

**THE IMPLEMENTATION OF SONG AS MEDIA TO IMPROVE STUDENTS'
PRONUNCIATION IN MA MIFTAHUL ULUM KALISAT IN ACADEMIC YEAR
2018/2019**

THESIS

is proposed to State Institute of Islamic Studies of Jember
to Fulfill One of the Requirements to Obtain S1 Degree (S.Pd.)
at the English Education Department
The Faculty of Tarbiyah and Teacher Training



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**ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
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PAGE OF APPROVAL

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ULUM KALISAT IN ACADEMIC YEAR 2018/2019**

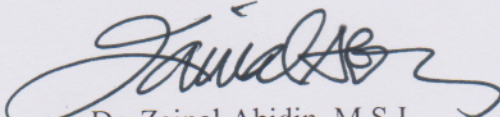
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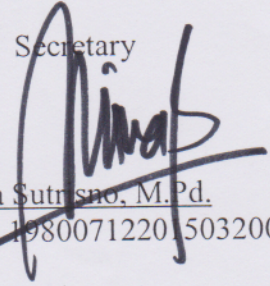
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

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MOTTO

وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي (٢٧) يَفْقَهُوا قَوْلِي (٢٨)^١

“Remove the impediment of my speech, so they may understand what I say.”²



¹ Al-Qur'an, 20:27-28.

² Translated from Arabic to English by Abdullah Yusuf Ali in [https://:get.muslimpro.com](https://get.muslimpro.com)

DEDICATION

This thesis is honorably dedicated to:

My beloved parents, brothers and sister.



AKNOWLEDGEMENT

In the name of Allah, The Most Gracious, The Most Merciful. Praise to Allah, with His blessings, researcher accomplished this thesis entitled “The Implementation of English Song as a Media to Improve Students’ Pronunciation in MA Miftahul Ulum Kalisat in Academic Year 2018/2019”.

In relation to accomplishing of this thesis, researcher would like to express great honor and gratitude to:

1. The Dean of Tarbiyah and Teacher Training Faculty of IAIN Jember.
2. The Chairperson of Language Department
3. The Chairperson of English Education Department
4. The Consultant, Mr. Asy’ari, M.Pd.I.
5. The Board of Examiners
6. The Principle of MA Miftahul Ulum Kalisat, who granted me to conduct this research.
7. The English Teacher and Eleventh Grade Students of IPS1 who helped to conduct this research.

Finally, researcher hopes this thesis will provide advantages not only for researcher, but also for readers. Researcher will welcome and appreciate any constructive suggestion and critics.

Jember, May 2019

Researcher

ABSTRACT

Siti Sofiana, 2019: *The Implementation of English Song to Improve student's Pronunciation in MA Miftahul Ulum Kalisat in Academic Year 2018/2019.*

Keywords: English Song, improve, pronunciation

This research was intended to improve students' ability in pronunciation. It was conducted due to the low pronunciation ability. It was found that students' average score in reading aloud test was 46.6, there were 91% of 22 students scored below the minimum score. Therefore, this research was aimed to help XI IPS students of MA Miftahul Ulum Kalisat through English song.

The focus of the research is: how is the implementation of English song as media to improve students' pronunciation in MA Miftahul Ulum Kalisat?. The research objective is to describe the implementation of English song as a media to improve students' pronunciation in MA Miftahul Ulum Kalisat.

Researcher applies Classroom Action Research to improve students' ability in pronunciation. Based on the result, it needs of two cycles which each cycle consists of two meetings. The cycle consists of planning, acting, observing and reflecting. The criteria of success that is defined in the planning stage is 75% of students achieved the minimum standard with students' average score of reading aloud test equal to or greater than 75.

There are two steps in the action stage first in reception step students listening to song and additional input from the teacher. Second, in production step students producing speech repeatedly based on what they listen to in the reception step. It was done before and after the main learning.

The result of reading aloud test shows that students score improve from 41% of students who got score equal to or greater than 75 with 63,69 as the average score in the first cycle to 81% of students got score equal to or greater than 75 with the average score 75,36 in the second cycle. It means that the result achieve the criteria of success that is 75% of students achieved the minimum standard with students' average score of reading aloud test equal to or greater than 75.

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CHAPTER I

INTRODUCTION

A. Research Background

Music and song is a part human daily life. It is played anywhere, in restaurants, cafes, shopping malls, sport events, and celebrations. Nowadays music is not only played to entertain people in their free time but also in the operating theatres for heart transplants and childbirth¹ and in classroom to teach language.

It is believed that music and song has ability to change the classroom atmosphere as well as it is educating. Mora in Batista stated that “music has the unique quality of integrating the emotional, cognitive, and psychomotor elements that activate and synchronize brain activity”.² It has ability to change one’s emotional. It also can be used to teach components and skill of English language. There are a lot of studies related to the use of song to teach skills and components of language. This research is aimed to improve pronunciation as one component of language by using English song.

This research goes from a problem found on the observation of the result of reading aloud test in the teaching and learning process in an English class of MA Miftahul Ulum Kalisat. Based on the observation of students test result pronunciation is being a problem faced by students and needs to be improved. It is showed that the average score of reading aloud test on 13th of April is under the minimum standard that is 49,64. It indicates that students are less in speech production. It might be caused by some factors, such as having less motivation, less interest in learning English, and limited media to be accessed as most of them are *santri*.

¹ Juliana Spirlandeli Batista, “Music and Song: a Learning Tool”, *Revista Científica de Letras*, 4(Januari,2008), 156

² Ibid.

There are four skills and three components of English that have to be developed. Pronunciation is one of the components that needed to be developed in MA Miftahul Ulum Kalisat. It is one the important components, due to the goal of English teaching in Indonesia is be able to communicate in it. It is stated in the act No.23 of section 37 subsection 1 that *“Bahasa asing terutama Bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global”*³. English is a foreign language which is very important as global communication tool.

The English teacher puts grammar and vocabulary as the primary concern on the lesson while pronunciation considered less important to be taught since pronunciation is not tested on the exam. Whereas, students may be need to communicate in English with English native speaker and other English users. Strong grammar and vocabulary will not enough to communicate fairly in the real communication. The teacher will be able to understand their student’s speech easily because teacher knows the characteristic of students, while others may not do the same. Therefore, speaking with intelligible pronunciation which most listeners can understand easily without much effort and confusion is really important.

Many teachers teach pronunciation only in form of reactive teaching. They tend to response to students’ errors in the classroom reactively rather that state it in the lesson plan. They often teach pronunciation by “repeat after me” technique all the time, so that students will be bored and displeas with those kinds of teaching way.

Teacher as facilitator must provide a positive atmosphere favorable to language learning.⁴ Due to that, choosing material that are more motivating and interesting for students promote and increase language learning. In line with this, song is proposed to be implemented in

³ Undang-undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 36.

⁴ Juliana Spirlandeli Batista, “Music and Song: a Learning Tool”, *RevistaScientifica deLetras*, 4(Januari,2008), 157

the classroom to make a positive atmosphere, so that students will be more interest in learning and their learning performance increased.

Listening to songs takes advantage of the different learning styles students have and by carrying out activities with music, students can practice the language the way they prefer. Additionally, Maha Rahman in Villalobos stated that “Music can change brain waves and make the brain more receptive to learning. Music connects the function of the right and left hemisphere of the brain so that they can work together and make learning quick and easy”.⁵ Moreover, song is enjoyable and educational. When students find enjoyment in learning process they will motivated to learn.

Considering the reasons presented above it is interesting to conduct a classroom action research entitled “*The Implementation of English Song as Media to Improve Students’ Pronunciation in MA Miftahul Ulum Kalisat*”

B. Research Question

The question formulated based on the background of study above is: “How is the implementation of English song to improve student’s pronunciation in MA Miftahul Ulum Kalisat?”

C. Research Objective

Based on the question formulated, the objective of this research is: to describe the implementation of English song to improve student’s pronunciation.

⁵ Nuria Vilallobos Ulate, *Using Songs to Improve EFL Students’ Pronunciation*. (Costa Rica: Universidad Nacional Corsta Rica, 2008), 97.

D. Research Significance

The researches expected the result of this research to have some contributions for:

1. State Institute of Islamic Studies of Jember

This research is expected to contribute in adding references for academic activities related to this research.

2. English Teachers

This research is expected to be one of considerations for English teacher in conducting teaching and learning process especially in teaching pronunciation.

3. Next Researcher

This research is expected to provide additional resources, especially for them who find the similar problem in teaching and learning process.

E. Definition of Terms

1. English Song as Learning Media

Song is a short piece of music with words that people sing.⁶ It content of words called lyric go along with tones combination called music. English song is piece of music with English words. Learning media are media used by teacher to help them in the class.

In this research English songs that are going to be used by researcher are songs which fulfill the criteria that will be stated in the theoretical framework as a media.

2. Pronunciation

According to Oxford Dictionary pronunciation is “way in which a language or a particular word or sound is spoken”.⁷ It is concern with how speaker produce a sound, stress, rhythm and intonation while producing speech. The standard of pronunciation used in this study was the standard of Oxford Learner’s dictionary.

⁶ *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2015), 423.

⁷ *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2015),352.

F. Report Outline

In order that this research is easy to be followed, researcher organized it into five chapters. Chapter I presents the Introduction. It deals with the research background, research question, research objective, research significance, definition of terms, and report outline.

Chapter II deals with review of related literature. It includes the previous studies and theoretical framework. Chapter III presents the research method, it includes research design, research setting, research procedures, data collecting technique, data analysis technique, research validity and validity and reliability of test.

Chapter IV presents research findings and discussion. Chapter V contains the conclusion and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There have been a lot of previous studies in teaching pronunciation. The first is a Classroom Action Research conducted by a student of Semarang State University; Henny Ratnasari in 2007 entitled “Song to Improve Students’ Achievement in Pronouncing English Words”. The research results in the improving of students’ pronunciation and motivation in learning pronunciation.

The second is an Experimental Study entitled “Improving Students’ Pronunciation Using English Song” conducted by Erno Sumantri a students of Syarif Hidayatullah State Islamic University of Jakarta in 2011. The researcher found that English song is effective in improving pronunciation of tenth grade students of SMK Cyber Media Duren Tiga South Jakarta.

The third is a Quantitative Research by Naufal Aufa a student of Ar-Raniry State Islamic University of Aceh in 2017. This research is entitled “Using Movie to Increase Students’ Pronunciation”. This research was conducted in UIN AR-Raniry of Aceh and students of English Departement as the sample of the research. It was found from this research that the using of Movie could improve students’ pronunciation and motivation.

The similarities and differences of those research and this research were presente in the following table.

Table 2.1

The Similarities and Differences of this Research and the Previous Studies

No.	Research Title	Similarities	Differences
1.	Henny Ratnasari “Song to Improve Students’ Achievement in Pronouncing English Words”.	<ul style="list-style-type: none"> Both are Classroom Action Research Both used oral practice as assessment. 	<ul style="list-style-type: none"> Pronunciation materials given are vowels, consonants, and word stress. While in this research the materials are diphthong and triphthong
2.	Erno Sumantri, “Improving Students’ Pronunciation Using English Song”	Both use English song media in improving pronunciation.	<ul style="list-style-type: none"> Erno research was Quantitative while this researcher was Classroom Action Research. Pronunciation material in Erno’s research was general and while in this research the materials were diphthong and triphthong.

3.	Naufal Aufa, "Using Movie to Increase Students' Pronunciation"	Both are research on teaching pronunciation	<ul style="list-style-type: none"> • Naufal research was quantitative and used movie as teaching media while this research was classroom action research and English song as teaching media. • In Naufal's research the pronunciation material was general, meanwhile in this research the materials were diphthong and triphthong
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From the previous study presented above, the language element that was going to be improved was pronunciation. The difference between the previous researches and this research was the pronunciation materials given. In the previous research, researchers did not focus on specific material, they were general. Meanwhile, in this research researcher only focus on specific material which students was really lack in it. Based on the preliminary study students were poor in pronouncing words with diphthong and triphthong phonemics. Therefore, in this research focused on material of diphthong and triphthong to improve their pronunciation ability.

B. Theoretical Framework

1. Pronunciation

a. Pronunciation Teaching Techniques

Pronunciation plays very important role language learning. Even when grammar and vocabulary are used correctly, if the production of sounds, stress, rhythm and intonation are not produced accurately, the intended message cannot be delivered comprehensibly. However, it is considered as less important than other skills and components. Miyake in Villalobos stated that “Pronunciation has been called the Cinderella of ELT (being locked away and out of sight). One of the criticisms of pronunciation teaching is that it is thought to be boring”¹⁵

There are two key in teaching pronunciation, namely the teaching of receptive skill and production skill. In terms of reception, students need to hear the difference of phonemes. They then need to carry the knowledge trough into their production¹⁶ Kelly proposed the following ways to practice pronunciation in the class.

1) Drilling

Drilling is the common way in teaching pronunciation in the English class. Teacher say words than student repeat it or students listen to audio and repeat it for several times. It will help student to remember new items and achieve better pronunciation. There are several variations of drilling technique namely eliciting, chaining, open pair drilling, and substitution drilling. Eliciting is a process of teaching pronunciation where teacher use prompts, pictures and mime etc. to help students encouraging students bring up previous studied words or phrase.¹⁷

¹⁵ Nuria Vilallobos Ulate, *Using Songs to Improve EFL Students' Pronunciation*. (Costa Rica: Universidad Nacional Corsta Rica, 2008), 99.

¹⁶ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 15.

¹⁷ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 16

Teacher can start with choral drilling; teacher invites the whole class to repeat the model. It usually followed by individual drilling where teacher invite student to repeat one by one. Chaining can be used to teach sentences which are difficult to pronounce since the sentences are too long or content of difficult sounds as follows:¹⁸

If I'd seen him....

If I's seen him, I would've

I would've

I would've told him.

If I'd seen him, I would've told him.

Open pair drilling is a technique where teacher use question and answer drill. It can be start by teacher asking a certain question and students answer in in turn or a student asking and another responding and so on. Teacher can use prompts such as card content of letter Q or A, for example:¹⁹

Student1: have you ever been to Paris?

Student2: yes, I have.

Student3: have you ever been to New York?

Student4: No, I haven't.

Another variation of drilling is substitution drilling. This technique involves structure drilling and substitution of vocabulary item into sentence such as:²⁰

Teacher : it's on the table

Students1 : it's on the table

Teacher : it's in the corner

Students2 : it's in the corner

¹⁸ Ibid.

¹⁹ Ibid, 16

²⁰ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 17

2) Minimal pairs

Minimal pairs are words or sentence which only differ in one sound such as cat /kæt/ and cut /kʌt/. Teacher can use this technique to teach sounds that sounds almost similar and difficult to be practiced such as /ʌ/, /ɒ/, /æ/, and /ɔ:/. Activities can be applied using this technique are:²¹

a) Deciding words with particular sound

Thick the words which have the sound /ʌ/:

Cap hat bug cup hut bag

b) Deciding how many times a particular sound heard

How many times do you hear /ei/?

Underline each one you hear

Pepper paper letter later pen pain wet wait
get gate late let

c) Drilling sentence content of words with proximity sounds

Pas me the pepper and the paper
I'll post the letter later
They won't let us, if we are late

3) Pronunciation and spelling activities

Homograph and homophone can be applied in teaching pronunciation. Homographs are words with same spelling and different pronunciation like read in 'why don't you read this book?' and 'I've already read this book'. Homophones are words with same pronunciation and different spelling such as words 'write and right'. Activities in the class may be like students listen to a sentence and have to choose the correct spelling words on printed list etc.²²

4) Taping student's English

²¹ Ibid, 18

²² Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 20

Taping can be done while students practice reading aloud or speaking. Teacher can use the tapes to contrast student's difficulties on pronunciation or other language item. For example, students might do a task in two occasions. The tapes from the two occasions can be contrasted.²³

5) Listening activities

Listening activity allows students to notice the pronunciation items, the authentic material can help students to listen for how to pronounce in the real communication. It can be the model for students to practice pronunciation correctly. Authentic material such as song, podcast, radio broadcast etc. can be applied as teaching media. Activities that might be done in the class such as sing along, close listening, retell the story, make your own lyric etc²⁴.

6) Reading activities

Pronunciation can be integrated into reading activities even though it is written word media. Many teacher done reading exercise by having students defining the type of the text, get the gist of the text followed by the specific information of the text. Pronunciation can be integrated through reading aloud activity. Reading text should be interesting. Text that might be used such as poem, rhyme, extract for play, song lyrics etc. Reading aloud allows student to practice pronunciation such as word stress, intonation connected speech etc.²⁵

²³ Ibid, 21

²⁴ Ibid.

²⁵ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 22

2. Pronunciation Features

Spoken English in the world are varied, but generally all spoken language in the world has the same features as follows²⁶:

a. Individual Sounds

Individual sounds or phonemes are the different sound in a language²⁷ English has 44 different sound grouped into two categories; vowels and consonants. Vowels are sounds produced without any obstruction to the air flow as it flows from the larynx to the lips.²⁸ The air flows out very smoothly when we produced vowel sounds such as /e/ sounds in the word ‘yes’ and /ʌ/ sound in ‘but’.

Vowel sounds are all voiced, it might be single like /i/ in ‘bit’ or combination of two or three vowel sounds called diphthong and triphthong. Diphthong is combination of two vowels like /ei/ sound in ‘pain’ and /ai/ sound in ‘time’. Triphthong is the most complex vowel sound in English. It is combination of three vowels like /aiə/ in ‘fire’ and /eiə/ in ‘player’.²⁹

Consonants are formed by interrupting, restricting and diverting of airflow in a variety of ways.³⁰ There is obstruction to the airflow when people producing sound such as sound /d/ in word ‘dark’. Consonant cluster could be describing in three ways; the manner of articulation, the place of articulation and the force of articulation.

The manner of articulation is the interaction of articulators and airstream. There are three main manner of articulation namely stops, fricatives and approximants. Stops are the articulation of sounds when active and passive articulators touch and stop the flow of the air for a short of period. For example when we produce sound /p/, we feel the

²⁶ Jill Hadfield and Charles Hadfield, *Oxford Basics Introduction to Teaching English*, (UK: Oxford University Press, 2011), 58

²⁷ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 1

²⁸ Peter Roach, *English Phonetic and Phonology*, (Unite Kingdom: Cambridge University Press, 1998), 10

²⁹ Kelly, 1

³⁰ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 47.

air building up when we touch our two lips actually then release the air after hold it for a period to move to the next sound.³¹

Then stops have two branches namely plosive and nasal. Plosive are where stops produced on a pulmonic egressive airstream, just as clicks are stops produced on a velaric ingressive airstream, for instance. There are six plosive in English namely p, /t/, /k/, /b/, /d/ and /g/. Meanwhile nasal are where the airflow continue to the nose such as /m/, /n/, and /ŋ/.³²

Fricatives are consonant which when it produced air escape through a small space between active and passive articulators and make a hissing sound like /s/, /z/, /f/, /v/, /ʃ/, /θ/, and /ð/. Affricates is a subclass of fricatives, it began as plosive and end as fricatives such as /tʃ/ sound at the end of 'church'. Then approximants produced when active and passive articulators are not close enough create audible friction such as /j/, /w/, /l/ and /r/.³³

The place of articulation is location where a consonant produced. There are eight place of articulation of English consonants, they are bilabial, labio-dental, dental, alveolar, postalveolar, palatal, velar and glottal. Labial are sounds produced by lips, bottom lip as the active articulator and the top lip as the passive one. Labial sounds are /p/, /b/, /m/.³⁴

Labio-dental is sounds produced by articulator bottom lip and top front teeth like /f/ and /v/ sounds. Dental sounds are produced by tip (very front) of tongue top teeth such as /θ/ and /ð/. Alveolar sounds are produced by tip or blade (opposite the alveolar ridge) of the tongue and alveolar ridge like /t/, /d/, /s/, /z/, /r/, /l/. Post-alveolar sounds are

³¹ April McMahon, *An Introduction to English Phonology*, (Edinburg: Edinburg University Press, 2002), 28

³² Ibid,

³³ April McMahon, *An Introduction to English Phonology*, (Edinburg: Edinburg University Press, 2002), 28-29.

³⁴ Ibid,30

produced by blade of the tongue move up towards alveolar ridge and hard palate like /ʃ/, /tʃ/, /z/, and /tʒ/.³⁵

Palatal sounds are produced by the front of the tongue and the hard palate such as /j/ and stop /c/ in the word 'kitchen'. Velar sounds are produced by the back of the tongue and soft palate or velum like /k/, /g/, /ŋ/, and /x/. Glottal sounds are produced by vocal folds without tongue involvement like /h/ and /ʔ/ as the realization of /t/ in the word 'butter'. Sound /w/ is grouped into labial-velar since this sound do not produced purely by the movement of lips and the bunched up of the back of the tongue.³⁶

Consonant cluster based on the force of articulation are two voiced and voiceless (lenis/weak and fortis/strong).³⁷ Voiced/lenis sounds and voiceless/fortis sounds can be differed by putting our finger in larynx or 'Adam's apple'. When we feel vibration in 'Adam's apple' like when we produce /z/ it show that it is voiced sound, the opposite, when we do not feel any vibration when we produce a sound like /s/ means it is voiceless sound.³⁸

b. Word Stress

There is no exact definition about what stress is. It is characterized by the prominence. Stressed syllables are more prominent than unstressed syllables such as the first syllable of 'father' and 'camera', the second syllable of 'potato' and relation, and the final syllable of 'about' and 'perhaps'.

Stress level identified into two; primary and secondary. Primary level is syllable with the strongest prominence like the second syllable of 'photography', meanwhile secondary level is syllables with

³⁵ Ibid, 31

³⁶ April McMahon, *An Introduction to English Phonology*, (Edinburg: Edinburg University Press, 2002), 31-33.

³⁷ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 47.

³⁸ McMahon, 30

weaker than the strongest stress but stronger than others such as the first syllable of ‘photography’.³⁹

c. Sentence Stress

If word stress is characterized by the prominence of a syllable in a word, then sentence stress is characterized by the prominence of some words in a sentence. For example, ‘They LIVE in an OLD HOUSE’ or ‘they’ve been LIVING in a deLIGHTful OLD COTTage’

d. Connected Speech

There are four aspects of connected speech; Assimilation, Elision, Linking and Juncture.

1) Assimilation

According to Kelly “Assimilation describes how sounds modify each other when they meet, usually across word boundaries”.⁴⁰ Assimilation is when we find a word in a sentence produced differently from when it is produced alone. For example, when we pronounce the word ‘good’ then we get /gʊd/, it will be different when we pronounce ‘good night’ then we get /gʊn naɪt/. The word ‘good’ ends with a single final consonant (C^f) /d/ and the word ‘night’ starts with a single initial consonant (Cⁱ) /n/. C^f changes become like Cⁱ, the assimilation called regressive (the first phoneme affected by the second one). When the second phoneme is affected by the first one it is called progressive. For example, when we pronounce the word ‘this’ then we get /ðɪ:z/. It will be different when we pronounce it in ‘good night’ we get /ri:d ði:z/, the Cⁱ changes become like C^f.⁴¹

³⁹ Peter Roach, *English Phonetics and Phonology*, (United Kingdom: Cambridge University Press, 1998), 85-87.

⁴⁰ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 109.

⁴¹ Peter Roach, *English Phonetics and Phonology*, (United Kingdom: Cambridge University Press, 1998), 124-125.

2) Elision

Elision is disappearance of sounds. It is produced by changing of speed and casualness of speech which called gradation. The followings are some rules for elision:

- i) The elision of /t/ and /d/ when they appear within consonant cluster.

Ex: next day and carved statue

- ii) Complex consonant cluster are simplified

Ex: She acts like..... (ækts becomes æks)

- iii) /ə/ can disappear in unstressed syllables

Ex: police (/pli:s/)

- iv) /v/ can disappear in of

Ex: waste of money (/weist ə mʌni/)

3) Linking and Intrusive

- i) Linking r

Some accents of English are rhotic and non-rhotic.

Rhotic is when the letter *r* appears in the written word after vowel such as 'car and carve', the phoneme /r/ is used in the pronunciation, so we get /kɑ:r/ and /kɑ:rv/. Non-rhotic do not pronounce /r/, so we get /kɑ:/ and /kɑ:v/, but when there is a *r* in between two vowels in the written words, /r/ is pronounced to link the two vowels.⁴²

Ex : Her English is excellent (r is pronounced)

Her German is awful (r is not pronounced)

- ii) Intrusive r

Where two vowels meet in written words and there is no *r* between them, non-rhotic speaker will use sound /r/ to ease the transition.⁴³

Ex: I saw it happen (/ɔ:rit/)

⁴² Peter Roach, *English Phonetic and Phonology*, (Unite Kingdom: Cambridge University Press, 1998), 128

⁴³ Ibid.

iii) Linking j

When a word ends in /i:/ sound or diphthong ends with /i/ speaker often pronounce /j/ to ease the transition.

Ex: I agree /aijə/ and they are /ðeija:/

iv) Linking w

When a word ends in /u:/ or diphthong finishes with /u/ a speaker often introduce /w/ to ease the transition.

Ex: are you inside /ju:win/ and Go in /gəʊwin/

4) Juncture

The same phoneme of different written form of words

Ex: It's my train - might rain and I scream – ice-cream

v) Contraction

When two words combine and pronounce as a word

Ex: I am (I'm), you are (you're) etc.

e. Intonation

Intonation is the way voice goes up and down in pitch when we are speaking. It gives us clues about the attitude of the speaker, feel about what the speaker saying and help to determine meaning. It is an aspect of a language which we are sensitive to but mostly in unconscious level.

3. English Song

Song is one of teaching media that widely used by teachers in teaching learning activity. Song and music engage learner in the way that poem or textbook might not. It is powerful in teaching language. "Song is one of the biggest interests of all young people".⁴⁴ Song can be incorporated to the language teaching for several reasons. Richards and Pomeroy as cited by Michael and Ellyn "Song can be used as a

⁴⁴ Carol Bertram et, al , *Using Media in Teaching* (south Africa: South Africa Institute for Distance Education,2002), 99 .

useful aid in the learning of vocabulary, pronunciation, structures and sentence patterns as well as aspect of culture”.⁴⁵

Listening to songs takes advantage of the different learning styles students have and by carrying out activities with music, students can practice the language the way they prefer. Additionally, Maha Rahman in Villalobos stated that “Music can change brain waves and make the brain more receptive to learning. Music connects the function of the right and left hemisphere of the brain so that they can work together and make learning quick and easy”.⁴⁶ Moreover, song is enjoyable and educational. When students find enjoyment in learning process they will motivated to learn.

a. Criteria in Selecting Song

Michael and Ellyn developed guidelines for choosing appropriate song to teach in the class:

- 1) Ensuring pedagogical value of song. Teacher should ensure that the song provide pedagogical point such as vocabulary, pronunciation, structures and culture. Choose songs with topics appropriate to the school use.
- 2) The tune of the song should be simple and easy to learn. Choose a song with simple melodies, so that students are easy to follow. The singer should have clear pronunciation that is easy to heard and understand. A song sang by a single singer are easier to understand rather than group singer.
- 3) The lyrics should allow students to repeat at least the chorus part of the song. The repetitive lyric helps students to master part of the song quickly. Perhaps it will help students to master more language items.

⁴⁵ Michael Gasser and Ellyn Waldman, *Using Song in the ESL Classroom*, in *Teaching English as Second or Foreign Language* (USA : New Bury House Publisher), 49.

⁴⁶ Nuria Vilalobos Ulate, *Using Songs to Improve EFL Students' Pronunciation*. (Costa Rica: Universidad Nacional Corsta Rica, 2008), 97.

- 4) The lyrics should be as representative as possible of standard, spoken English. If the singer pronunciation is nonstandard and hard to understand, the song should not be chosen. Be aware of grammar used in the song, such lyric “ain’t no body hurt you like I hurt you”. One or two might be okay, but it should be added by teacher explanation.
- 5) Do not change the lyrics of the song to make the song more standard or incorporate pedagogical values.
- 6) Since taste in music of teacher and students are frequently different, it is suggested that teacher need to spend some times to learn about music interested by students. Make sure that the songs are enjoyable for teacher and students, the kind of song should appropriate to students age.⁴⁷

b.Steps in Implementing Song

Michael and Ellyn suggested the following steps in presenting song in the class:⁴⁸

- 1) Introducing song. Teacher may start by telling song information such the singer, the composer, or a little story of the song
- 2) Share the copy lyrics of song to the student or teacher may present the lyrics in the board or through LCD projector.
- 3) Sing or play song all the way through
- 4) Read the lyrics out loud and ask student question relate to the language items in song.
- 5) Sing the song verse by verse.
- 6) Sing the whole song together with class⁴⁹

⁴⁷ Carol Bertram and friends, *Using Media in Teaching* (south Africa: South Africa Institute for Distance Education,2002), 99.

⁴⁸ Michael Gasser and Ellyn Waldman, *Using Song in the ESL Classroom*, in *Teaching English as Second or Foreign Language* (USA : New Bury House Publisher), 49.

⁴⁹ Michael Gasser and Ellyn Waldman, *Using Song in the ESL Classroom*, in *Teaching English as Second or Foreign Language* (USA : New Bury House Publisher), 49.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was aimed to overcome a problem in a classroom of MA Mifathul Ulum Kalisat. It begins with the problem faced by students in pronunciation while reading aloud activity and the question about how to improve students' pronunciation through the implementation of English song.

The research design selected was action research. According to Creswell "action researchers explore a practical problem with an aim toward developing a solution to a problem".³² While Nugent et, al. stated that "Action Research is 'learning by doing' – a group of people identifying a problem and doing something to resolve it, evaluating their efforts, and if not satisfied, trying again"³³. Additionally Arikunto stated that ". . . *penelitian tindakan, dari istilahnya, bertujuan untuk menyelesaikan masalah melalui perbuatan nyata . . .*(action research aimed to solve a problem by action)".³⁴ Action research is doing an action as a solution to solve a problem.

The type of the action research is Classroom Action Research due to researcher was going to solve a problem in a classroom. According to Arikunto, "*Penelitian Tindakan Kelas, merupakan salah satu upaya yang dapat dilakukan guru untuk meningkatkan kualitas peran dan tanggung jawab guru khususnya dalam pengelolaan pembelajaran.* Classroom Action Research is one of means undertaken by teacher to increase their quality and responsibility in teaching. Mills as cited by Creswell, "action research design are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular

³² John W. Creswell, *Educational Research; Planning, Conducting and Evaluating Qualitative and Quantitative Research Second Edition* (New Jersey: Pearson Education, 2005), 549.

³³ Glenda Nugent, Sakil Malik and Sandra Hollingsworth, *A practical Guide to Action Research for Literacy Educators* (Washington DC: The Global Operation Unit, 2012), 4.

³⁴ Suharsimi Arikunto, *Penelitian Tindakan*, (Yogyakarta: Aditya Media, 2010), 1.

education setting operates, their teaching and their student learning”³⁵. Researcher or teacher investigates a situation by gathering information about teaching and learning in the classroom and how their school operated, and try out a way to improve it through series of procedure namely collect and analyze data, implement changes, and reflect their findings. The purpose of the research is to improve their teaching and learning practice by studying the problems in the classroom.

B. Research Setting

The setting of the research is MA Miftahul Ulum, at Jl. Pesantren No. 7 Glagahwero, Kalisat Jember. It is an Islamic School Organized under Institute of Islamic Education of Miftahul Ulum and Department of Religion Affair. Most of the students are *santri* or learners who stay in the dormitory of the institute. Most of students are not allowed to access any electronic media to enhance their learning.

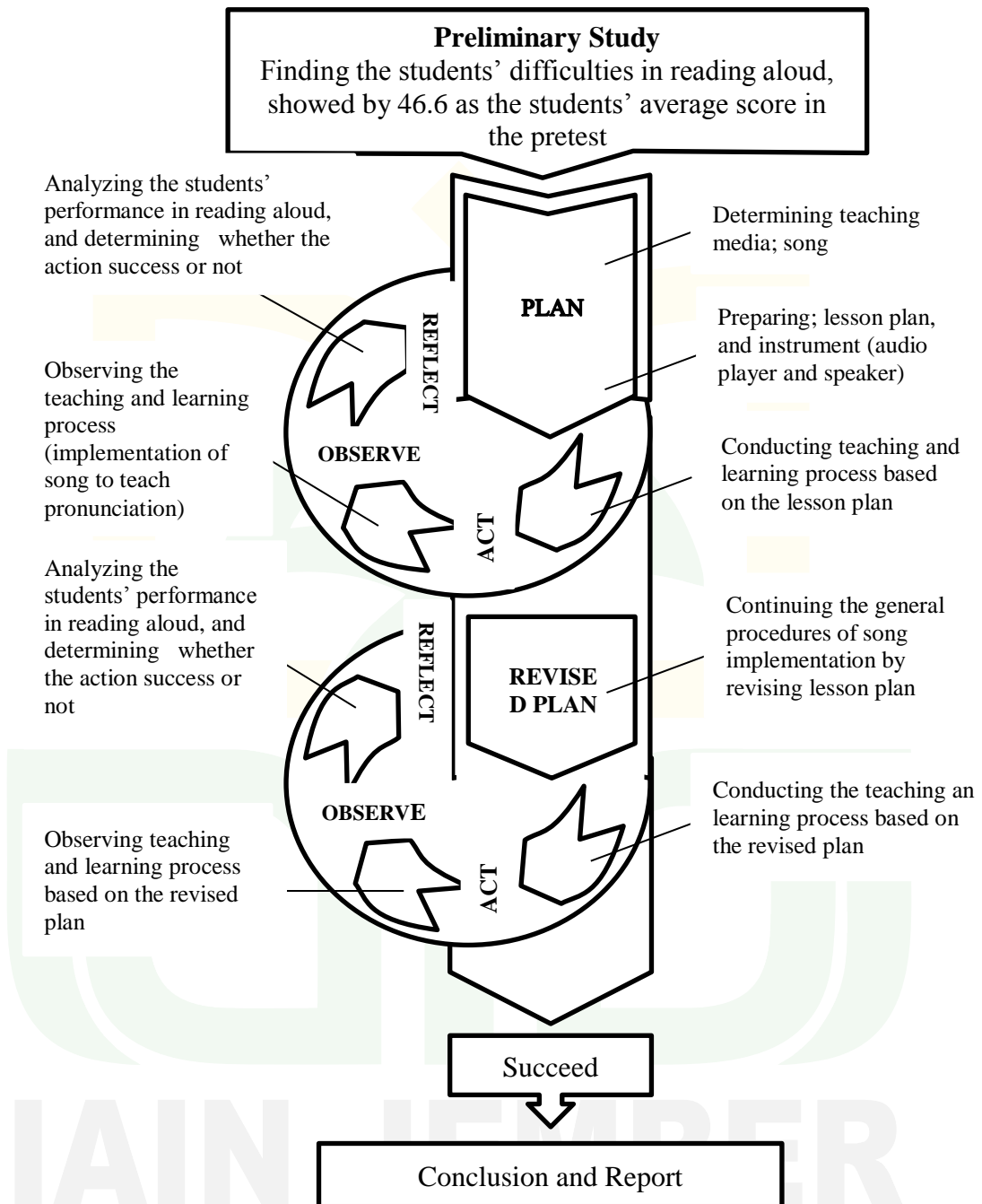
This research was conducted on May 8th -18th 2019 in the academic year of 2018/2019. The subject of the research XI IPS 1, there were 22 students, 6 male students and 16 female students. Researcher collaborated with Mr. Hasan Basri, S.Pd., M.Pd., as the observer. He is an English teacher in MA Miftahul Ulum Kalisat.

C. Research Procedure

The model of action research that was applied in this research is a model by Kemiss and Mc Taggart in Miftahul Huda. The model consists of four stages: planning, acting, observing and reflecting.³⁶ The preliminary study was conducted before the cycle started.

³⁵ John W. Creswell, *Educational Research; Planning, Conducting and Evaluating Qualitative and Quantitative Research Second Edition* (New Jersey: Pearson Education, 2005), 550.

³⁶ Miftahul Huda, *Penelitian Tindakan Kelas; Teori dan Praktek*, (Yogyakarta: Pustaka Pelajar, 2015), 48.



1. Preliminary study

The researcher started the research by doing preliminary study. It was aimed to observe and identify the problem occurred in the teaching and learning process. Researcher gained the data by observing the teaching and learning process, further, researcher conducted pretest to make sure the students' pronunciation ability through reading aloud.

The result of the pretest implied that the students were lack in reading aloud. The average score of reading aloud test in the pretest is 46.6 (see appendix 4). There were only 9% of 22 students got score equal to the minimum score. More than 90% of 22 students got score under the minimum score.

Based on the preliminary study, researcher found that the problem faced by students and need to be solved is pronunciation.

2. Planning

The first stage of this research was planning of what the researcher was going to do along the research.³⁷ In this stage researcher determined the teaching strategy, designed lesson plan and defined criteria of success.

- a. Audio-lingual method was selected by researcher to teach pronunciation through song as the teaching method. The main procedures of teaching pronunciation through audio-lingual method were dialogues or presenting the model and drilling. In listening activity, students hear a model of language/dialogues (either read by teacher or on tape/audio). Then drilling activity for repetition and memorization.
- b. The lesson plan was designed to guide the teaching and learning process. Researcher designed lesson plan which includes the basic competence, the indicators, the objectives of learning, the teaching materials, teaching method, teaching media,

³⁷ Miftahul Huda, *Penelitian Tindakan Kelas; Teori dan Praktek*, (Yogyakarta: Pustaka Pelajar, 2015), 107

procedures of teaching and assessment (see appendix 5, 6, 9, and 10).

- c. Researcher and collaborator defined criteria of success to measure the implementation of the media whether the action successful or not. Criteria of success that is defined in this research is the 75% of students achieved the minimum standard with students' average score of reading aloud test equal to or greater than 75. The score had been set by the school as the minimum passing standard.³⁸ Researcher used a scoring rubric to score the reading aloud performance as follows:

Table 3.1. Scoring Rubric

No.	Component of Assessment	Score		
		3	2	1
1.	Accuracy	Occasionally phonemic errors	Some consistent phonemic errors	Frequent phonemic errors
2.	Fluency	Smooth and effortful	Some pauses	Halting and fragmentary
3.	Intelligibility	Occasionally unintelligible	Pretty intelligible	frequent un-intelligible
4.	Native-like	Native flow	Nearly native flow	Non-native flow

Source: adapted from Language Assessment³⁹

3. Action

Action stage was the main stage of action research. Action stage was the implementation of lesson plan. The researcher did the

³⁸ Tim Penyusun, Kurikulum Madrasah Aliyah Miftahul Ulum Kalisat Tahun Pelajaran 2018/2019 (Jember: MA Miftahul Ulum, 2018), 40.

³⁹ Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York : pearson education, 2004), 148-149.

real action as the realization of planning stage.⁴⁰ The implementation of song is carried out in the beginning of the lesson and after before the lesson end. It is just applied before and the main activity. Researcher played the song in the beginning of the lesson to enhance students' interest in learning.

Since English is given twice a week 2 x 40' in this school, researcher conducted the research twice a week. The schedule of English in XI IPS 1 class is on Wednesday (at the first period; 08.30-09.50) and Saturday (at the second period; 09.50-10.10).

The first action of cycle one was implemented on Wednesday, 8th of May 2019 at 08.30-09.50 and the second action of cycle one was implemented on Saturday, 11th of May 2019 at 09.50-11.10. The reading aloud test was carried out in the last 40 minutes of the second action to measure student's ability in pronunciation, and check whether the second cycle needed or not.

Due to the result of the cycle one did not achieve the success criteria, research was continued to the cycle two. The action of cycle two was conducted on Wednesday 15th of May and Saturday, 18th of May 2019. The reading aloud test was given in the last 40 minutes of the second action. Finding the result of cycle two had achieved the success criteria, the cycle was stopped. The schedule of the research is presented in the following table.

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⁴⁰ Miftahul Huda, *Penelitian Tindakan Kelas; Teori dan Praktek*, (Yogyakarta: Pustaka Pelajar, 2015), 108

Table 3.2. The Schedule of Classroom Action Research

No	Activity	Day/Date	Time
1.	Preliminary Study	Saturday/ 13 th April 2019	09.15-10.00 am
2.	Cycle 1		
	Meeting 1	Wednesday/ 8 th May 2019	08.30-09.50 am
	Meeting 2 and Reading aloud test	Saturday/ 11 th May 2019	09.50-11.10 am
3.	Cycle 2		
	Meeting 1	Wednesday/ 15 th May 2019	08.30-09.50 am
	Meeting 2 and Reading aloud test	Saturday/ 18 th May 2019	09.50-11.10 am

4. Observing

Observing stage was doing observation in action stage. It is done by the collaborator. He observed the implementation of the action and recorded it students' reading aloud score, checklist and interview transcription. In observation stage researcher and collaborator collected the data of students reading aloud performance and their engagement in learning process.

The data collected in this observing stage were in form of quantitative and qualitative data. Quantitative data collected was students' reading aloud test score. Qualitative data collected was student's engagement during the implementation of the song.

To record the students' engagement during the implementation of song, the instruments used are observation checklist and guide of interview. The aspects of students' engagement to be observed are as follows:

Table 3.3. observation checklist

No.	Aspects to be observed	Yes	No
1.	The increasing of frequency/quality of students question in teaching and learning process.		
2.	The increasing of students' satisfaction in learning process		
3.	The increasing of students' interest of learning		
4.	The increasing of student's performance quality		

Adapted from: Wijaya Kusuma⁴¹

5. Reflecting

Reflecting is the last stage of a cycle. It is aimed to evaluate the implementation of the action.⁴² In this stage researcher and collaborator analyzed and evaluated all data collected from the implementation and matched them with the criteria of success. It is intended to determine whether the implementation successful or not.

The data is analyzed and classified into (1) students' result in reading aloud test and (2) students' engagement in teaching and learning process. If the result has not reached the criteria of success, it needs to conduct the new cycle. If the result has reached the criteria of success, the implementation stopped.

D. Data Collecting Technique

To collect data researcher use several techniques as follows:

1. Test

In this research, researcher used intensive speaking task namely read aloud task to measure students' ability in pronunciation. The instrument of test was printed song lyric. Students read the lyric of song

⁴¹ Kusumah, Wijaya, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT Indeks, 2011),73.

⁴² Suharsimi Arikunto, *Penelitian Tindakan*, (Yogyakarta: Aditya Media, 2010), 112

loudly then teacher used tape to record students' performance. The length of Test of spoken English namely read aloud text as stated by Brown is about 120-130 words.⁴³ Consequently, the researcher selected 3 and half couplets of lyrics contained of about 120-130 words as the test. The read aloud task gave at the end of cycles that was on 11th and 18th of May 2019.

2. Document review

Documents document are written or printed document used in the teaching and learning activities. In this research researcher used students' list, test report, teacher made test, and lesson plan.

3. Observation

Observation is observing an object. "Observation is a way to closely look at teachers' and students' behavior".⁴⁴ The researcher observes teaching and learning process and record it using field notes and checklist. Researcher observed specific things happened in the class during the acting phases. The observation in this research was conducted by collaborator in every meeting. There were two cycles in this research, each cycle consisted of two meetings, consequently there were four times of observation as follows:

1. 8th of May 2019
2. 11th of May 2019
3. 15th of May 2019
4. 18th of May 2019

Researcher used observation checklist as the instrument. Checklist was used to record specific thing happen in the class during the lesson. It focused on recording students' engagement as mention previously. The collaborator just putted sign (√) into the list when the aspects occurred.

⁴³ Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York : Pearson Education, 2004), 148.

⁴⁴ Glenda Nugent, et, al, *A practical Guide to Action Research for Literacy Educators* (Washington DC: The Global Operation Unit, 2012), 42.

4. Interview

Interview is an activity of gaining informative response.⁴⁵ Researcher asks some questions to subjects to collect information needed. The questions were as follows:

- a. What do you think of the implementation of song media?
- b. Do you like it?
- c. Did it help you to learn more content?
- d. Did it make you more interested in learning English?
- e. Did it make difference in your pronunciation ability?

The interview was group interview. Researcher interviewed the students in group to reduce the time consuming. It was conducted at the end of each cycle that was on 11th and 18th of May 2019 after the reading aloud test.

E. Data Analysis Technique

Descriptive statistic refers to using graphics, tables, and basic mathematic to describe the data.⁴⁶ In this research, researcher analyzed the data to find out the average score or mean score of the class. Researcher then classified the score based on the interval score.

F. Validity of Research

Validity in Classroom Action Research was different from other research. Burns in Sanjaya stated that there are five kinds of validity in CAR as follows:

1. Democratic Validity

Classroom action research is a collaborative research. It means, CAR involves other person or group of people as collaborator, such as the researcher itself, other English teacher, or educators. Democratic validity refers to validity of involvement of other person in the research and people advice related to the implementation of the

⁴⁵ Miftahul Huda, *Penelitian Tindakan Kelas; Teori dan Praktek*, (Yogyakarta: Pustaka Pelajar, 2015),164.

⁴⁶ Miftahul Huda, *Penelitian Tindakan Kelas; Teori dan Praktek*, (Yogyakarta: Pustaka Pelajar, 2015),164..

research. Therefore every elements involve in the research should be fair an honest.

In this research, researcher worked with the English teacher as collaborator. Researcher also asked for critics and suggestion to the collaborator, students, and other researcher.

2. Outcome Validity

This validity related to the satisfaction of all elements involved about the outcome of the research. Researcher reflected and evaluated the result of each cycle with the collaborator. Therefore the outcome or the result of the research should be satisfied for both researcher and collaborator.

3. Process Validity

Process validity refers to the capability of researcher to conduct the research process such as capability in doing observation, making field note, describing and mapping data.

4. Catalytic Validity

Catalytic validity related to innovation or renewal. In reflecting stage, researcher found other problem after solved one problem. From the new problem researcher implemented the new thing in the classroom to solve the problem. It means every new cycle is a renewal of the previous cycle.

5. Dialogic Validity

Dialogic Validity related to minimalizing subjectivity in the process and result of the research. Researcher did this validity by asking collaborator to evaluate and reflect the process and result of the research. In this research, researcher asked the collaborator to reflect and evaluate the process of the research.⁴⁷

⁴⁷ Wina Sanjaya, *Penelitian Tindakan Kelas Edisi Pertama*, (Jakarta:Kencana,2013), 41-43

G. Validity and Reliability of Test

Researcher checked validity and reliability of test before researcher used to test the students.

1. Validity of the test

Validity is the most complex criterion of effective test. It refers to the appropriateness of a test in terms of assessment purpose.⁴⁸ It means valid test have to assess what is aimed. It is capable in measuring what someone expected to measure. For example, someone want to measure long of a table, then a valid instrument to be used is ruler since we want to get the data of table's long in form of centimeter as well as span of hand etcetera. But it will not valid when we used thermometer to measure the table's long, the measurement will be useless because we do not get what we expected.

To check the validity of the test, researcher used content validity. It is a way of checking the validity of test by checking whether the test represent the indicator that was going to be measured. The following table is the example of checking validity using content validity.

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⁴⁸ Douglass, *Language Assessment Principle and Classroom Practice*,(New York: Pearson Education, 2004), 22.

Table 3.2. Content Validity

Indicator of the Lesson	Test	Indicator	Words in the test
Students are able to pronounce English text accurately, fluently, and clearly especially diphthong (/ai/, /əʊ/, /aʊ/ and /ei/) and triphthong (/aiə/) phonemics.	There were two friends named Pika and Emon who were walking across a dessert. While they were walking, Emon slapped Pika on his face . Pika did not say anything and quietly wrote over the sand “I am hurt because today my friend hit me in my face ”. They resumed their walking until the oasis . They decide to take a bath in the oasis . While they were taking bath Pika started drowning . Emon saved him. He wrote on the stone “ today I was saved by my friend”. Emon asked him, why did you do that?. He smiled and replied “Its better to write on the sand when our friend hurt us as it will be gone with the wind and write on the stone when our friend does something good, it could be engraved forever. (the phonemic transcription is on appendix 7)	diphthong /ai/ /əʊ/ /aʊ/ /ei/ triphthong /aiə/	While Smiled Replied Write By My Over Oasis Stone Drowning Face Say Today Take Oasis Taking Engraved Quietly

2. Reliability of the test

Researcher used internal consistency method as suggested by Luoma to check test reliability of speaking test.⁴⁹ It only needs single-trial administration and rate the test more than once over period of

⁴⁹ Sari Luoma, *Assessing Speaking*, (United Kingdom: Cambridge University Press, 2009), 179.

few days by a rater (intra-rater). Then researcher used Rulon Formula to estimate test reliability as follows.

$$\text{Rulon Formula} = r_{xx} = 1 - \frac{S_d^2}{S_x^2}$$

Notes: r_{xx} = Tes Reliability Coefficient

S_d^2 = Distribution Varians of Score Diversification of Splits

S_x^2 = Distribution Varians of Total Score

$$S_d^2 = \frac{\sum d^2 - \frac{(D)^2}{N}}{N} \quad S_x^2 = \frac{\sum x^2 - \frac{(x)^2}{N}}{N}$$

Notes: $D = x - y$

$$d^2 = (x - y)^2$$

x = 1st split

y = 2nd split

N = Number of Subjects

The test is reliable when the reliability of the test is greater than or equal to 0.7.⁵⁰ Therefore, the test was reliable since the test reliability was 0.8. It means that the test reliability was high.

The result of reliability checking was available on appendix 4.

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⁵⁰ Mansyur etc. *Assesmen Pembelajaran di Sekolah*. (Yogyakarta: Pustaka Pelajar, 2015), 378.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presented the description of research finding and discussion.

A. Research Findings

1. Research finding of Cycle One

The cycle one consist of two meetings which each meeting was lasted in 2 x 40 minutes

a. Finding in the First Meeting

The first meeting was conducted on Wednesday, 8th of May 2019 at 08.30-09.50. Researcher started the class by greeting the students, have them praying and informed them about what they were going to have in the meeting. Researcher distributed the printed lyrics of the song and started to play a song by Rihanna entitled 'Take a Bow'. The song was selected since the theme of the material is about teenagers' life and it also contents the pronunciation material.

After played the song for three times, entered to the main learning, researcher asked them about what is the song tells about. One of them directly answered 'love'. After some short question about the song, researcher then divided students into 5 groups comprising of 4-5 students each groups. Researcher told them to translate the lyric explicitly with their group. Each group got a chorus to be translated.

The translation was done, researcher asked the representation each group to read the lyric and its translation loudly. Researcher directly gave them feedback when their translation was a bit odd. It was continued until the last group.

The main learning had done, researcher played the song again and did drilling to certain words in the lyric. The primary concern of teacher drilling was on the words that contain diphthong and

triphthong sound. Researcher did not drill students with the whole words. Then, researcher did chaining of every sentence of the lyrics for several times and played the song once before the lesson end. They seemed more focused to listen to the song while looked at the printed lyric.

Finally, the lesson end, students looked not satisfied yet. It seemed like they enjoy a show then it end at once. Researcher left the class after concluded the material and greet them. Research Finding in the second meeting

b. Finding in the Second Meeting

The second meeting was conducted on Saturday, 11th of May 2019 at 08.50- 10.10 am. The second meeting was not different from the previous meeting. Researcher entered the class, students looked interest and waited for the song to be played. Yet, researcher start by greeting, praying and check their attendance. Before researcher informed them about what they were going to in the meeting, some students asked whether they were going to listen to a song or not.

Researcher responded the question by instruct them to take out the printed lyric from the previous meeting. They seemed ready to listen to the song, most of them directly obeyed the instruction, yet some of them raised their hands and said that they left theirs. Researcher then shared them the lyric again.

Researcher played the song for three times. It seemed they were more familiar and enjoy the song than the previous meeting. They were listening to song while singing the song. As the song over, they looked to the front and waited for the next instruction.

Entered to the main learning, in this meeting students were expected to get the implicit meaning of the song. Based on the translation of the song, researcher instructed them to discuss the storyline of the song. Researcher gave them some question about who was involved in the story of the song, what was happened in the first

verse and the next verse. In this stage they seemed hard to share their idea. Researcher then helped them by reading verse and giving them simple clues. They felt surprise and interest to the story of each verse. They laughed and related it to their daily life.

As they got the complete story of the song, researcher gave them question about what they have learnt from the song. Some students directly shared their idea, researcher repeat what they shared. Researcher related it to their daily life. Students looked happy and enjoyed the story. During the discussion, there are some students asked about why it is happened. They found from the story that, English native speakers' behavior and culture was different from their culture. Therefore, researcher gave additional explanation about it.

Finally, after the main learning, researching did drilling and chaining for a while. It was time for reading aloud test, researcher played the song again for twice to make them relaxed and strengthen the memorization before the test and start the test. Students come to the front of the class, read the text loudly and researcher recorded it. The earlier students looked hesitate but they finished their reading. Researcher called them randomly. The test was done, they seemed not satisfied with their performance, they still felt difficult to pronounce certain difficult words in the lyric.

By the end of the class researcher asked them question whether they enjoyed the lesson or not, whether they like the song or not. Their answers indicated that it was interesting, they like it. They felt they learn more from the song, get more vocabulary, they got a model on pronunciation and they also learnt about how people of the language live. However, they also answered that some vocabulary was difficult to understand, it made them difficult to pronounce it and understand the meaning. By having that kind of section, researcher had done the group interview for the implementation of the song.

c. The result of Reading Aloud Test in Cycle one

The test was held to measure students' ability in pronunciation. They asked to read about a paragraph contained of 120-130 words. Each student spent about 1 minutes and 30 seconds to 2 minutes.

The result showed that the most of students got the score under 75. There were 20 students got score under 75 and only 2 students got 75. The average score of the whole students was 63.95.

Table 4.1. The Classification of the Result of Students' Reading Aloud Test in Cycle One

Classification	Interval Score	Frequency	Percentage	Note
Excellent	91-100	--	0%	Passed
Good	83-90	4	18,18%	Passed
Fair	75-82	5	22,73%	Passed
Fail	< 75	13	59,09%	Failed
Total		22	100	

Source: Pedoman Kurikulum MA Miftahul Ulum Kalisat¹

Based on the table 4.1, it is known that none of students (0%) was categorized excellent. There were 4 students (18,18%) in good category. Then, 5 students (22,73%) were categorized fair, and 22 students (59,09%) were in fail category. Meanwhile the average score was 63,95. Whereas, the criteria of success was average score of students achieve 75 and 75% of students achieve the passing grade. Therefore, it was necessary to conduct the second cycle.

¹ Tim Penyusun, Kurikulum Madrasah Aliyah Miftahul Ulum Kalisat Tahun Pelajaran 2018/2019 (Jember: MA Miftahul Ulum, 2018), 38.

d. The Result of the Reflection in Cycle One

Based on the result findings in cycle one, it was reflected that some steps of the cycle need to be revised to maximize students pronunciation. First, in preparation, researcher needs to select the song more carefully. To avoid student's confusion in pronunciation, researcher needs to notice words' difficulties in the lyric of the song.

Second, in pre-teaching, the warmer greeting and more small talk to create such a nice atmosphere is needed. Researcher can invite in small talk by asking their condition and their favorite song.

Third, in the drilling step, students need longer time to practice pronunciation. They also need phonemic transcription to give them full picture of how to pronounce. It can be done by writing the transcription on the board or state it on the printed lyric.

Therefore, the second cycle was needed to solve a problem occurred in the first cycle. The second cycle was carried out after revising the lesson plan of the first cycle based on the reflections.

e. Revision of the Cycle One

The result of the reflection implied that some revisions are needed to improve the implementation of English song to improve students' pronunciation. First, in preparation, researcher needs to select the song more carefully. Researcher need to make sure that the lyric of the song did not contain the difficult words.

Second, in pre-teaching, the warmer greeting and more small talk to create such a nice atmosphere is needed. Third, in the drilling step, students need longer time to practice pronunciation and additional phonemic transcription to give them full picture of how to pronounce. It can be done by writing the transcription on the board or state it on the printed lyric.

2. Research Findings of Cycle Two

The cycle two also consist of two meetings which each meeting was lasted in 2 x 40 minutes

a. Finding in the First Meeting of Cycle Two

The first meeting was conducted on Wednesday, 8th of May 2019 at 08.30-09.50. Researcher started the class by greeting the students, pleased them to pray before the learning activity begins. Researcher then asked them about their condition while checking their presence. Researcher informed them about what they were going to have in the meeting and shared the printed lyric of the song. Researcher made a short conversation with the students by asking them question about the song and when the students looked ready to start the leaning process researcher played a song by Lenka entitled 'Unique' for three times. They seemed more enjoy the song than in the previous cycle. They sang along as the song played for the second time. The song was selected the pronunciation material contained in the lyric and also researcher thought that it was content the material of cause and effect that was going to be taught in the meeting.

Entering the main learning activity, researcher took a sentence of the lyric contained cause and effect expression. Researcher wrote it on the board and asked students about what kind of expression is that. The whole students answer correctly, seemed they had already read the material on their course-book. Researcher asked them about the structure of the text, most of them automatically open their book. The structure of the cause and effect expression became the main discussion of the meeting.

Researcher instructed them to change the expression with another signal words and convert the structure. Questions appeared in this steps is about the meaning of words and sentence. After the students seemed understand about the structure, they were asked to

make five expressions of cause and effect related to their daily life with different signal words.

As they finished their work, the volunteer were asked to write their work on the board. There were some students enthusiastic to show their works to their friends, they wrote the expression by turns. Some of them take some words of the song and made new expressions with it. It showed that the implementation of song helped them to get more vocabulary since students usually confused when they are asked to write their own sentence. In this case they seemed easy to make five sentences in short time. As the volunteer done, researcher and students discussed their work together. Researcher invited students to ask about the material, but they seemed has no questions yet.

As the main learning was done, they entered to the pronunciation practice. Researcher read the whole verse then continued verse by verse to do chaining. In the middle of chaining, researcher wrote the phonemic transcription of certain words when it was found that students hard to pronounce it. Researcher than drilled the words. It seemed that the phonemic transcription worked. Students felt easier to pronounce.

By the end of the lesson researcher played the song twice to make them more relax. Then researcher invited the students to conclude the material together before researcher left the class.

b. Finding in the Second Meeting of Cycle Two

The second meeting was conducted on Saturday, 18th of May 2019 at 08.50- 10.10 am. The second meeting was not different from the previous meeting, researcher played the song for three times, pleased students to pray, checked their presence, invited them to make short conversation. It was only different in term of students' respond of the implementing of the song. In this meeting student seemed had understand the whole meaning of the song, some of them seemed

smile when they read the lyric and listening to the song. They enjoyed the song and more focus in it.

Entering the main learning, researcher invited students to recall the material of cause and effect expression by asking then some question. Students were asked to write down 10 expressions of cause and effect individually. In the middle of the activity some students asked about the translation of Indonesian words to English and whether the sentence they write correct or not. Researcher asked students to hand in their work.

After the main learning, researcher did drilling like the previous meeting, it just shorter than the previous one. Researcher than continued with the reading aloud test for the second cycle.

c. The Result of Reading Aloud Test in Cycle Two

The reading aloud test was conducted at the last 40 minutes of the second meeting. They asked to read about a paragraph contained of 120-130 words. Each student spent about 1 minutes and 30 seconds to 2 minutes.

The result showed that the most of students got the score equal to or greater than 75. There were 18 students got score equal to or greater than 75 and only 4 students got score under 75. The average score of the whole students in the second cycle was 75,39.

Table 4.2. The Classification of the Result of Students' Reading Aloud Test in Cycle One²

Classification	Interval Score	Frequency	Percentage	Note
Excellent	91-100	1	4,54%	Passed
Good	83-90	5	22,73%	Passed
Fair	75-82	12	54,55%	Passed
Fail	< 75	4	18,18%	Failed
Total		22	100	

² Tim Penyusun, Kurikulum Madrasah Aliyah Miftahul Ulum Kalisat Tahun Pelajaran 2018/2019 (Jember: MA Miftahul Ulum, 2018), 38.

Based on the table 4.2, it is known that a student (4,54%) was categorized excellent. There were 5 students (22,73%) in good category. Then, 12 students (54,55%) were categorized fair, and 4 students (18,18%) were in fail category. Meanwhile the average score was 75,36. There were 18 students (81%) achieved the criteria of success with the average score 75,36. It can be concluded that the second cycle had achieved the criteria of success.

B. Discussion

The research problem of this research is: “How is the implementation of English song to improve students’ pronunciation in MA Miftahul Ulum Kalisat?”, and in answering the problem researcher conducted the research to improve students’ ability in pronunciation by implementing song.

The procedure of the implementation of song to teach pronunciation was integrated to the main learning. There are two sides of teaching pronunciation namely teaching receptive skill and productive skill.³ In terms of reception, students need to hear the difference of phonemes. In terms of production, students need to carry out what they received in reception into their production. Teaching pronunciation was implemented before and after the main learning. The reception is implemented before and after the main learning, researcher played the song for several time to be heard by students. They memorized the sound that model in the song in this step. Then the production was done after the main learning. Researcher drilled sentence and words in this step. It was also presented the phonemic transcription, so that students got the full picture of pronunciation.

Concerning to the selecting of the song, there are five criteria proposed by Michael and Ellyn. The first is the song should contained pedagogical value. The second is the tune of the song should be simple and easy to learn. The third is the lyric should allow students to repeat.

³ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), 15.

The lyrics should be as representative as possible of standard or do not contain many slang words. The last the lyrics should not be changed to fulfilled the previous criteria.⁴

Learners' played a reactive role to respond the input. Learners' roles were listening to the model given by teacher whether it is in form of audio (song) or directly read by teacher (drilling and chaining), respond to the model by imitating the model accurately and performing controlled task (reading aloud). In the reception step, students have to listen to the song and memorized the sounds. In production step, students have to respond the model by produced what they had listened in the previous step.

The role of teacher was central and active. Teacher prepared and presented the song as the model of English, did drilling and chaining, monitor and correct their practice on pronunciation. Teacher had to be able to show the model of how to pronounce correctly. Teacher also had to be creative in selecting the relevant song and varying drilling.

Concerning to the song selected, it should be loved by teacher and students. Teacher should not select the song which they like, whereas the students do not like. It should be interesting for teacher that will teach the students and students that will receive transfer of knowledge from the teacher.

Concerning to the material of pronunciation, it should be focused on specific features. Teacher should not teach all feature of pronunciation at once, it will be forgotten easily. Teacher can start with individual sounds which students lacked in it, such as triphthong sound, silent letter and so forth. It will be more meaningful for them.

Due to it is teaching pronunciation, teacher should not rely on the song as the model, teacher also should be a good model for the students on how to produce English correctly. Teacher need to use English more

⁴ Michael Gasser and Ellyn Waldman, *Using Song in the ESL Classroom*, in *Teaching English as Second or Foreign Language* (USA : New Bury House Publisher), 49.

often in the class even only to give them simple instruction, so that they become familiar the English sound even if they have limitation in accessing media to learn. It will be difficult in the first time for them to understand, after period of time they will be familiar and unconsciously imitate the way teacher speak.

In conclusion, the implementation of song trough series of appropriate procedures, such as giving them stimulus or input in the receptive steps, having them practiced repeatedly in production step and giving them appropriate model helped them to increase their pronunciation.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of this research, it can be concluded that the use of English song was able to improved students' pronunciation ability in MA Miftahul Ulum Kalisat in the academic year 2018/2019. The improvement was from 41% of students who got score equal to or greater than 75 with 63, 69 as the average score in the first cycle to 81% of students got score equal to or greater than 75 with the average score 75,36 in the second cycle.

The procedures in implementing song to improve students' pronunciation in MA Miftahul Ulum Kalisat were as follow, first in reception step students listening to song and additional input from the teacher. Second, in production step students producing speech repeatedly based on what they listen to in the reception step.

In conclusion, the implementation of English song trough series of procedures namely listening to song in reception step and producing speech repeatedly in production step helped students to improve their pronunciation.

B. Suggestion

Based on the result of the implementation of English song as media to improve students' pronunciation in MA Miftahul Ulum Kalisat in academic year 2018/2019, some suggestions are proposed to:

1. The English teacher

It is suggested that the English teacher to implement English song as an alternative media in teaching pronunciation. The English teacher also can apply it to teach another skills and component of language.

2. Next Researcher

Researcher suggests the next researcher who have the similar problem in pronunciation, not only individual sound but other complex part of pronunciation such as intonation, sentence stress and etcetera.



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Appendix 1.

RESEARCH MATRIX

Title	Variable	Sub Variabel	Indicator	Source of Data	Research Methodology	Research Focus
The Implementati on Of English Song to Improve Student's Pronunciation In MA Miftahul Ulum Kalisat Academic Year 2018/2019	1. Pronunci ation	1. Teaching techniques 2. Teaching steps	a. Drilling b. Chaining c. Minimal Pairs d. Taping e. Listening f. Reading a. Reception b. production	1.Documents: Test reports, students attendants, lesson plan, teacher made test. 2.Observation: Observation Checklist 3. Interview: with students Interview guide	Research design: Classroom Action Research 1. Planning 2. Acting 3. Observing 4. Reflecting Data Analysis : Descriptive Statistic Validity of Data: 1. Democratic Validity 2. Outcome Validity 3. Process Validity 4. Catalytic Validity 5. Dialogic Validity	How is the implementati on of English song to improve students' pronunciation ?

	<p>2. English Song Media</p>	<p>1. Criteria</p> <p>2. steps</p>	<p>a. Ensuring pedagogical values</p> <p>b. Simple and easy to learn</p> <p>c. Represent standard</p> <p>d. The lyrics are repetitive</p> <p>e. Do not change the lyric</p> <p>a. Introducing</p> <p>b. Passing lyric</p> <p>c. Sing verse by verse</p> <p>d. Reading aloud</p> <p>e. Sing the whole</p>			
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Appendix 2. Interview Transcription

Interview with Students after Cycle 1

Researcher : Menurut kalian belajarnya kali ini gimana? (What do you think of today's

Student 2 : Asik (interesting)

Students 3 : Tapi lagunya sulit. (But the song was difficult)

Researcher : Sulitnya gimana? (How was that)

Students 3 : artinya itu kan susah, tersirat gitu (The meaning was implicit)

Students 4 : kata-katanya juga susah (The vocabulary were difficult)

Researcher : *Tapi Seneng ?* (Are you happy?)

Students : *Seneng* (We are happy)

Researcher : *Menurut Kalian dengan belajar pake lagu kemampuannya kalian terutama di pronunciation nambah nggak ?* (Do you think your ability especially in pronunciation increased after you learned with song?)

Students : *Nambah* (yes, it was)

Researcher : *selain belajar pronunciation, kalian dapat apa lagi?* (What else?)

Student 1 : *vocabnya nambah* (we got more vocabularies)

Researcher : *selain vocab?*, (any other else?)

Student 2 : *Itu miss, budaya. Kayak orang luar itu gimana hidupnya.* (it was culture. We learn about the culture of foreign)

Appendix 3. TEST RELIABILITY

No	Subject	Item								Splits		X	X ²	D	d ²
		1		2		3		4		1/x	2/y				
		1	2	1	2	1	2	1	2						
1	A	2	2	2	2	1	2	1	1	6	7	13	169	1	1
2	B	2	2	1	1	2	1	1	1	6	5	11	121	1	1
3	C	2	2	2	2	1	2	1	1	6	7	13	169	1	1
4	D	1	2	2	1	1	1	1	1	5	5	10	100	0	0
5	E	1	1	2	1	1	1	1	1	5	4	9	81	1	1
6	F	2	2	1	1	1	1	1	1	5	5	10	100	0	0
7	G	3	2	2	1	2	2	1	1	8	6	14	196	2	4
8	H	2	2	1	1	1	1	1	1	5	5	10	100	0	0
9	I	3	3	2	2	3	2	1	1	9	8	17	289	1	1
10	J	3	3	2	1	1	1	1	1	7	6	13	169	1	1
JUMLAH		21	21	17	13	14	14	10	10	62	58	120	1494	4	10

Result:

$$S_d^2 = \frac{10 - \frac{(4)^2}{10}}{10} = 0.8$$

$$S_x^2 = \frac{1494 - \frac{(120)^2}{10}}{10} = 5.4$$

$$r_{xx'} = 1 - \frac{S_d^2}{S_x^2} = 0.8$$

Appendix 4.The reading Aloud Test in Pretest

Students' Number	Students' Score
1.	58
2.	42
3.	42
4.	33
5.	42
6.	50
7.	42
8.	50
9.	50
10.	75
11.	42
12.	67
13.	42
14.	58
15.	33
16.	42
17.	58
18.	33
19.	67
20.	58
21.	75
22.	33
The average score	49.64

Appendix 5.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (TM ke -1, Cycle 1)

Sekolah : MA Miftahul Ulum Kalisat

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

Materi : Meaning Trough Music

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait terkait kehidupan remaja SMA/MA/SMK/MAK

4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait terkait kehidupan remaja SMA/MA/SMK/MAK

2. Indikator Pencapaian Kompetensi

a. Siswa melalui kegiatan brainstorming dapat menangkap makna lirik lagu secara umum.

b. Siswa melalui kegiatan diskusi kelompok dapat memahami makna lagu secara eksplisit

B. Tujuan Pembelajaran

1. Siswa dapat menangkap makna lirik lagu secara umum.

2. Siswa dapat memahami makna lagu secara eksplisit.

C. Materi Pembelajaran

Lagu yang berkaitan dengan kehidupan remaja

D. Metode Pembelajaran

Audio-lingual Method

E. Media/Alat dan Bahan

1. Lagu Rihanna "Take a Bow"

2. Audio player

3. Lirik lagu Rihanna "Take a Bow" (Appendix)

4. Buku teks

F. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris kelas XI Umum untuk SMA/MA/SMK/MAK. Hal 99.
2. <https://liriku7.blogspot.com/2017/12/take-bow-rihanna.html?m=1>

G. Langkah-Langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
1. Kegiatan Pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Berdo'a, menyiapkan suasana belajar yang kondusif- Menyebutkan tujuan pembelajaran- Guru membagikan lembar lirik dan memutar lagu "Take a bow" berulang 3 kali	10'
2. Kegiatan Inti	<ul style="list-style-type: none">- Guru membimbing siswa memaknai lagu secara umum- Guru membagi siswa menjadi 5 kelompok, masing-masing terdiri dari 5-6 siswa- Siswa berdiskusi dengan kelompok mengenai makna eksplisit lagu- Siswa menuliskan hasil kerja dan menyampaikan hasil diskusi mereka bergantian.- Siswa mendapat balikan dari siswa lain dan guru atas hasil kerja mereka. <p>- Guru memutar lagu and melakukan drilling</p>	60'
3. Kegiatan Penutup	Dengan bimbingan guru, siswa : <ul style="list-style-type: none">- Menyimpulkan hasil dari proses pembelajaran- Menutup pelajaran dengan Do'a dan salam.	10'

H. Penilaian

1. Observasi
2. Reading aloud test

Appendix 6.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (TM ke-2, Cycle 1)

Sekolah : MA Miftahul Ulum Kalisat

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

Materi : Meaning Trough Song

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar

3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait terkait kehidupan remaja SMA/MA/SMK/MAK

4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait terkait kehidupan remaja SMA/MA/SMK/MAK

2. Indikator Pencapaian Kompetensi

Siswa melalui kegiatan diskusi dapat memahami jalan cerita dalam lagu dan memahami pesan yang terkandung didalamnya

B. Tujuan Pembelajaran

Siswa dapat memahami jalan cerita dalam lagu dan memahami pesan yang terkandung didalamnya

C. Materi Pembelajaran

Lagu yang berkaitan dengan kehidupan remaja

D. Metode Pembelajaran

Audio-lingual Method

E. Media/Alat dan Bahan

1. Lagu Rihanna "Take a Bow"
2. Audio player
3. Lirik lagu Rihanna "Take a Bow" (Appendix)

F. Sumber Belajar

1. <https://liriku7.blogspot.com/2017/12/take-bow-rihanna.html?m=1>

G. Langkah-Langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
1. Kegiatan Pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Berdo'a, menyiapkan suasana belajar yang kondusif- Menyebutkan tujuan pembelajaran- Guru menyajikan lagu "Take a Bow" berulang 3 kali	10'
2. Kegiatan Inti	<ul style="list-style-type: none">- Guru membimbing siswa memahami cerita dalam lagu tersebut- Siswa diharapkan menyampaikan pendapat mereka berkaitan dengan cerita dalam lagu- Siswa dibimbing oleh guru memahami pesan moral yang tersirat dalam lagu dan diharapkan dapat menyampaikan pendapat mereka dengan percaya diri- Guru memberi balikan pada hasil kerja dan pertanyaan dari siswa jika diperlukan.- Guru memutar lagu dan melakukan drilling- Siswa membaca nyaring lirik lagu tanpa diiringi musik satu persatu dengan pengucapan yang benar.	70'
3. Kegiatan Penutup	Dengan bimbingan guru, siswa : <ul style="list-style-type: none">- Menyimpulkan hasil dari proses pembelajaran- Menutup pelajaran dengan Do'a dan salam.	10'

H. Penilaian

1. Observasi
2. Reading aloud task

Appendix 7.

‘Take a Bow’
By Rihanna

How about a round of applause?
Standing ovation?
You look so dumb right now
Standing outside my house
Trying to apologize
You're so ugly when you cry
Please, Just cut it out

Don't tell me you're sorry 'cause you're not
Baby when I know you're only sorry you got caught

But you put on quite a show
You really had me going
But now it's time to go
Curtain's finally closing
That was quite a show
Very entertaining
But it's over now
Go on and take a bow

And the award for the best liar
Goes to you
For making me believe
That you could be
Faithful to me
Let's hear your speech out



Appendix 8. Reading Text of Cycle One

There were two friends named Pika and Emon who were walking across a dessert. While they were walking, Emon slapped Pika on his face. Pika did not say anything and quietly wrote over the sand "I am hurt because today my friend hit me in my face". They resumed their walking until the oasis. They decide to take a bath in the oasis. While they were taking bath, Pika started drowning. Emon saved him. He wrote on the stone "today I was saved by my friend". Emon asked him, "why did you do that?". He smiled and replied "It's better to write on the sand when our friend hurt us as it will be gone with the wind and write on the stone when our friend does something good, it could be engraved forever."¹

Phonemic transcription:

There were two friends named Pika and Emon who were walking
θeə(r) wə(r) tu: frend neimd Pika ənd Emon hu: wə(r) wə:kiŋ

across a dessert. While they were walking, Emon slapped Pika on his face.
ə'krɒs ə'dezət. wail ɪi wə(r) wə:kiŋ, Emon slæpd Pika on his feis.

Pika did not say anything and quietly wrote over the sand "I am hurt
Pika did not sei 'eniθiŋ ənd kwaiətli reʊt əʊə(r) ə sənd "I em hɜ:t

because today my friend hit me in my face". They resumed their walking
bi'kɒz tə'dəi mai frend hit mi: in mai feis". ɪi rizju:m ɪi(r) wə:kiŋ

until the oasis. They decide to take a bath in the oasis. While they were
ə ntil ɪi əʊ eisis. ɪi di' said tu teik 'ə bɑ:θ in ɪi əʊ eisis. Wail ɪi wə(r)

taking bath, Pika started drowning. Emon saved him. He wrote on the
teikiŋ bɑ:θ, Pika stɑ:ted draʊniŋ. Emon seivd him. Hi reʊt on ə

stone "today I was saved by my friend". Emon asked him, "why did you
stəʊn "tə dəi ai wəz seivd bai mai frend". Emon ɑ:skd him, "wai did ju

do that?". He smiled and replied "Its better to write on the sand when our
du: ðæt?". Hi: smaɪld ənd ri'plaid "its bəte(r) tu rait on ə sənd wən auə(r)

friend hurt us as it will be gone with the wind, and write on the stone
frend hɜ:t əs əz it wil bi gɒn wiθ ə wɪnd, ənd rait on ə stəʊn

when our friend does something good, it could be engraved forever.
wən auə(r) frend də sʌmθiŋ gʊd, it cəd bi ɪnɡreɪvd fə'revə(r).²

¹ Adapted from <https://www.friendshipday.org/friendship-story.html>

² Oxford Learner's Pocket Dictionary (New York: Oxford University Press, 2015)

Appendix 9. The reading Aloud Test Score in Cycle One

Students' Number	Students' Score
1.	58
2.	58
3.	67
4.	67
5.	58
6.	50
7.	58
8.	42
9.	58
10.	83
11.	75
12.	50
13.	42
14.	75
15.	83
16.	50
17.	75
18.	75
19.	83
20.	75
21.	83
22.	42
The average score	63.95

Appendix 10.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (TM ke -1, Cycle 2)

Sekolah : MA Miftahul Ulum Kalisat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/II
Materi : Cause and Effect
Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of ..., due to ..., thanks to ...*)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

2. Indikator Pencapaian Kompetensi

- a. Siswa melalui kegiatan membaca dapat menemukan contoh kalimat yang berkaitan dengan sebab akibat dari lagu yang disajikan.
- b. Siswa melalui penjelasan guru dapat memahami tata bahasa kalimat sebab akibat dalam bahasa Inggris.

B. Tujuan Pembelajaran

- 1. Siswa dapat menemukan contoh kalimat berkaitan dengan cause and effect dari lagu yang disajikan.
- 2. Siswa dapat memahami struktur kalimat cause and effect dalam bahasa Inggris

C. Materi Pembelajaran

Kalimat cause and effect dengan memperhatikan:

- 1. Fungsi sosial : Mengungkapkan sebab akibat

2. Struktur Teks

a. Signal words

Because	For
Owing to	Due to
Thanks to	As a result
Since	Therefore
As	Consequently

b. Sentence structure

Because of Due to Owing to Thanks to	+ noun (cause), S + V (effect)	Because of
Because Owing to Thanks to Since As For	+ S + V (cause), S + V (effect)	Because she doesn't really make sense, she is unique Or She is unique, because she doesn't really make sense
S+ V (cause), Therefore Consequently So	+ S + V (effect)	She doesn't make sense, therefore she is unique

D. Metode Pembelajaran

Audio-lingual Method

E. Media/Alat dan Bahan

1. Audio player
2. Lirik lagu Lenka "Unique"
3. Buku teks

F. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris kelas XI Umum untuk SMA/MA/SMK/MAK. Hal 78.
2. Betty S. Azar, Understanding and Using English Grammar Third Edition. Hal 385-389.

G. Langkah-Langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
1. Kegiatan Pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Berdo'a, menyiapkan suasana belajar yang kondusif- Menyebutkan tujuan pembelajaran- Guru menyajikan lagu "Unique" berulang 3 kali	10'
2. Kegiatan Inti	<ul style="list-style-type: none">- Guru membimbing siswa menemukan beberapa contoh kalimat dari lagu berkaitan dengan cause and effect- Guru menjelaskan struktur kalimat cause and effect- Guru membimbing siswa untuk mengubah kalimat contoh dengan menggunakan struktur kalimat yang benar sesuai dengan penjelasan guru- Siswa satu persatu menuliskan hasil kerja mereka satu persatu kedepan kelas.- Siswa bersama guru membahas hasil kerja siswa- Guru memberi balikan pada hasil kerja dan pertanyaan dari siswa jika diperlukan.- Guru memutar lagu dan melakukan drilling	60'
3. Kegiatan Penutup	Dengan bimbingan guru, siswa : <ul style="list-style-type: none">- Menyimpulkan hasil dari proses pembelajaran- Menutup pelajaran dengan Do'a dan salam.	10'

H. Penilaian

1. Observasi

Appendix 11.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (TM ke-2, Cycle 2)

Sekolah : MA Miftahul Ulum Kalisat

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

Materi : Cause and Effect

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

2. Indikator Pencapaian Kompetensi

Siswa melalui kegiatan menulis dapat menyusun kalimat sebab akibat dalam bahasa Inggris dengan benar

B. Tujuan Pembelajaran

Siswa dapat menyusun kalimat sebab akibat dalam bahasa Inggris dengan benar

C. Materi Pembelajaran

Kalimat cause and effect dengan memperhatikan:

1. Fungsi sosial : Mengungkapkan sebab akibat

2. Struktur Teks

Because
Owing to
Thanks to
Since
As

For
Due to
As a result
Therefore
Consequently

Because of Due to Owing to Thanks to	+ noun (cause), S + V (effect)	Because of
Because Owing to Thanks to Since As For	+ S + V (cause), S + V (effect)	Because she doesn't really make sense, she is unique Or She is unique, because she doesn't really make sense
S+ V (cause), Therefore Consequently So	+ S + V (effect)	She doesn't make sense, therefore she is unique

D. Metode Pembelajaran
Audio-lingual Method

E. Media/Alat dan Bahan

1. Audio player
2. Lirik lagu Lenka "Unique" (appendix 1)
3. Buku teks

F. Sumber Belajar

1. Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris kelas XI Umum untuk SMA/MA/SMK/MAK. Hal 78.
2. Betty S. Azar, Understanding and Using English Grammar Third Edition. Hal 385-389.
3. Oxford Learners Pocket Dictionary Fourth Edition.

G. Langkah-Langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
1. Kegiatan Pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Berdo'a, menyiapkan suasana belajar yang kondusif- Menyebutkan tujuan pembelajaran- Guru memutar lagu dan melakukan drilling- Guru menyajikan lagu "Unique" berulang 3 kali	10'
2. Kegiatan Inti	<ul style="list-style-type: none">- Guru membimbing siswa mengingat struktur kalimat cause and effect dan contoh berdasarkan lirik lagu- Guru meminta siswa menyusun kalimat cause and effect sesuai dengan struktur kalimat yang benar- Guru memberi balikan pada hasil kerja dan pertanyaan dari siswa jika diperlukan.- Guru memutar lagu dan melakukan drilling- Siswa membaca nyaring lirik lagu tanpa diiringi musik satu persatu dengan pengucapan yang benar.	60'
3. Kegiatan Penutup	Dengan bimbingan guru, siswa : <ul style="list-style-type: none">- Menyimpulkan hasil dari proses pembelajaran- Menutup pelajaran dengan Do'a dan salam.	10'

H. Penilaian

1. Observasi
2. Read-aloud task

IAIN JEMBER

Appendix12.

'Unique'
By Lenka

I'm happy to be sad
It's funny when I'm mad
I don't really make sense
But I know that that's not bad
I'm lonely in a crowd
And I'm quite when it's loud
No I don't know what I want
But I will figure it out

I like to move around to different beat
I'll walk away then smile in my own street
And I don't really mind when you are fake
Cause I am me and that's unique

I'm living in my own world everyday
I'm partly by myself in my own way
Might look a little funny but that's okay
Cause I am me and that's unique

I'm hungry late at night
And I'm tired when it's light
I've got my imperfections
But I know that that's alright

IAIN JEMBER

Appendix 13. Reading Text of Cycle Two

Once upon a time, a farmer had a goose that laid a golden egg every day. The egg provided enough money for the farmer and his wife for their daily life needs. The farmer and his wife were happy for a long time. But one day, the farmer got an idea and thought, “why should I take just one egg a day? Why can’t I take all of them at once and make a lot of money?”. The foolish farmer’s wife also agreed and decided to cut the goose’s stomach for the eggs. they find nothing but guts and blood. The farmer and his wife, realizing his foolish mistake, cried over the lost source.¹

Phonemic transcription:

Once upon a time, a farmer had a goose that laid a golden egg every day. The egg
wʌns əpʊn ə taɪm, ə fɑ:mə(r) həd ə gu:s ðæt leɪd ə ɡəʊldən eg evri deɪ. sə eg
provided enough money for the farmer and his wife for their daily life needs. The
prəvaɪdɪd ɪnʌf mʌni fə(r) sə fɑ:mə(r) ənd hɪs waɪf fə(r) ʃeɪ(r) deɪli laɪf ni:ds. sə
farmer and his wife were happy for a long time. But one day, the farmer got an
fɑ:mə(r) ənd hɪs waɪf wə(r) hæpi fə(r) ə lɔŋ taɪm. bət wʌn deɪ, sə fɑ:mə(r) ɡɒt ən
idea and thought, “why should I take just one egg a day? Why can’t I take all of
aɪdɪə ənd θɔ:t , ” wai ʃʊd aɪ teɪk dʒʌst wʌn eg ə deɪ? wai keən aɪ teɪk ɔ:l əv ðəm
them at once and make a lot of money?”. The foolish farmer’s wife also agreed
ðəm et wʌns ənd meɪk ə lɒt əv mʌni?”. sə fu:lɪʃ fɑ:mə(r)s waɪf ɔ:lsəʊ əɡri:d
and decided to cut the goose’s stomach for the eggs. They find nothing but guts
ənd dɪˈsaɪdɪd tu: kʌt sə gu:səs stʌmək fə(r) ʃi eɡs. ʃeɪ faɪn nʌθɪŋ bət ɡʌts
and blood. The farmer and his wife, realizing his foolish mistake, cried over the
ənd blʌd. sə fɑ:mə(r) ənd hɪs waɪf, rɪ:əlaɪzɪŋ hɪs fu:lɪʃ mɪsteɪk, kraɪd əʊvə(r) sə
lost source.
lɒst sɔ:s.²


¹ Sagari Gongala, “21 Very Short Stories for Kids”, <https://momjunction.com> (8 May 2019, 09.13)

² *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2015)

Appendix 14. The reading Aloud Test Score in Cycle Two

Students' Number	Students' Score
1.	67
2.	75
3.	75
4.	75
5.	75
6.	50
7.	67
8.	83
9.	75
10.	92
11.	83
12.	67
13.	75
14.	75
15.	75
16.	75
17.	75
18.	75
19.	83
20.	83
21.	83
22.	75
The average score	75.36

Appendix 15. Research Permission Letter

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://itik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B.2649/In.20/3.a/PP.00.9/05/2019 02 Mei 2019
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Penelitian

Yth. Kepala MA Miftahul Ulum
Jl. Pesantren No. 07 Glagahwero, Kalisat, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Siti Sofiana
NIM : T20156025
Semester : VIII (Delapan)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

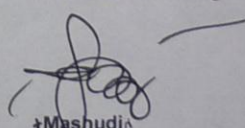
Untuk mengadakan Penelitian/Riset mengenai the implementation of song as media to improve student's pronunciation in MA Miftahul Ulum Kalisat in the academic year 2018/2019 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.
Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Kepala MA. Miftahul Ulum
2. Guru MA. Miftahul Ulum
3. Peserta Didik MA. Miftahul Ulum


Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,


+Mashudi

Appendix 16. Statement Letter of Accomplishing Research


MAMUKAL

مؤسسة منتاج العلوم الإسلامية للتربية والتعليم
MADRASAH ALIYAH MIFTAHUL ULUM KALISAT
TERAKREDITASI A
NSM : 131235090021 | NPSN : 20580298

Jalan Pesantren No. 117
Glagahwero, Kalisat 68193
Jember, Jawa Timur
085 234 603 434
mamukalisat@gmail.com


SURAT KETERANGAN
0741/521/E4.PT/V.2019

Yang bertanda tangan di bawah ini, kami Kepala Madrasah Aliyah Miftahul Ulum Kecamatan Kalisat Kabupaten Jember menerangkan dengan sesungguhnya bahwa:

Nama : Siti Sofiana
NIM : T20156025
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Prodi/Studi : Tadris Bahasa Inggris

Telah menyelesaikan Penelitian/Riset di Lembaga Madrasah Aliyah Miftahul Ulum Kecamatan Kalisat Kabupaten Jember mulai tanggal 8 Mei 2019 sampai dengan tanggal 25 Mei 2019, dengan judul penelitian: *"The implementation of song as media to improve student's pronunciation in MA Miftahul Ulum Kalisat in the academic year 2018/2019"*.

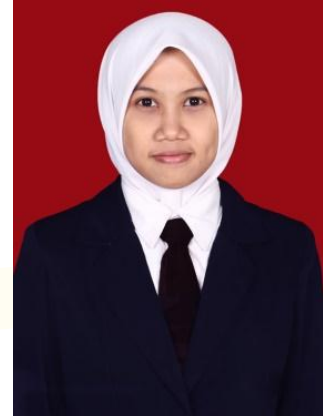
Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 25 Mei 2019
Kepala Madrasah,

Sandjar M. Aq

AUTOBIOGRAPHY

Personal Identity

Name : Siti Sofiana
NIM : T20156025
Place and Date of Birth : Jember, 15 Juli 1997
Program : English Education
Department
Address : Dusun Plalangan RT. 02
RW. 01, Desa Plalangan,
Kec. Kalisat, Kab. Jember
Email : nanasofiana777@gmail.com
Phone Number : 085337610160



Educational Background

Primary School : SDN 02 Sumber Anget, Ledokombo, Jember
(2003-2009)
Junior High School : SMPN 01 Ledokombo, Jember (2009-2012)
Senior High School : MAS Miftahul Ulum Kalisat, Jember (2012-2015)
University : IAIN Jember (2015-2019)

IAIN JEMBER

Jember, June 29th 2017

Siti Sofiana