jan, 2023

based on technology can be used in the classroom as instructional materials.¹⁵

As for some types of teaching media that can be used in the teaching process are: First, media such as graphic images, photos, graphics, charts or diagrams, posters, cartoons, comics, and others. As we all know, teaching media includes any tools or aids that a teacher or student may utilize to accomplish specific educational goals. The teaching media can then be classified in some way. According to Mahajan, media are classified into seven categories such as:

1. Graphic Media: any printed media of any kind. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.
2. Display Media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group.
3. Three-Dimensional Media: A media with a three-dimensional shape. Models, items, specimens, and puppets, for example.
4. Projected Media: a type of media in which the messages are displayed via a projector. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records, for example.
5. Audio Media: this is media that can only be heard. Radio, audio cassettes, gramophones, and records are examples.
6. Video Media: This type of media combines audio and visual elements, such as television, videocassettes, CDs, and computers.
7. Activity Media is a term that refers to any type of media that can be used to carry out a specific activity. Field trips, dramatization, presentation, and role-playing, for example.¹⁶

¹⁵ Kiki Andriani (et. al), *Teaching Media In Efl Classrooms: What Are They And Why Select Them*, Journal of Language Assesment, vol. 2, no. 1, June, 2022

¹⁶ Mahajan, Gouvra, *Multimedia in Teacher Education: Perceptions and Uses*, *Journal Education and Practice*, ISSN 222-1735 (Paper) 2222-288X (online) Volume 3, Number 1, 2012.

However, in this research the researcher will focus on audio media, in accordance with the theme that the researcher is conducting. In this research, the audio used is a song.

4. Songs

The song is a composition of words or lyrics played with music. there are various types of music such as pop songs, acoustic songs, rap songs, and rock songs.

Songs are material that teachers can use to teach the younger generation. Apart from that, songs can also be used in various ways. Songs can be used to learn pronunciation, vocabulary, and grammatical structure followed by stress rhythm, and fluency.

Songs are a good medium to motivate students to learn English in class. because listening to and singing songs can make students enjoy it more. because songs also make students more relaxed than usual learning and, of course, make students more receptive to lessons. Songs can support students' abilities such as listening, writing, and speaking well. which of course is also good for pronunciation

Songs have many benefits that are incalculable and deserve our consideration. Song's richness in culture and themes, expression, idiomatic and poetic, therapeutic function, and so on make the song an excellent tool for language teaching. Songs are also considered to be able to create a positive and fun classroom atmosphere so that they can stimulate students to learn and enjoy the learning process. Murphey (1992: 6 quoted from Kusnierek, 2016) says that the use of music and songs can be a very positive stimulation in language learning, whereas previously language learning was only seen as a tiring task, involving tests, frustration, and corrections.¹⁷ This is in line with Ara (2009: 167) who argues that music is a source of motivation, interest, and pleasure, and it is much easier for children to imitate and remember language through music than just speaking.¹⁸

With the many benefits contained in songs, they can be used as teaching material by teachers to learn pronunciation

¹⁷ Murphey, *Music And Song*, New York: Oxford University, 1999

¹⁸ Ara, *The effect of English verbal songs on connected speech. Aspects of adult English learners' speech production*, Advances in Language and Literary Studies, 6, hal. 212-226

so that it is more easily accepted by students. Kramer said that songs are very good for training because songs have a relaxed and exciting nature. Apart from that, songs also contain expressions, body movements, and other things related to their meaning.

Songs can also be used to introduce supra-segmental phonetics which are played by students as participants. It may be used at the comprehension (listening) or production (repeating) stage. Because songs have an echoing memory, so students can learn English, especially pronunciation. Songs can also be used for various ages and levels of learning English.

Songs as learning media are also considered to be able to increase student participation in learning. In addition, using song media makes learning more fun. The high level of complexity in English lessons, especially in terms of language structure or grammar, makes students reluctant to give opinions, ask questions, or even respond to other people's opinions while learning is in progress. Suwartono and Rahdiyanti (2014) argue that with tone, authenticity, and lyrics, songs give the effect of pleasure, and motivation, as well as examples of language structure in use (language in use).¹⁹ Thus, the level of complexity of the structure of the English language can be described more realistically through song lyrics so that students can easily understand and apply it.

In essence, a song is a musical composition that contains a vocal part and is performed in a human voice that generally displays words. A song can express feelings or reflect the creator's experience through the use of words and rhythm. Songs are precious to many people around the world. Songs can also motivate people to have positive emotional experiences in learning a language. Songs are also a great method for practicing pronunciation.

B. Theoretical Framework

The theoretical framework of research on teaching pronunciation through songs can be found in various studies. The use of music and songs as pedagogical tools in teaching English

¹⁹ Suwartono and Rahdiyanti, *The Effect of English Songs on English Learners Pronunciation*, 2014

has been reviewed by researchers. This study shows that songs have positive results on text recall, listening discrimination, comprehension, and spelling. Other studies deal with young learners' theoretical explanations, listening skills, and various aspects of song use and teaching.

In addition, the use of musical techniques by teachers of a French second language (FSL) and an adult English second language (ESL) in Canada was investigated. A review of research on the effects of music on second language learners in the field of teaching including integration and study progress directions has also been conducted.

The use of songs in learning pronunciation has a significant role. Many teachers find it difficult to teach pronunciation, but with the presence of song media, teachers feel the burden is reduced. because the effect of using songs in learning is quite large.

This is proven by the informant's statement who said that, after she switched to using songs in learning pronunciation, she felt it was easier and the results were also different compared to before using songs. Students have higher memory when given pronunciation examples from native speakers or singers.

However, currently, there is a big question about learning pronunciation using songs, namely how to choose the appropriate song. Researchers have stated that knowing the student's level will make it easier for the teacher to choose the right song, especially if the teacher knows the student's level which is important to relate to the vocabulary in the song.²⁰

Not only that, teachers also need to link it to learning objectives. If the teacher aims to improve students' pronunciation skills for everyday communication, then the songs chosen must also be accompanied by everyday vocabulary that is easy to understand according to the student's level. Apart from the above, songs must also be able to increase students' interest in learning pronunciation

Based on this research, it can be concluded that using songs as a tool to teach pronunciation is an effective method. Songs can help improve text recall, listening discrimination, comprehension, spelling, and other language skills. Therefore, it

20 Rias Burhanudin, *The Use Of Songin Teaching English Pronunciation*, august, 2020

is suggested to use songs as a pedagogical tool in teaching pronunciation to students at the secondary school level.

However, the use of songs also needs to consider the student's level of proficiency in learning English. This needs to be known so that teachers can provide the right songs so that students do not experience difficulties during the learning process.

as was the case in this study, the teacher chose songs with a slow tune or repeated lyrics so that students could understand the song's lyrics well. From here, students can also learn pronunciation more clearly.

In this research, the researcher focuses on how a song can be used as a medium for learning pronunciation. Apart from that, the researcher also aims to dig up information about how the teacher teaches English through songs and how it can improve students. The researcher also only interviewed a teacher who used songs as his method.

C. Review of Previous Study

There are several studies on teachers' perspectives on the use of songs in learning pronunciation. Among them; Amal Saleh Sase in his research entitled *The Use Song in Teaching Pronunciation (Students and Teacher's Perspectives)* revealed that the use of songs is considered a dynamic way to make the class more interesting and active. Because pronunciation is seen as a difficult lesson, teachers must continue to look for varied solutions so that learning is not monotonous and boring. therefore, songs were considered the way out. Songs can be used as a learning media for learning pronunciation. This is because songs can motivate students in the learning process. especially when the song contains vocabulary that is used every day. This will get more attention from students Moreover, teenagers can memorize songs and repeat them. Songs can also improve a person's accent can make their pronunciation better and can make their accent like their original accent. several important reasons in this research are that songs are useful for native people to imitate, good songs are chosen carefully, songs can be found and are always available at all times, songs are a good method, songs can be memorized without realizing it and repeated, songs are a learning method preferred, Students' perspective of using songs to learn English pronunciation, Songs can improve accent, Songs are a fun method of learning pronunciation, and Songs enhance

repetition. The rest consider the use of songs to be a dynamic way of learning English pronunciation. This can make the class more interesting and active. Naturally, students at a young age prefer to learn using songs that have become part of everyday life. because students often listen to songs both online and offline. they mentioned that songs can improve a person's accent and make their English pronunciation better as well as make their accent more like the original. One more advantage of using songs is fun.²¹ What differentiates Amal Saleh's research from researchers is that Amal does not only use the teacher's perspective but also the student's perspective. Because researchers only use teachers as sources. Apart from that, in his research, Amal only asked what the students' and teachers' perspectives were about teaching using songs without discussing the learning process and what the results were of using songs as a learning medium. Research was also carried out on students and teachers in Arabia whose mother tongue was Arabic. However, Amal and researchers both use the teacher's perspective as a source of information for their research.

In research conducted by Tahani R. K. Bsharat, ET AL explained the use of songs in learning pronunciation from the teacher's perspective. In his research entitled *The Influence of Music and Educational Songs on EFL Students' Achievement from their Teachers' Perspective* in Jenin Region, it was found that teachers reported a positive perspective on the use of educational songs and music in their classes. Songs are considered to be able to create meaningful contexts for young students to acquire vocabulary, because songs always contain useful expressions and phrases, when listening to songs in English it is possible to get used to their pronunciation.²² The interview outcomes were analyzed following the thematic analysis approach, where the researcher first read the interviews, then code them according to themes, then the researchers summarized the interviewees' answers following the coded themes upon which the final results were coined. This research, which was conducted on elementary school student teachers, was

²¹ Amal Saleh Sase, *The Use Song in Teaching Pronunciation (Students and Teacher's Perspectives)*.

²² Tahani R. K. Bsharat (et al), *The influence of music and educational songs on EFL students' achievement from their teachers' perspective in Jenin Region*, (august), 2021

different from that conducted by researchers who chose junior high school teachers as sources. Apart from that, Tahani took the setting in Palestine and an Arab country where the mother tongue is Arabic, while the researcher used the setting in Indonesia where the mother tongue is Indonesian. This research also explains how songs can improve students' pronunciation and the importance of pronunciation for English language learners.

The research entitled *Teachers' Perceptions on the Implementation of Pop Songs and its Challenges to Teach Pronunciation for Young Learners*, written by Ranti Widyastuti and Girindra Putri Dewi Saraswati, explains that learning English is considered difficult because it is a foreign language. Therefore, teachers must have a way or solution to overcome this problem by providing interesting and interactive media. Pronunciation is one of the subjects in English that needs to be taught from an early age. Accents need to be taught from an early age because correct pronunciation will influence the information conveyed. Suitable media and interactive teachers determine the success of pronunciation teaching.²³ from the analysis results and several theoretical studies above, researchers have gathered data from teachers' perceptions on implementation, which is the novelty of this research, such as opinions, background, and application of pop songs. For the three teachers in different schools, teachers used learning media other than pop songs to teach pronunciation, including drilling, video, audio, and word wall games. However, the teacher prefers to use English songs apart from other media. Ranti and Girindra also conducted their research using a teacher's perspective. However, here, there are 3 teachers used in the research, 2 of whom teach in elementary schools, while 1 is a language laboratory teacher at UNNES. Meanwhile, the researcher used 1 teacher as a resource who taught at a junior high school. In Ranti's research, descriptive qualitative method data was used with the aim of finding out successful and promoted pronunciation teaching using pop songs for young learners and the challenges in implementing Pop Songs to teach pronunciation in English classes. In Ranti's research, the songs used were pop songs, the song titles of which are not specifically

²³ Ranti Widyastuti and Girindra Putri Dewi Saraswati, *Teachers' Perceptions On the Implementation Of Pop Songs And Its Challenges To Teach Pronunciation For Young Learners*, JELLT (Journal of English Language and Literature Teaching), Semarang, 2 (nov), 2022

explained here. Meanwhile, researchers use specifications that have a slow rhythm and the sentences are repeated, for example "my heart will go on" and "trouble it's a friend".

Teuta Agaj Avdiu conducted research entitled *Non-Native English Teachers' Views on the Use of Music and Songs in Teaching English as A Foreign Language to Primary School Learners*. When the pandemic hit, teachers felt very helped by this song. Songs can produce many interesting online lessons, especially for young students. with songs, they become more enthusiastic, their curiosity is high. In the study, it was found that music is a great tool for developing and understanding language because of the clear connection between songs and literacy. Songs are proven to be great for teaching and learning English. In this learning process, students listen to the song and then try it or at least the students know how to pronounce it. Usually, teachers demonstrate body movements while playing songs so that students can memorize the songs well. As an assessment, the teacher also provides blank space for students to fill in after the song has finished playing. Sometimes the teacher also creates a competition between men and women to ask questions about the message in the song. or by allowing him to move forward and see how far he has mastered the song. In this research, it can be concluded that songs can be beneficial for elementary school students learning English if combined with clear teaching and learning intentions. The results show that incorporating music in classroom English learning improves foreign language grades. However, several aspects need to be considered, including the student's age and interests, the student's level of English, the student's likes or dislikes, the song lyrics, and so on. One of the weaknesses is that the song is not suitable for achieving the intended lesson objectives or is not appropriate to the topic and is not appropriate to the student's level. This will make learning not go well.²⁴ Both use the teacher's perspective as a medium for collecting data, but Teuta chose elementary school teachers as sources. Apart from that, Teuta also researched during the COVID-19 pandemic, at that time, learning was carried out online, while the researchers used English teachers who taught junior high students and learning was carried out face to face. Teuta also researched 5 different teachers to get considerations in

²⁴ Teuta Agaj Avdiu, *Non-native English teachers' views on the use of music and songs in teaching English as a foreign language to primary school learners*, (dec) 2021

the results of her research. The media used in learning pronunciation using music are also varied, including: postcards, posters, worksheets, and YouTube videos. This is different from the research conducted by researchers which only focused on songs as a learning media

Zahra Farmand and Behzad Pourgharib conducted a study on 30 students aged 15-17 years who had studied English as a foreign language for approximately 3 years. The researcher uses several songs in English according to students' interests. The songs used are arranged so that students feel calm and relaxed. the study used a questionnaire method which was filled in by each student. Based on this research, the researcher found that the use of songs in the middle class resulted in students having accents similar to native speakers, besides that, the use of songs could also increase student participation in class. Apart from that, the research entitled *The Effect of English Songs on English Learner's Pronunciation* also shows that students who learn English using songs have an improvement in their pronunciation. and students become able to pronounce certain words from the song more accurately. Students also feel happy and enjoy the learning process in class. this is shown by their willingness to participate in singing along to the song. By learning to speak using songs, students become faster and can pronounce words accurately. In this research, the level of student enjoyment is also an important aspect that needs to be considered because this can lead to increased motivation to learn pronunciation. There is a presentation stage carried out by students to find out the extent to which students have learned to pronounce and spell words, syllables, and sentences. With music, students can use real word communication to excel. because sometimes someone tells a story accompanied by music. Therefore, students have original examples that are slowed down, given rhythm, and repeated as a powerful tool to provide impressions and individual learning experiences.²⁵ This differentiates it from the research being conducted by researchers, which chooses teachers as sources and the only object for obtaining information. However, both use songs to find out the effectiveness of songs for learning pronunciation.

²⁵ Zahra Farmand and Behzad Pourgharib, *The Effect Of English Song on English Learners Pronunciation*, (dec.), 2013

Adelina Castelo In his research entitled "Song For Teaching Pronunciation: A Guiding Model," he revealed that songs are a good tool or method for learning foreign languages. Based on research data, the song method which has been used for two decades shows great advantages in learning pronunciation. Therefore, it is hoped that the use of this song can be more frequent and consistent. This research aims to propose a guiding model for the use of songs as a means of phonetic development based on a literature review and subsequent systematics of existing information. Songs are selected based on the learning objectives to be achieved, songs must be appropriate to the learning context and interesting for students. Apart from that, teachers must also pay attention to the audio (visual) in the song.²⁶ As the title suggests, Adelina's research aims to show that songs can be used as a guiding model for learning pronunciation. Research that uses the library research method examines several previous studies which state that songs are a good medium for learning pronunciation. This is different from this research which uses the narrative inquiry method and uses songs as a research topic to study the learning process and how songs can improve students' pronunciation.

Cakir (2014) in his research entitled Foreign language learners' views on the importance of learning the target language pronunciation, it was revealed that pronunciation is an important aspect of learning a language. However, in reality, this is often ignored and not properly appreciated. Research that focuses on students' perceptions of English pronunciation using the questionnaire method shows that the tendency to learn language is not only syntactically but also phonetically. The research results also show that students feel they have more motivation and hope for their pronunciation abilities. Apart from that, they also believe that they can improve their pronunciation skills and have a good foreign language accent. In this research, most students believe that pronunciation has an important role in building good and clear communication. Therefore, it is hoped that teachers will also make pronunciation an important part of learning a foreign language.²⁷ The main difference in Cakir's

²⁶ Adelina Castelo, *Song For Teaching Pronunciation: A Guiding Model*, The Central And Eastern European Library, 2018

²⁷ Cakir, *Foreign language learners' views on the importance of learning the target language pronunciation*, journal of language and linguisti, 2014

research and that of researchers is the sources used. Cakir uses students as sources while researchers use the teacher's perspective. Apart from that, the level of education used was university level, while the researchers were at junior high school level. Cakir's research also does not show songs as the medium, it only examines the views of foreign language learners in learning target language pronunciation. It can be concluded that the research conducted by Cakir is still general in nature because it does not specifically explain what language is being studied. This is clearly different from the research of researchers who were clearly studying English and using songs as a learning medium.

Rais (2019) in his research entitled *The Use of Song in Teaching Pronunciation*, the results show that learning to use songs has many benefits. In this case, songs provide learning material that can improve students' pronunciation and self-confidence. Beforehand, teachers need to know the language level of students and know the learning objectives. This is especially important to relate vocabulary difficulties to the song lyrics that will be given. After that, the teacher needs to introduce English vocabulary first as a start to learning. This is intended so that students understand the lyrics. When students have understood the vocabulary, the next activity is singing songs together. This activity can be repeated several times so that students pronounce the vocabulary correctly. After that students can be given assignments. And teachers also need to set an example in giving their assignments.²⁸ This research focuses on the use of songs in learning pronunciation. Rais also uses action research in his research to find out directly how the learning process takes place and what obstacles are faced during the learning process. This is different from researchers who only use the teacher's perspective without following the learning process. Rais also conducted research at elementary school level with the songs used were songs that studied the names of animals. This research is in line with research by researchers who both use songs as a learning medium, although at different levels.

Michael Wei in his research entitled *A Literature Review on Strategies for Teaching Pronunciation*, it was revealed that learning pronunciation is considered to be still lagging compared to the 4 basic skills in English. Even though pronunciation is considered an important component in the English teaching

²⁸ Rais, entitled *The Use of Song in Teaching Pronunciation*, august, 2020

curriculum. In fact, along with correct grammar, accuracy of pronunciation is a priority goal in language learning. This can raise the question of whether pronunciation can be taught directly and whether pronunciation can be taught under direct instruction. This requires more technical development in teaching pronunciation. With the many techniques that teachers have, they can make learning pronunciation comfortable. Because researchers always feel they do not have enough strategies to choose from to teach pronunciation. Through this article, researchers have combined several strategies and techniques. Until now, researchers have had many choices before conducting this research.²⁹ The difference between the research conducted by Michael Wei and this research is that Michael Wei's research only explains how important pronunciation is for someone who wants to learn English. Discusses details about pronunciation and its structures. Apart from that, Wei also explained instructions for learning pronunciation in general. When compared with research by researchers, the solution that makes learning pronunciation easier is by using songs, which was not discussed in Wei's research.

²⁹ Wei Michael, A Literature Review on Strategies for Teaching Pronunciation