

**THE APPLICATION OF TEACHING PRONUNCIATION USING
ENGLISH SONG AS A TEACHING MEDIA TO THE SECOND YEAR
STUDENTS AT SMA NEGERI 1
PARE IN ACADEMIC YEAR
2014 / 2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department Faculty
of Teacher Training and Education University of Nusantara
PGRI Kediri



By:

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NPM 10.1.01.08.0250

**ENGLISH EDUCATION DEPARTMENT FACULTY OF
TEACHER TRAINING AND EDUCATION UNIVERSITY
OF NUSANTARA PGRI KEDIRI
2014**



APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, June ____, 2015

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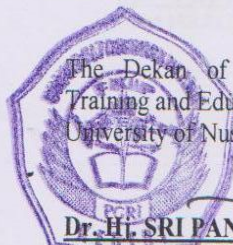
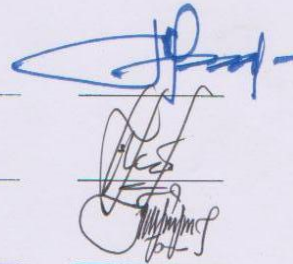
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The Application of Teaching Pronunciation Using English Song as a Teaching Media to the Second Year Students at SMA Negeri 1 Pare in Academic Year 2014/2015

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ABSTRAK

Pronunciation is one of the hardest skills in English to students and the teacher. It is difficult for Indonesian students to pronounce English words correctly, because of the differences between their mother tongue and the English. The most important problem of teaching pronunciation is to make the students practice in oral English and also make them interest to learning pronunciation. To solve this problem, the teacher chooses English song to present pronunciation material. It was used to attract the students' attention, hopefully the students are interested in the lesson and they are able to pronounce English words well with fun and enjoyable circumstances in teaching learning process.

This study has some purposes to the second grade students at SMA Negeri 1 Pare are to describe the teaching pronunciation using song as a teaching media and to describe the students's response in teaching pronunciation using song.

This research was conducted in SMA Negeri 1 Pare on March 14th 2015. The subjects of this research was the second year students of SMA Negeri 1 Pare consist of IPA and Social class. IPA class consist of 40 students and 34 students from Social class.

This research is a descriptive qualitative, the data are analyzed by describing the application of teaching pronunciation using English song as a teaching media to the second year students at SMA Negeri 1 Pare. The data are obtained from a relatively small groups of respondents and not analyzed with statistical techniques. The researcher used instruments such as observation and interview. The procedures of the research applied by the researcher are follows: Data Reduction, Data Display, Conclusion and verification of the data.

The result of the research are, the first, the application of teaching pronunciation using English song is applied individual work and group work and introduced the material to the students. Second, teaching pronunciation using English song had a good response because the students more interesting, more active and more enjoy than other material that their teachers had used to teach them. Therefore, teaching pronunciation by using English song will increase the students' attention in listening and increase the students' pronunciation skill. It means the application of teaching pronunciation using English song is quite interesting to the students. Most of them think that English is important to learn, especially teaching pronunciation using English song. The teacher gave them interesting English song, this genre of song is EDM (Electro Dance Music). So they did not feel bored and enjoyed the class.

Keywords : application, pronunciation, song.

I. BACKGROUND

Pronunciation is the first and most important thing native speakers notice during a conversation. According to Fraser (1999: 1) "On the other hand, poor pronunciation can mask otherwise good language skills, condemning learners to less than their deserved social, academic and work advancement. Usually, native speakers are more likely to understand the listeners, even if the listeners make grammatical mistakes rather than make mistakes in pronunciation. Learners with good pronunciation in English more likely to be understood even if they make errors. So, the learners need explicit help from teacher and according to the author, teaching pronunciation is very important. This statement supported by Fraser (2000: 1) "Surveys of student needs consistently show that our learners feel the need for pronunciation work in class".

In teaching-learning process, teacher are central figure. According to Brown (2000) Teacher has to play many roles; authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent. It means, as central figure, teacher must be able to present the material using interesting and suitable ways such as teaching by using pictures, songs, video, and games to make the students feeling happy and enjoy playful learning activities.

According to Fraser (1999: 1) Pronunciation is one of the most difficult areas for learners, as well as for teachers. In quest of effective teaching, it is worth diagnosing carefully the nature of the difficulties that they face. In fact, second year students at SMA Negeri 1 Pare still have some difficulties in English especially in pronunciation. When the researcher doing observation, some problems are found in second year students at SMA Negeri 1 Pare such as the student's pronunciation is bad. They might be afraid to talk actively, afraid to pronounce words, and they are afraid of making mistakes especially if they have to communicate using English as their foreign language. The second year students at SMA Negeri 1 Pare are bored easily to study and to doing a practice, so that thing can be a problem for the teacher to be solved.

Songs is like a magic that can hypnotize the listeners, therefore, when the listeners hear the songs we could be brought into the songs. And it can be interesting because it make students to do real communication and it can motivating the students to practice their pronounce. From the explanation above in teaching pronunciation using song as teaching media could be one of the best teaching method. Teaching pronunciation using song is considered to help the students to learn

speaking and activate everyone in the class to speak up.

II. RESEARCH METHOD

The subject of this research is the second year students at SMA Negeri 1 Pare, consisting of 28 male and 46 female, so the total of the students was 74 students. According to Sugiyono (2009: 337), there are three steps in processing the qualitative data in which all the steps are Reducing the data, Data display, Conclusion and verification of the data. In reducing the data, communication and it can motivating the students to practice their pronounce. From the explanation above in teaching pronunciation using song as teaching media could be one of the best teaching method.

III. FINDING AND CONCLUSION

a. Finding

In this part of the research, the writer explained about teaching pronunciation using English song in IPA and Social class at SMA Negeri 1 Pare, The Students' Response in Teaching Pronunciation Using English Song. In teaching pronunciation using English song, the teacher explained what advantages of teaching pronunciation materials. And then teacher introduced the phonetic symbols from pronunciation materials. Next, The teacher gave a lyric text with the title "Titanium" taken from internet. After this, to reach the indicator of

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The researcher used observation and interview to get the data. In data display, The researcher doing process the data from observation and interview are described. they are Describe the application of teaching pronunciation using song as a teaching media, and Describe the students responses of teaching pronunciation using song.

listening comprehension, the teacher played the music three times, then one by one student complete the missing words. Then, The teacher asked the students to listen carefully a song with the title "Titanium" and Students come in front of the class and singing. While student doing oral test (singing), teacher listening the students' pronunciation and make a note.

After listening the students pronunciation and make a note, teacher evaluates the students understanding of what was listen. The teacher checking the

students answer and their pronunciation errors generally during the lesson.

In this part of the research, the writer explained about the students' response in teaching pronunciation using English song based on the observation. During teaching pronunciation using English song, most students interesting to the material used by the teacher. It could be seen from the

b. Conclusion

Based on the research, it can be concluded that song is a good technique in teaching pronunciation because the students enjoyed and engaged in the teaching and learning process. Besides that, this technique was very interesting for the students because it made a good atmosphere during speaking activities in the class.

Based on the result of interview, it could be concluded that the application of teaching pronunciation using English song to the second year students of SMA Negeri

students paid attention seriously to the teacher, but not at all; some of students seems dancing when the music played, some students was laughing. But, the teacher can handle the situation in the classroom. When the teacher gave instruction to the students most of them did it quickly and they understood what the teacher meant.

1 Pare gave satisfying result. Most of the students were interested in teaching pronunciation using English song. Based on the result of observation, the researcher concluded that using English song had many advantages for teaching pronunciation to the second year students' of SMA Negeri 1 Pare. This technique made the students more confident and active to speak English. Furthermore, this technique can be the alternative way to teach the language, especially pronunciation skill.

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