

CHAPTER IV FINDINGS AND DISCUSSION

A. Research Results

1. How The Teacher Taught English Through Songs in Class

Pronunciation is a basic requirement for learning English. Pronunciation is one aspect that is assessed by the person we are talking to. Especially if we talk directly to native speakers. So, when speaking English, it's not just your ability to use a good vocabulary that will get attention. However, how you pronounce it is also an important aspect that you must pay attention to. because in pronunciation, different pronunciations will also have different meanings.

In pronunciation, several aspects must be considered. Among them are intonation, stress and rhythm, vowel, consonant, and voice and unvoiced.

If it's stress and rhythm, you could say it's like an accent, sis, or a style of speaking. This is different from intonation, which means the rise and fall of the tone when we speak. Even when we're just chatting flatly, that's also my intonation. Meanwhile, vowels and consonants are just letters, sis... vowels are the letters a, i, u, e, and o, while consonants are bad, and so on, sis. The last one is voiced and unvoiced, which means the pressure or vibration that occurs in your throat. Some examples of letters that don't sound f, s, t, etc. If the letters that have vibrations are one of them, b, d, g, sis.¹

In this research, researchers asked the participant to talk about her experience in teaching English through songs. She had taught English through songs for 5 years. Before using the songs method, she used conversations and asked her students to write the conversation first and then asked some of them to practice it in front of the class.

¹ Participant IP, interviewed by researcher, 28 August 2023, interview 2, transcript

One of the reasons why she used the song method was that by using songs, students became more enthusiastic about learning English.

It's not just for pronunciation, sis, but also students' vocabulary. Initially, I chose to use this song from my son's suggestion, Sis. In the beginning, it was a bit difficult, sis... My mother is already old, being asked to make sounds, etc. was a bit of a hassle, sis. But after I tried it, it turned out that the children's enthusiasm was different, sis. They pay more attention seriously, and the atmosphere becomes more enjoyable, especially if the students also know the song. The more enthusiastic they are, Sis. I was so happy to see it.²

The results of the modification of the learning model using songs have been carried out for 4-5 years. Initially, she found it difficult to use this song because it was considered complicated for his advanced age. However, when she saw the children's enthusiasm, he became even more enthusiastic today.

There was a difference before and after using the song method.

Yes, that was it, sis. After using songs, the student's enthusiasm increased, they paid more attention to the lessons I gave, the class atmosphere became more enjoyable, and the students also grasped the lessons more quickly. Apart from that, they can immediately practice the pronunciation according to the song. In the past, before using songs, many people were sluggish and complained that they couldn't do it, it took a long time to remember the pronunciation.³

The teaching of English pronunciation through songs was easier than when using another method. The students could memorize the pronunciation of some words that had been taught before.

² Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

³ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

If I'm the only one who teaches the pronunciation, for example, the word "Monday" I've taught them how to speak, but when I come back next week they have forgotten how to pronounce it... it's different if they use a song, sis.⁴

There was an obstacle when using the song method, and that was the limitation of media like speakers that could not reach all of the students.

Students in the back are usually not heard. That's why if I want to use songs, I give my students the freedom to join in with their friends in front, sometimes some even sit on the floor. The important thing is to be able to hear clearly.⁵

The songs used are songs with a slow tempo like “My Heart Will Go On” and “Trouble Is A Friend” so that children can hear more clearly. Apart from having a slow tempo, the song chosen also has a large vocabulary, or the pronunciation is repeated to make it easier for the rest to imitate it.

The song with Titanic, you know, "My Heart Will Go On".. has a slow rhythm, yes, and the vocabulary is also quite large. usually, I also use "trouble is a friend" if this might be a bit quicker but still safe because the lyrics are also easy, and there are lots of repeated words.⁶

Apart from that, the teacher also repeated the recorded song several times for the children to complete their assignments. The tasks given are also varied, starting from singing the song again in front of the class or looking for the vocabulary of the song.

He explained that "the learning process begins with preparing the required media, then inviting the students sitting in the back benches to join their friends sitting in the front so they can hear more clearly".⁷ The song itself has been prepared from home so that when you get to class you just have to listen to it.

⁴ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

⁵ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

⁶ Participant IP, interviewed by researcher, 28 August 2023, interview 2, transcript

⁷ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

When everything feels ready, the teacher plays the song for the first time, up to 3 times, if it feels still unclear, it will be repeated up to 5 times. Previously, students were given tasks such as finding the lyrics of the song. In this pronunciation lesson, when the students have finished listening to the song, the students are asked to come forward to sing the song again in front of the class.

The assessment of English was through the students' proper pronunciation and their bravery when they performed in front of the class: "...what is certain is the pronunciation, sis, whether it is clear or not. I also make their courage to appear in class a plus point for them."

2. How The Teaching Through Songs Can Improve Students' Pronunciation

The steps of using songs when teaching English in class were as follows:

The first thing is preparation, sis, usually, I have prepared the song from home, so in class, I just have to put it on. For the student's assignments, I usually tell them to find the lyrics to the song and sing it again. It looks simple, sis, but when it comes to pronunciation it can have an effect. As I said earlier, students can imitate what the singer says. I usually repeat several playback sessions. If the case is only for pronunciation, at most only 1 session, sis, if for vocabulary, I use 3 sessions, because when it comes to vocab, I usually give lyrics and I omit some of the words, so it takes more time.⁸

The teacher used the song method as her strategy to teach English in her class because, with songs, students could learn English in a fun way and also improve students' pronunciation.

This song already has its chapter. But it focuses on the song. As for pronunciation, this is more about modifying my learning process, sis. Because I think if you use learning songs you can receive them more optimally.⁹

⁸ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

⁹ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

Although there was not a specific pronunciation section in the Students' Workbook (LKS) for 8th grade, the teacher had an initiation to teach her students pronunciation through songs.

*There aren't any specifically, sis, but pronunciation or pronunciation is one of the basic requirements for learning English, sis. So that later you don't say it wrong, because in English the pronunciation can be different, and the meaning can also be different, right sis?*¹⁰

The researcher concluded that the use of songs in the pronunciation learning process had a good effect on getting the desired results.

Songs are considered to increase students' enthusiasm and concentration, make the class more enjoyable, and the students understand the English material quickly and pronounce some English words properly. As she said:

*After using songs, the student's enthusiasm increased, they paid more attention to the lessons I gave, the class atmosphere became more enjoyable, and the students also grasped the lessons more quickly. Apart from that, they can immediately practice the pronunciation according to the song.*¹¹

Because students directly imitate the pronunciation heard from native speakers' songs, this can overcome misunderstandings when having conversations. Because in pronunciation, pronunciation errors can result in errors in meaning. Here the teacher also explains that "before and after using songs, children's grades can increase. Apart from that, children's pronunciation memory can last longer because they imitate native speakers.

For example, I have taught the word "Monday" how to pronounce it, but when I come back next week they have forgotten how to pronounce it. "It's different if they use

¹⁰ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

¹¹ Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

*songs, students' memories can also be longer and stronger.*¹²

Besides the advantages of using songs in learning pronunciation, she said that "there are disadvantages too. Among them; "Lesson time was cut short for song preparation and the children sitting at the back couldn't hear the song." However, these are only technical obstacles that can be overcome without affecting learning outcomes.

B. Discussion

1. How The Teacher Taught English Through Songs in Class

Teachers believe in the importance of preparing appropriate media and songs. Then the teacher asks the students sitting at the back to come forward and approach the speaker. The teacher plays the song three times and gives the students the task of finding the lyrics of the song. After that, the teacher asked several students to come forward to sing the song.

In any case, preparation is very important to make the process smoother. According to John McWell, the success of an activity is 70 percent determined by accuracy in the planning stage.¹³ Likewise in learning. With preparation, the learning that will take place can be carried out as expected. In this research, the teacher prepared songs from home so that when the learning process took place, not much time was wasted. The songs prepared by the teacher are chosen based on a slow tempo and the songs have lots of repetition of words, making it easier for students to learn pronunciation.

In this research, one of the preparations made by the teacher was to call students sitting in the back row to come to the front to join their friends or find a place so they could hear the song. This is because the speakers used cannot be heard clearly in the back of the classroom. It may seem messy and not conducive, but this situation does not last long, only a few moments when the preparations and class will be under control again when the song is played and the

¹² Participant IP, interviewed by researcher, 28 August 2023, interview 1, transcript

¹³ John Mc Well, psychoeducational consultation: definition-function-preparation, 1976

students have found a comfortable place and can hear the song.

Songs used for learning pronunciation are usually prepared at home. This aims to ensure that it doesn't take a lot of time to find a suitable song. Because looking for a slow pace that is suitable for learning for junior high school students will take a long time. Preparation from home also aims to make the material more mature, the teacher can also filter and study it first before giving it to students. This has also been expressed by Mulyasa "An educator must at least master the material that will be presented to students".¹⁴

Before the song is played, the teacher gives directions about the pronunciation learning process using this song. The teacher also gives assignments to students to find the lyrics of the song that will be played. The teacher provides instructions during the learning process using this song. For pronunciation learning, the teacher will only give 1 session, each session is usually repeated 3 times. However, if you feel it is still unclear or unclear, the song will be played again twice. Repetition is done so that students can understand exactly how to pronounce it. There is a theory called Association or Connectionism which was put forward by Thorndike which states that "learning is the formation of a relationship between a stimulus and a response and repetition of these experiences increases the chance of a correct response arising".¹⁵ It turns the repetition needed for learning into something natural (e.g., Ashtian & Zafarghandi; Betti),¹⁶ and may even lead learners to autonomously repeat the listening and singing of lyrics.

The teacher gives the task of finding song lyrics so that students can listen to the song while reading the lyrics. This is expected so that students can learn pronunciation well. As stated by Bernama Researcher M. Zaim, English language lessons should be emphasized more on genuine assessments

¹⁴ Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, Bandung, Remaja Rosdakarya, 2014

¹⁵ Thorndike, *The Effect Of Combining Real Experimentation With Virtual Experimentation On Students' Success*, Jurnal World Academy of Science, 2011

¹⁶ Ashtian & Zafarghandi, *Improving Students' Pronunciation Mastery Through Learning By Using Medias (English Songs and English Movies)*, Darma Agung, 591–599

such as listening, speaking, reading, and writing practices.¹⁷ If it's just songs, students will have difficulty learning the pronunciation. However, if paired with the lyrics, students can read and practice the pronunciation according to the song.

After the song-listening process is complete, students are asked to come forward to sing again the song they have just heard. This is also based on students' high fear of appearing in front of the class. As said by Hamdani, "fear of public speaking ranks higher than fear of heights. By coming to the front of the class, students are also trained to have the courage to appear in public starting from class."¹⁸ The assessment is seen from the student's pronunciation fluency. The assessment is seen from the fluency of the pronunciation, whether the pronunciation is correct or wrong, and the student's courage to appear in front of the class is an additional value for the student.

The teacher used the intuitive-imitative approach, as its name suggests, to bring learners to internalize the foreign pronunciation in an intuitive, implicit, imitation-based way. So, the strategies associated with this approach include the imitation and repetition of the target words, as well as the use of short dialogues and minimal pairs to draw attention to the properties to learn.¹⁹ (Hashemian & Fadaei, 2011)

2. How The Teaching Through Songs Can Improve Students' Pronunciation

Teachers believe that through songs, students can imitate what is said by the singer who performs the song. The teacher modifies his teaching in her way, namely using songs because they can be more optimally accepted by students. Teachers think that teaching pronunciation is a basic need so that pronouncing it is not wrong. Different pronunciations will also mean different things. Teachers think that through songs, students are more enthusiastic, more focused, more relaxed, and get direct examples of correct pronunciation

¹⁷ M Zaim, *Asesmen Otentik: Implementasi Dan Permasalahannya Dalam Pembelajaran Bahasa Inggris Di Sekolah Menengah*, hal 26-61

¹⁸ Hamdani, *Panduan Sukses Public Speaking Dahsyat Memukau*, Araska, Yogyakarta, 2012

¹⁹ Hashemian & Fadaei, *A comparative study of intuitive-imitative and analytic-linguistic approaches towards teaching English vowels to L2 learner*, Journal of Language Teaching and Research, 2 (5)

from native speaker singers that will be easy for them to remember. that way the lessons given can be more easily accepted and remembered.

Apart from being a fun medium, the use of songs in learning pronunciation can also be used as a reference by students because they imitate the correct pronunciation from the native speaker or singer. As stated by Mia Perlina "Hearing is closely related to pronunciation, whether the pronunciation is correct or not depends on whether what is heard is correct or not".²⁰ This will improve students' pronunciation so they can pronounce correctly. Because in pronunciation, if the pronunciation is different, the meaning can also be different.

Songs in learning pronunciation are not included in the curriculum structure or list of subjects for grade 8 students. However, the participant modified the learning model using songs suggested by her children. When she tried it and got more satisfying results than before using songs, she finally continued the pronunciation learning model using songs. As stated by Muhimatul Ifadah and Siti Aimah "Songs provide special benefits for teaching pronunciation. Those who listen to songs can feel sad, happy, excited, and other emotional feelings because the effect of the song is so touching. Apart from that, songs can provide a means of speech that is subconsciously stored in memory in the brain."²¹

Even though it is not in the curriculum or student teaching materials, teachers provide pronunciation lessons because they consider that pronunciation is a basic need for learning English. Because language skills are not only written but also verbal. He also considers that in English pronunciation, if there is an error in the pronunciation, the meaning will also be incorrect. "In English, different sounds will mean different meanings, especially different writing, and will greatly influence oral communication" (Muhimatul Ifadah and Siti Aimah).²²

²⁰ Mia Perlina, *IMPROVING ENGLISH SPEAKING SKILLS FOR STUDENTS THROUGH COLLABORATIVE LEARNING*, Qardhul Hasan, vol 8. No 3. (des), 2022

²¹ Muhimatul Ifadah Dan Siti Aimah, *KEEFEKTIFAN LAGU SEBAGAI MEDIA BELAJAR DALAM PENGAJARAN PRONUNCIATION/PENGUCAPAN*, 2012

²² Muhimatul Ifadah Dan Siti Aimah, *KEEFEKTIFAN LAGU SEBAGAI MEDIA BELAJAR DALAM PENGAJARAN PRONUNCIATION/PENGUCAPAN*, 2012

It is felt that learning pronunciation is more effective using songs because with songs, students become more focused and more relaxed, and students can imitate the pronunciation of the singer who is a native speaker. With songs, it is easier for students to remember English vocabulary because it is sung more enjoyably. "Songs can be used in various types of learning activities, for example as an atmosphere warmer, to fill the transition between one activity and another, to close an activity, to introduce a new language, to practice language, to improve language, to change the atmosphere/mood, to attract attention, to channel students' energy. excess and so on."²³

Since a song often contains a lot of repetition and is catchy enough to make students listen to it and sing it on their initiative, the introduction of songs in the classroom is likely to lead to repetition and consequently improve students' phonetic habits in the L2 (L2).²⁴

This contributes to the internalization of new vocabulary and language structures, as there is evidence that melody and rhythm facilitate memorization (e.g., Keskin; Schön)

Because it is a product related to beauty and recreation, which may arouse curiosity about different contexts, lives, and cultures. This contributes to increased motivation in second language learning (e.g. Montaner; Rodríguez López, (e.g., which facilitates risk-taking and learning different languages and cultures (Keskin; Medina).

To achieve all these goals, they need to be encouraged and motivated as needed. Brown defines motivation as two opposing camps: one that emphasizes the importance of rewards and reinforcement, and the other that states cognitive processes in a deeper sense.²⁵

When presenting and learning a target language, of course, motivation needs to be considered. full attention to correct production and try to improve their overall

²³ Brewster, J., Ellis, G., Girard, D, The PrimaryEnglishTeacher'sGuide, England, Penguin English, 2002

²⁴ Betty, H., Sihombing, M., & Purba, D, Improving Students ' Pronunciation Mastery Through Learning By Using Medias (English Songs and English Movies), Darma Agung

²⁵ Brown, Teaching by principles: An interactive approach to language pedagogy (2nd ed.), New York, 2001

pronunciation skills. In practice, to achieve all these goals, they need to be encouraged and motivated as needed

Dörnyei points out the importance of motivation and makes it clear by saying “Without sufficient motivation, even individuals with the most extraordinary abilities cannot achieve long-term goal achievement.”²⁶ This means that it will be very difficult to teach if students do not want to learn and use their mental barriers.



²⁶ Dörnyei, Z, Motivation in second and foreign language learning. Language Teaching, 1998