

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Theoretical Description

1. Learning English

The present system of learning requires that students are not just passive recipients of material presented by their teachers but also search for information from various sources to increase the effectiveness of achieving that goal of learning. Another reason to practice listening is to get used to new vocabulary and listen to what other people say.

As we know, "*Having a good listening is a skill and nobody is born with it,*" and skill can only be obtained with earnest effort, and it takes a long time. So, to have good listening ability requires a seriousness that's applied to the students'.¹ But, in achieving this desire not apart from the role of a teacher. The teacher gives guidance and direction to the student in the class by delivering material used as a basis for English knowledge.

According to Howatt and Dakin in Saricoban, being quoted from the *Journal of Language Teaching*, "Listening is the ability to identify and understand what others are saying." This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. It means that listening requires students to recognize a different word in each conversation to understand a message delivered by a person.²

Listening is very important among other skills like a Speaking, Reading, and Writing, which means it is a four major to be mastered by students. Through listening, the students' can enrich vocabularies, better pronunciation, accent and intonation. In the listening process, the listener does not only have to understand the meaning of a word by word, but the student also needs to understand every sentence of the intent to be delivered. If the student does not understand what is being presented, that

¹Nano Suharno, *SMART IELTS Listening, Reading, Writing, Speaking Target Band Score 2*. 2020. Jakarta. 2

²Sisri Ovalina and Aryuliva Adnan, "Teaching Listening to Junior High School Students by Using Web Based Learning Resources (Wblr)," *Journal of English Language Teaching* 7, no. 1 (2018): 76–85.<https://ejournal.unp.ac.id/index.php/jelt/article/view/8888/7216>.

will make the student confused with the material. Therefore it is necessary for the teacher to give full attention to this learning.³

In the context of EAP (*English for Academic Purposes*) as a generic one to include the various English courses taught in higher education, the listening skill required in a strictly academic sense are those needed for listening to lectures, but the use of the media is also of potential academic interest as new broadcasts, documentaries.⁴ In the teaching-learning activities that are carried out in the classroom, using media can provide stimulating support for the students.

From the text above, we can conclude that the student's success in learning English is when the student has a seriousness of learning and also has the strong determination to receive every word conveyed. By utilizing electronic, the student can expand their knowledge of information obtained from the source of media.

2. Type of Listening

The listening process is not easy for a beginner because every situation requires different kinds of listening. But before we can thoroughly learn about listening, we must understand some type of listening, which are as follow:

a. Informative Listening

Informative listening is used when the listener's primary concern is understanding the message. The purpose of informative listening is to inform the listener of the message being delivered so that the listener can understand the message. Informative listening, or listening to understand, is found in all our lives.

b. Relationship Listening

As social human beings are not independent of other individuals. Someone will always live together and build a good relationship with the other. The purpose of relationship listening is either to help an individual or improve relationships with other people. Although relationship listening requires someone to listen for information, the

³Azmar, Yustahzah. Havid Ardi. "Listening Media" Application in Preparing Listening material. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*. Vol. 6, No. 2, (2013): 120, <https://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/7416/5826>.

⁴ Tricia McErlain. Remon Care. *The Nature of Listening: The Need Listening For English in English Academic Purpose*. Iberica. No, 1. 1999: 77. <http://www.aelfe.org/documents/text1-McErlain.pdf>

emphasis is on understanding the other person. When the students understand the message they are sending, they then show a good relationship with each other.

c. Appreciative Listening

Appreciative listening includes listening to music for enjoyment, and many people often use this activity to listen to music because of hobbies or pleasure. The listener's response, not the message's source, defines appreciative listening.

d. Critical Listening

Critical listening skills are essential in democracies. Critical listening develops into two thoughts. First, as a listening activity with related tasks requiring analysis, synthesis, and evaluation; second, a listening activity through context means using careful, systematic thinking and reasoning to see whether a message makes sense in light of factual evidence.⁵ Critical listening means understanding and expressing a message's meaning for someone. If we understand the message conveyed, we can evaluate whether it is according to evidence.

e. Discriminative Listening

It is the most important type of listening. Discriminative listening is used in the situations we are in. Such as class, workplace, and other important situations. Because the more important the situation is, the more also important this listening activity becomes.⁶

According to Wolvin and Coakley, there are four different kinds of listening:

a. Discriminative or marginal listening

It is the least demanding yet the most frequent type of listening and has been described as background listening.⁷ The teacher usually uses this method to train students to distinguish sounds around them based on their tone of voice, behavior, and surrounding conditions. So that students can

⁵Rusdhianti Wuryaningrum, Arju Muti'ah, and Arief Rijadi, "Listening: Teacher Language Awareness (TLA)," *International Journal of Social Sciences and Humanities Invention* 9, no. 04 (2022): 6874–78, <https://valleyinternational.net/index.php/theijsshi>.

⁶John A Kline. "Listening Effectively" (Maxwell Air Force Base, Alabama: Air University Press, 1996). 29-43

⁷Mildred R. Donoghue. *Language Arts Integrating Skill for Classroom Teaching*. (California State University: Sage Publications, 2009). 366-367

understand the surrounding environment and can put the language of speech in place.

b. Appreciative Listening

Students listen to a singer, reader, speaker, or music for pleasure. The concept of appreciative listening is a better approach to the topic from the point of view of learning. This method is used for the practice of introducing various expressions to students. Because the student prefers to understand matters freely without pressure at the appointed time.⁸

c. Attentive Listening

This type demands that the listener's attention be focused on one person or one electronic medium so the student can purposefully respond either orally or in a written fashion, aiming to understand the information or the message being presented. Then give a response as a form of attention to the message presented.

d. Critical Listening

Which student use to evaluate information. It is the most complex kind of listening to teach or to learn because it is an analytical process. Critical listening is a skill that can help students attend while assessing whether the information is correct or not. The teacher has a role of a mediator for the student activities that can help students grasp the understanding of the information.⁹

Listening skill is important to everyone. Because to be able to good communication requires good listening. The more practice of listening, the better it will be to understand the information or message being presented. That way, we can give a response or empathize as a form of attention to others.

3. Listening Habit

According to the study conducted by Kurniati, Worden stated that most of us spend about 45 percent of our time listening. We need to be good listeners in order to communicate

⁸Sharon Maria Magdalena Purba and Leil Badrah Zaki, "Appreciative Listening Using Songs for Enhancing Learners' Comprehensibility of English Expression," *Journal of Languages and Language Teaching* 10, no. 2 (2022): 245, <https://doi.org/10.33394/jollt.v10i2.5004>.

⁹Fetty Poerwita Sary, "Teaching Critical Listening to Young Learners in Indonesian Efl Context," *Indonesian EFL Journal* 1, no. 11 (2015): 41–47, <https://doi.org/10.25134/ieflj.v1i1.612>

effectively.¹⁰ According to James Clear in his book entitled *Atomic habit* to explain that a habit is routine or behavior that is performed regularly and, in many cases, automatically. Such as the habit of listening, reading, singing, and many other habits that we often encounter in everyday life.¹¹ Therefore, habit is a behavior routine carried out daily and repeatedly so that they become habits done unconsciously.

As the habit forms, it can be analyzed in three parts: the cue, the behavior, and the reward. The cue is the thing that causes the habit to come about, the trigger of the habitual behavior. The cue usually comes from a person's mind, which creates a habit and automatically becomes a habitual action. The behavior is an action that an individual makes from his thoughts that are directed into an action. The reward is an appreciation or award given to oneself or intended for others.¹² From the explanation above, it can be concluded that a student listening habit that arises from thinking is applied through actions that create satisfaction or appreciation that can increase the spirit of learning for students.

4. Song

a. Definition of Song

According to Milek, there are some criteria for songs in English: it is the ideal song, the lyric of the song, clear pronunciation, being rich in vocabulary, and containing a message.¹³ He explained that an ideal song for teaching is a one whose lyrics can be heard clearly through music. Different from a song that features many instruments and only presents a few lyrics in the song. Usually, songs for

¹⁰E Kurniati, "Kebiasaan Siswa Dalam Mendengarkan Percakapan Dalam Bahasa Inggris, Penguasaan Kosa Kata.," *Students' Listening Habit on English Conversation and the Vovabulary Mastery*, 2014, 29–40, <https://dx.doi.org/10.33087/dikdaya.v5i2.51>.

¹¹James, Clear. *Atomic Habit: An Easy & Proven Way to Build Good Habits & Break Bad One*. (Avery: United State of America). 6

¹² Usman, Abdullah. Indah Fadhilah Rahman. *The Correlation Between Students' Habit in Watching Movie and Listening Skill*. Vol. 03, No. 01. June 2017. 99. <https://journal.uin-alauddin.ac.id>.

¹³ Ridhayatullah and friends. The Influence of Using English Song on the Student's Achievement in Pronouncing English Word. *English Journal of Education (EEJ)*, Vol. 11, No. 1, January 2020. 99, <https://jurnal.usk.ac.id/EEJ/article/view/14700/11567>.

dancing also only focus on the music, so there is only a small amount of vocabulary or lyrics in the song.

According Jim Darling think that the produce a series of varied sound then repeat the same series with considerably precision and he called the performance “*singing*” and the repeated series of sound the “*song*”.¹⁴ In Indonesia, many people become musicians and compete to create a song that is good and accepted in society. They need a long time to create that song, they even use words that can touch people's feelings. Musicians usually create the song from a few sentences because some other sentences are used to repeat the song. This activity is carried out to make it easier for people to remember songs.

From the above opinion, it can be concluded that a song is a musical competition that comes from the human voice, which is accompanied by musical instruments from several kinds of musical instruments such as guitar, drums, piano, and others so that it produces a beautiful tone. The world in a song usually sounds poetic, rhyming nature, although sometimes it also contains religious or free prose. A song writer usually makes song lyrics from personal stories or other people's stories, including love stories, friendships, and life's journeys. It is poured into writing or poetry and delivered with tone and rhythm accompaniment to create a beautiful song. Songs are used to express feelings and ideas in lyrics. The song's lyrics usually contain metaphors of speech, but not many use this method; it is simple and easy to remember. Therefore a musician usually only takes a few sentences in a song, and another sentence is used to repeat the song.

b. Listening Habit to English Songs

Listening is very important in daily communication and the educational process understandably. It makes sense because developing a habit is a process that takes time rather than something that happens quickly. According to Assad teaching of songs as media is used to convey educational messages. Another definition of teaching songs as media are the performance of communication, either printed or

¹⁴J.G.M. Thewissen. *Encyclopedia of Marine Mammals*. 2009. (Elsevier Science: England). 1053

audiovisual, and the tools.¹⁵ The use of songs in education is one of the most important and interesting ways to develop English learning skills. In the globalization era and the development of the times, students prefer a new situation in learning which can be done by learning to listen to western songs. This can happen if a teacher uses a popular song in a learning activity in class; the popular song is part of their youth culture.

Using the media in learning is not to replace good teaching methods. But to compliment and assist a teacher in giving material or information. Through the media, it is hoped that students can achieve learning according to their objectivities, and the teacher can add value to a student as a form of appreciation for the school experience.

A song can be important to develop English learning because most people love listening to a song, and it can help to achieve their full mental, intelligence, and creativity. Not all songs are good to use in learning methods. The teacher will choose songs with clear lyrics and avoid songs with a quick tone. Accuracy in the media selection will support the effectiveness of the learning activities.

The song can produce greater student motivation. When students sing an English song in their class, they develop improved attitudes towards class. Woodalls and Ziembrask state that it is naturally using the song to experience rich language in a pleasurable way. Many things can be done to find out how to learn English effectively; one of them is by using songs as a learning medium. The advantages of learning English using songs are that they can improve memory and understand vocabulary more effectively, and songs can also help to develop pronunciation skills with good intonation. Therefore creative teachers seek ways to engage with their pupils in enriching, collaborative, and meaningful ways.

According to Eken States, the song can be used to:

- Practice a language point
- Stimulate discussion of attitudes and feelings

¹⁵ Ridhayatullah and friends. The Influence of Using English Song on the Student's Achievement in Pronouncing English Word. *English Journal of Education (EEJ)*. Vol. 11, No. 1, January 2020. 100, <https://jurnal.usk.ac.id/EEJ/article/view/14700/11567>.

- Encourage creativity and use of imagination
- Provide a relaxed classroom atmosphere
- Bring variety and fun to learning.¹⁶

From the text above, we can conclude that using English songs as lesson the students is a quick and enjoyable way to get them excited about learning the language. And the words used in the song are simpler, which makes it easier for students to learn English easily.

5. Pronunciation

a. Definition of Pronunciation

According to Yates, pronunciation is the particular sounds of a language (segments), intonation, phrasing, stress, timing, rhythm, how the voice is a project and in its broadest definition is attention to gestures and expressions that are closely related to the way we speak a language.¹⁷ Writing is different from pronunciation. In other words, pronunciation is a science or technique that teaches the procedures for pronouncing English vocabulary.

In Indonesia, many students still have difficulty pronouncing English words. For example, when the student asks to pronounce the word "diamond" /dai m and/ they pronounced/diamond/.¹⁸ It's because of the difference between their mother tongue and English. In addition, the difficulty of pronouncing English is also influenced by the capacity to remember. Where young children can only remember less vocabulary than adults. Pronunciation is one of the most part of English to communicate. When we communicate with other people, we not only focus on vocabulary but also how to pronounce it. According to Yates, there are several aspects of pronunciation, namely:

¹⁶ Rinta, Ratnawati. *A Study of English Songs On Teaching Vocabulary At Kindergarten Students Lembaga Pendidikan Islam Bustanuddin Galis Pamekasan*. 2019. (Duta Media Publishing:Pamekasan). 30-31

¹⁷ Sattra, Sahatsathatsana. Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University. *Journal of Education Mahasarakham University*. Vol. 11, No. 4, October-December 2017. 69, <https://scholar.archive.org>.

¹⁸Devi Mulatsih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon," *Academic Journal Perspective : Education, Language, and Literature* Vol. 2, no. 2 (2018): 294, <http://dx.doi.org/10.33603/perspective.v2i2.1665>.

1) Segmental Features

Segmental and suprasegmental have equally important roles in pronunciation because they are a good combination.¹⁹ According to Saferoglu, Segmental aspect of the sound system include individual vowel and consonants. Because segmental is easier to teach and understand than suprasegmental.

i:	ɪ	ʊ	u:
E	ə	ɜ:	ɔ:
Æ	ʌ	a:	ɒ
ɪə	Eɪ	ʊə	ɔɪ
əʊ	eə	Aɪ	aʊ

p	b	t	d
tʃ	dʒ	k	g
f	v	θ	ð
s	z	ʃ	ʒ
m	n	ŋ	h
l	r	w	j

2) Suprasegmental

According to Ladefoged, Suprasegmental features are aspects of speech that involve more than single consonants or vowels. To more understand details will be described as follows:

1. Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. In the app, this linking or listen technique refers to when we recite or listen to pronounce English; we connect one word with a word that surrounds it.²⁰

¹⁹Sahatsathatsana. Sattra, Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University. *Journal of Education Mahasarakham University* 11 (2017): 69. <https://scholar.archive.org>.

²⁰Donie, Fajar, Kurniawan. Teknik linkin dalam pembacaan Berita Televisi Voice Of America: Studi Pembelajaran Kreatif Pada Mata Kuliah Bahasa Inggris Program Studi Televisi dan Film FSRD Institut Seni Indonesia Surakarta. *Jurnal Seni Media Rekam*. Vol. 3, No. 1 Desember 2011. 47, <https://doi.org/10.33153/capture.v3i1.655>.

- Consonant to Vowel : An Australian
- Consonant to Consonant : Some might
- Vowel to Vowel : Iask you to
- Sound that are shortened: When do they arrive
- Sound that are left out : Does she like soccer?

2. Intonation

Intonation is the reading tone of a word that can affect the meaning of the word's meaning.²¹

Intonation can also give rise to certain impressions, such as sad, happiness, and angry. That way, the listener will understand the feelings conveyed and respond correctly.

- I lose my book in the library (sad)
- I was accepted in my dream office yeeay (happy)

3. Stress

According to Ladefoged stated that stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables.²² Word stress will make the spoken language more beautiful and pleasant to hear.

- Can **YOU** take the scissors? (not someone else)
- Can you take the **SCISSORS**! (not the knife)

b. Elements of Phonetic

1) Vowel

Vowel here is vocals sound, there are several components in vowels:

a) Lax

This voice is often also called a weak, soft, or relaxed voice. When pronouncing a word, we

²¹Sahatsathatsana. Sattra. Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University. *Journal of Education Mahasarakham University* 11 (2017): 70, <https://scholar.archive.org>.

²²Sahatsathatsana. Sattra. Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University. *Journal of Education Mahasarakham University* 11 (2017): 71, <https://scholar.archive.org>.

don't need to give stress or loud sound to the lax sound contained in the word. As an example:

- ʌ cup /kʌp/
- ɪ sit /sɪt/
- ɪ happy /'hæpi/
- ʊ put /pʊt/
- u actual /'æktʃuəl/
- e ten /ten/
- ɒ got /gɒt/
- ə about /ə'baʊt/

b) Tense

It means press, or loud. In other words, we need to stress words that contain this type of vowel. There are several tense of vowels:

- ɑ: father /'fɑ:ðə(r)/
- i: see /si:/
- u: too /tu:/
- æ cat /kæt/
- ɔ: saw /sɔ:/
- ɜ: fur /fɜ:(r)/

c) Diphthong

Diphthong is a combination of two vowel sound. Therefore it is called a glide, or curved sound. These voices include:

- eɪ say /seɪ/
- əʊ go/gəʊ/
- aɪ my /maɪ/
- ɔɪ boy /bɔɪ/
- aʊ now /naʊ/
- ɪə near /nɪə(r)/
- eə hair /heə(r)/
- ʊə pure /pjʊə(r)/

2) Consonant

Consonants is the sound, not the letter. There are two type of English consonant sound

**Unvoiced
Consonants**

p – mop /mɒp/

k – kick /kɪk/

**Voiced
Consonants**

b – mob /mɒb/

g – gig /gɪg/

t – two /tu:/**d – Do** /du:/**ʧ – church** /tʃɜ:tʃ/**ʤ – jam** /dʒæm/**f – fan** /fæn/**v – van** /væn/**θ – thin** /θɪn/**ð – then** /ðen/**s – six** /sɪks/**z – zoo** /zu:/**ʃ – shoe** /ʃu:/**ʒ – vision** /'vɪʒn /**h – happy** /'hæpi/

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c. Pronunciation Principal in Learning English

There are many ways that can be used to improve English language skills, one of which is pronunciation. Nunan states that there are various concepts of pronunciation that need to be comprehended:

1. *Foster intelligibility during spontaneous speech.* The learning process was carried out by students naturally and of their own volition, which was spoken spontaneously from themselves.
2. *Keep effective considerations firmly in mind.* The importance of providing understanding for students continues to believe in their abilities.
3. *Avoid the teaching of individual sounds in isolation.* Apply to students' thorough, communicative, and meaningful learning in context.
4. *Provide feedback on learner progress.* To give students feedback and guidance in an effort to support, guide, and inspire them to take a more active role in their education.
5. *Realize that, ultimately it is the learner who is in control of changes in pronunciation.*²³ In the communicative approach, the student will measure

²³Nafisah, Endahati. *Peningkatan Kemampuan Pronunciation Mahasiswa Kelas A1 Semester I Program Studi Pendidikan Bahasa Inggris Fkip Upy Ta 2013/2014 Melalui Pendekatan Audiolingual.* FKIP Universitas PGRI Yogyakarta, no. siklus I (2014): 1–8.

their basic abilities in language pronunciation. The teacher provides opportunities for students to evaluate their own abilities.

d. **The Aim of Pronunciation Ability in English Learning**

Pronunciation is one part difficulty in learning English. When the pronunciation is wrong, it will make a different meaning in the sentences. According to Harmer emphasize that the primary objective of learning in any language is to provide students with the ability to communicate in the target language.²⁴ The importance of learning pronunciation in English is that students can understand how to pronounce a word in English. If someone is wrong in the pronunciation, it will be bad in the target language.

Pronunciation is one of the first impressions that will be caught by interlocutor when the starting a conversation in English. In fact, people will judge a person's ability to speak English from how to pronounce the word in the conversation. Such as examples that we often find in the surrounding environment. The word "Bed" and "Bad" these two words almost have the same pronunciation but differ in intonation. When the student does not know how to pronounce it, it is likely that the meaning of the word will be exchanged, and listeners will give a different response to what we want to convey.

To measure the improvement in pronunciation through the method of listening to English songs, it can be done by means of a teacher carrying out a speaking test to students, in which is several aspects must be fulfilled by students, such as intonation, content, and pronunciation. If the student meets these criteria, thus it can be said that the English song listening method can function as planned.²⁵

B. **Review of Previous Studies**

This research requires some previous research as a consideration to get accurate results in accordance with what is desired. The first

²⁴Abbas Pourhosein Gilakjani, "The Significance of Pronunciation in English Language Teaching," *English Language Teaching* 5, no. 4 (2012): 96–107, <https://doi.org/10.5539/elt.v5n4p96>.

²⁵Tri Listiyaningsih, "The Influence of Listening English Song to Improve Listening Skill in Listening Class," *Academica: Journal of Multidisciplinary Studies* 1, no. 1 (2017): 35–49, <https://ejournal.uinsaid.ac.id>.

research is taken by Yustazhar, the research was entitled "Listening Media Application in Preparing Listening material" the previous study used qualitative research. It discusses listening as the ability to identify and understand what others are saying. Listening skill is one of the important skills that have to be mastered by the student. To create an understanding of the student, a teacher must create a comfortable and package the material as attractive as possible so that students do not get bored with the material. The teacher can use the method of listening to English songs to incorporate foreign language elements into students' minds so that students will get used to hearing the words in the language. The difference between the two studies is the use of research methods when Yustazhar uses qualitative research, used an application for listening to English. In this research, the researcher uses quantitative research. The similarity of the focus is creating a comfortable learning atmosphere and clear delivery of material so that students can understand the learning being conveyed.²⁶

The second research was conducted by Ni Luh Gede Windy Lestary the research entitled "The Use of Songs to Improve Student's Listening Comprehension Ability" the previous study used qualitative research it discusses utilizing technology for language teaching is of great importance and songs are one kind of listening activity that has broad potential. Music and song are crucial parts of improving English skills and can keep the student excited listening to English. Using songs in learning activities is one solution to utilizing existing technology as a learning medium, aiming to teach students how to utilize technology properly. The difference between the two studies in the focus of the research by Ni Luh Gede Windy Lestary focuses on using songs as the technique of teaching listening, and the researcher focuses on students' ability with pronunciation and their habit of listening to English songs. Ni Luh Gede Windy Lesraty uses qualitative research, and the researcher uses quantitative research. The similarity between the two studies of the focus is using English songs to improve their listening in class.²⁷

The third research was conducted by Master Mercati Simanjuntak and Yenita Uswar; the research was entitled "Improving

²⁶Yustahzah Asmar and Havid Ardi, "Listening Media Application in Preparing Listening material". *Lingua Didaktika*. No. 2, Vol. 6, Juli 2013. 122, <https://ejournal.unp.ac.id>.

²⁷Ni Luh Gede Windy Lestary, "The Use of Songs To Improve Students' Listening Comprehension Ability," *Yavana Bhasha: Journal of English Language Education* 2, no. 2 (2019): 34, <https://doi.org/10.25078/yb.v2i2.1024>.

Student Listening Skills by Using Song" the previous study used quantitative research it discusses the application of learning strategies using songs could improve student's listening skills. The ability to speak English well requires a long process to be mastered. Considering that English is the second foreign language in our country. For that, a teacher must have a strategy for delivering English material to students to achieve the desired goals. With the aim of increasing students' interest and motivation in English learning. The similarity between the two studies of the focus on how to improve learning English using the method of listening to songs and use quantitative research.²⁸

C. Theoretical Framework

As explained above, pronunciation is less attention noticed in English. Many students concentrate more on grammar and vocabulary. But that doesn't mean students don't learn pronunciation. That's why some students' have difficulty pronouncing the correct English word.

As a matter of fact, pronunciation is very important for teaching English. A teacher might use a variety of media, such listening to English songs, to pique a student's interest in the significance of pronunciation. By listening to English songs, the student can practice good pronunciation. Therefore, listening to English songs can foster students' enthusiasm for learning English.

In this research, the researcher has demonstrated the relationship between learning to use the method with English songs and how to pronounce them to improve good communication. The researcher has observed in the classes to determine whether or not students' understanding of learning has increased by listening to English songs. To conduct the research, the researcher did some steps. Firstly, the researcher makes observations to find problems experienced by the student in learning to listen English. After finding problems during observation, the researcher has thought of an action to solve the problem. The researcher used interesting media, that as listening to English songs. Then make some effort to encourage students to improve the quality of learning English pronunciation well of vocational school in Pati.

²⁸Master Meriati Simanjuntak and Yenita Usuar, "Improving Students' Listening Skills By Using Song," *Journal MELT (Medium for English Language Teaching)* 5, no. 2 (2021): 142, <https://doi.org/10.22303/melt.5.2.2020.142-160>.

D. Hypothesis

This research is to find the correlation between learning pronunciation using English songs and learning pronunciation without English songs. And to find a solution to the temporary answer in this research is:

1. H_0 : There is not significant correlation between the listening to an English song and student pronunciation
2. H_1 : There is a significant correlation between the listening to an English song and student pronunciation

