

CHAPTER I

INTRODUCTION

This chapter focuses on the research background, research questions, research objectives, research significance, research gap, conceptual framework, and previous research.

A. Background of Study

Pronunciation is an organized sound; it is also the verbal form of the language and the technique of pronouncing the language's sound. Teaching pronunciation is an important aspect of foreign language instruction. It is a crucial skill for students to have before they speak. Students are required to understand how English sounds. Pronunciation is the foundation for successful spoken communication (Iqbal, 2018). Ideally, when learning a new language, students should be exposed to, and interact with, real-life materials that develop their skills and improve their language proficiency. Moreover, learners might have poor English pronunciation because they lack knowledge of English sounds WS (Albiladi, 2019). From listening activities, the student will hear the sound of the native speaker and they will listen to how the word is pronounced correctly by the native speaker (Albiladi, 2019). Therefore, to teach pronunciation, the teacher should have a selection of methods and techniques. The teacher may use technology such as audio-visual aids such as music in learning pronunciation to make it fun and to increase their motivation.

Pronunciation is the matter of how to produce words through sound. Correct pronunciation helps the learners understand what the speaker says easily (Ulfa, 2019). Although most students are fluent in English, many still struggle to pronounce certain words correctly. They certainly comprehend what the words mean, but they have no idea how to pronounce them correctly, either to a lack of familiarity with the sounds of the words they speak or a lack of exposure to those sounds. People will understand you better if you pronounce things correctly, and it will be easier for you to understand them as well. Based on this case and the problem above, the writer is curious to learn more about the influence of English pop songs toward students' pronunciation ability.

The goal of listening instruction is for students to be able to pronounce and understand words based on sound and pattern, and listening can help students improve their pronunciation skills. In brief, listening to activities can help students improve their pronunciation. The student will hear the native speaker's voice and how the term is pronounced correctly by the native speaker as a result of listening activities. It will help students' pronunciation ability. Some factors that could influence students' pronunciation ability are the more often students listen to English Pop Songs, the more they can realize how to pronounce a few words correctly. They can also learn some new words and how to pronounce them correctly.

One way of developing the listening ability is by listening to songs since most students singing songs and listening to music are an enjoyable experience (Sevik, 2012). The song introduces students to a variety of pronunciations related to the song's lyrics. For this reason, students can benefit from using songs as an input to their English language learning, particularly in terms of vocabulary development.

Previous research about improving pronunciation by Ulate (2008) this previous study is about using songs to improve EFL students' pronunciation. The research is different from the previous study above. The difference is that the author wants to know how influential English Pop Song is in a student's pronunciation ability. In this research, the author chooses a more specific genre of the songs, which is pop. Regarding the above matters, the study entitled "The Influence of English Pop Songs Toward Student's Pronunciation Ability".

B. Research Questions

From the description above, this research is intended to answer these following questions;

1. What is the student's pronunciation ability before listening to English Pop Songs?
2. What is the student's pronunciation ability after listening to English Pop Songs?

3. How significant is the student's improvement in pronunciation ability before and after listening to English Pop Songs?

C. Research Purposes

From the research questions above, this study is aimed at obtaining these two following purposes:

1. To find the result of students' pronunciation ability before the use of English Pop Songs.
2. To find the result of students' pronunciation ability after the use of English Pop Songs.
3. To find out the significant improvement with students' pronunciation achievement after listening to English pop songs.

D. The Significances of the Research

This research is conducted to find out how influential English songs are in helping the students pronounce ability. This research is expected to be profitable in teaching English learning, including schools as an institution, teachers as educators, and students as learners. It can be a reference for teachers about how influential English pop songs are in helping students' pronunciation so that teachers might use English pop songs while teaching English lessons to the students.

This research is expected to help students improve their pronunciation skills. So, when they start conversing with some indigenous people, they will be more understood by the words they say. Students probably get some experiences from this research about one teaching technique to make students' pronunciation ability better and they will enjoy it while learning about it.

E. Previous Pronunciation using English song Research Usage

Several research studies on English pop songs in Pronunciation are presented in this subsection. The researcher does not come across any research with the same title as prior research. However, this is one of the study's several gaps.

Tabel 1. 1 Previous Research Gaps

Previous studies	Present Study
First, A study from Lengkoan (2017) with title “A Study on the Use of Songs to Improve Students’ Pronunciation and Listening Skill” this study using classroom action research. The instruments of this research were tests, in the form of oral test and written test, observation sheets and documents.	The researcher used quantitative data with the pre-experimental approach related to the numeral, and the analyses used statistical analysis. The data analyses are experimental one groups, used pre-test, and post-test in the experimental design. (Research Method)
Second, research with title “The Effects of English Songs on Young Learners’ Listening Comprehension and Pronunciation” from Hashemian (2014). This research aimed to determine the effect of using songs on young L2 learners’ listening comprehension and pronunciation and to discover the possible difference between male and female learners in achieving better results in learning listening comprehension and pronunciation via songs.	Regarding from the background study in this research focused on the influence of English pop songs to improve students’ pronunciation ability. And the participants of this research are students in junior high school. (Research participants and Research problems).
Third, “The Effectiveness of Using Children's Songs in Developing Elementary Graders' English	Aside from the location in this research conducted in Indonesian students context and the participants of this

<p>Vocabulary and Pronunciation in Jerusalem, Palestine” from Shehadeh (20116). This study aimed at investigating the effect of using children's songs in developing the elementary graders' vocabulary and pronunciation. It aimed also to investigate teachers' attitudes towards the use of songs in their English classes. Study data were collected via students' pre and post tests and teachers' questionnaire.</p>	<p>research is students in junior high school. In this study the researcher uses statistical analysis and focusing only on students' pronunciation ability. (Research kind song, and Research site).</p>
<p>Fourth, study from Karen (2015) with title “The Use of Songs in the ESL / EFL Classroom as a Means of Teaching Pronunciation: A Case Study of Chilean University Students” and conducted a mixed methods exploratory short-term case study.</p>	<p>Then in this study the researcher uses pre-test and post test of quantitative data approach to describe and measure the how English pop songs influenced students in pronunciation ability. (Research approach and Research Instruments)</p>
<p>Fifth, “Students’ Perception on The Use of English Songs to Learn Pronunciation” from Makaseo, et., al. (2022). The aim of this research is to identify the perceptions of students about the use of English songs to learn pronunciation. The researcher used questionnaire to collect the data.</p>	<p>Meanwhile in this study only focus on how English pop songs influenced students in pronunciation ability with uses quantitative data approach. (Research Focus).</p>

F. Framework of Thinking

This research focuses on using English pop songs to measure the extent that students' pronunciation skills have improved. Thus, it maintains the conceptual framework that guides this study. This conceptual structure explains the connections between various concepts in this context of learning, including pronunciation and English pop songs. Below is a description of each note's discussion.

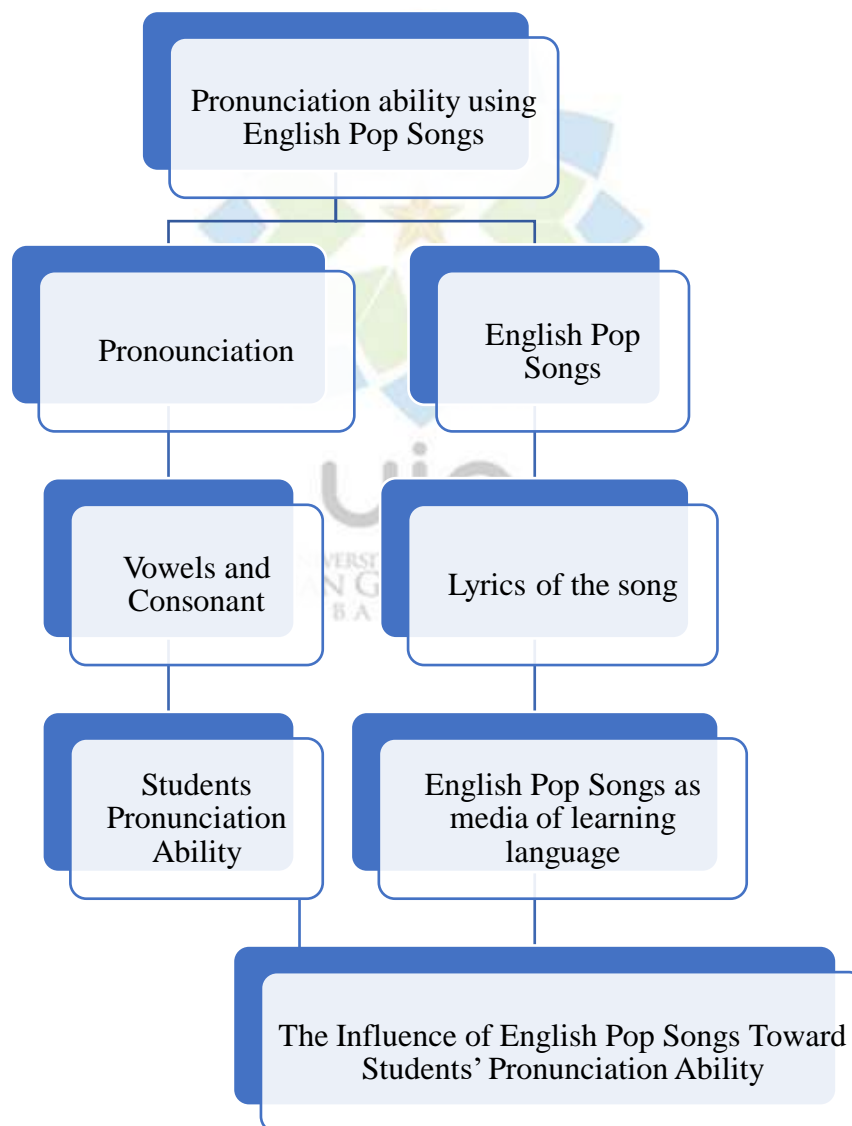


Figure 1. 1 Conceptual Framework

Students must learn four English language skills in order to increase their ability to utilize the language appropriately and accurately. They can improve their listening, reading, speaking, and writing skills. They must also be aware of and strive to learn sub-skills such as pronunciation. Pronunciation is crucial in speaking English activities because it has a significant impact on the meaning of what is spoken. Yoshida (2016) stated that students' first language has a strong influence on the way they learn the pronunciation of a second language. Someone makes a mistake pronouncing some words in a statement, especially in English, it can lead to confusion and misinterpretation. Pronunciation is a set of habits producing sounds. The introduction of new words, sentence constructions, and various practice exercises are all forms of pronunciation instruction. (Brewster, Ellis, & Girard, 2004). The habit of creating sounds is formed by constantly repeating them and correcting them when they are mispronounced. Building new pronunciation patterns and overcoming bias in the first language are all part of learning to enunciate a second language (Cook, 2008).

Çakır et al. (2014) discovered that students who were self-conscious about their pronunciation had superior skills. Because many foreign languages learners' primary purpose is to communicate, it is acceptable to state that the learner should be attentive with their pronunciation and expected to pay attention to proper production; and that they should strive to improve their overall pronunciation skills. The teacher must carefully take into account the fact that pronunciation is not just about a person's sound, which is just one aspect (Brewster et al., 2004).

Few teachers make an effort to teach pronunciations, according to (Tennant, 2007), but the majority either do very little or none at all. He went on to say that there are numerous elements of pronunciation that should be avoided when teaching pronunciation. The first element was challenging to teach, and the second element—pronunciation—can be challenging to build a class around. Many teachers struggle to acquire the phonetic alphabet and occasionally feel unprepared to teach pronunciation. According to one of the Indonesian teachers in Moedjito's research (2016), she was extremely hesitant to teach pronunciation

because she was unsure of how to proceed and what to cover given that the subject currently isn't required as part of the curriculum.

Limbong (2012) argues students can be motivated by spending more time and attention on learning activities in English class using pop songs because these activities use their knowledge, music, and language. Pop songs are thought to make teaching and learning activities more relevant and fulfilling; as a result, students warmly welcomed the use of pop songs in English classes. Pop songs, often known as pop music, are commercially released songs that are typically geared toward teenagers and consist of short, easy love ballads. From the name alone, it's clear that there's a pop song element. Pop music's popularity has the ability to inspire students to study foreign languages, particularly English.

A song is a relatively brief musical composition that includes words or lyrics and is performed by the human voice. It may have rhymes and employ a certain language style, or it may use short "slang" terms. A song's words are sung in a specific tone, rhythm, tempo, and style (Hendrawaty, 2019).

Music has a significant impact on bringing people together. People gather to enjoy the music that is being played, whether at a festival, a concert, or even in their daily activities. The song exposes students to a variety of pronunciations related to the song's lyrics, Hendrawaty (2019) describes a song can be thought of as an egocentric language. It simply means that the students enjoy listening to the songs. It is hoped that by giving influence to the use of English pop songs to improve students' pronunciation ability, it will help students learn how to pronounce good English words and improve their pronunciation ability.

G. Previous Study

Researchers have performed some research related to The Influence of English Pop Songs toward Student's Pronunciation Ability. An Analysis of Students "Pronunciation Errors in English" (Talino, 2020). This research was conducted for Muna students in the English department of Gorontalo State University. The method of this research is descriptive qualitative which describes pronunciation errors in English focused on four vowels (/æ/, /ɜ/, /ə/, and /ɔ/). The data was

collected using a list of words that involves vowels (/æ/, /ɜ/, /ə/ and /ɔ/), a recorder, and notes. To address the students' pronunciation mistakes, they will need a lot of drills and practice pronouncing English using the International Phonetic Alphabet (IPA) while watching native speakers make the sounds correctly. However, this study using quantitative method to measure students' pronunciation ability improvement.

Kim (2016) aims to develop the English listening ability of middle school students at a below-average level through English pop songs and investigate the effectiveness by before and after surveys, national English listening tests and national English achievement tests after 10 months. Learning English includes motivation, listening, speaking, reading and writing. Most of all, motivation and listening skills have been proved the most fundamental two factors. English pop songs can be used effectively for teaching and learning English listening skills, and useful pattern practices related to the songs can be very beneficial. English pop songs can help students feel more confident and enjoy learning English at home and in the classroom. According to the findings of this study, English pop songs increased their interest and motivation for learning English, resulting in three times higher scores for the students. As a result, it is preferable that more English teachers experiment with using English pop songs to improve their students' listening skills. The contrast is that this current study uses a pre-experimental design and focuses on English Pop Songs toward Student's Pronunciation Ability.

Ulate (2008) concludes that songs can make learning more enjoyable and interesting in the EFL classroom. At the same time, students learn the target language and feel at ease in a relaxing environment. This enables them to lower their affective filter and become more open to learning. Furthermore, songs assist students in improving their understanding and production of important pronunciation features. Finally, teachers should carefully select the songs, taking into account factors such as the student's level, age, and preferences, as well as the song's difficulty and rhythm. Meanwhile in this study focuses on students' ability and using pre-test & post-test.

Kristanty (2017) concerned with learning media that could help the students' pronunciation skills. The Use of Podcasts in Learning Pronunciation in Class VIII of SMP PGRI 10 Wedi, Klaten. The researcher conducted the Classroom Action Research to solve the students' pronunciation problems in pronouncing English words, especially animals' names in the classroom. The instruments of this classroom action research were pre-test and post-test, flashcards, podcasts, a questionnaire, and a pronunciation rubric. It concludes that podcasts helped the pronunciation skills of the eighth-grade students of SMP PGRI 10 Wedi, Klaten during the pronunciation exercise.

Then, the correlation between the eleventh-grade students at SMK NU Ma'arif Kudus in the academic year 2013–2014 habit of singing English songs and their pronunciation skills was examined by Dian Pipit Saputri (2014). With the results revealed a substantial relationship between the eleventh-grade students of SMK NU Ma'arif Kudus' habit of singing English songs and their pronouncing skills. Meanwhile this study focused on students' improvement in pronunciation ability.

Other studies that are pertinent to this investigation were derived from "The Correlation between Interest in Listening to English Songs and English Pronunciation of the Students of English Education Study Program, Sriwijaya University Indralaya" by Muttaqin, Muslih Hambali, and Rita Hayati (2016). The primary goal of this research was to determine whether there is a relationship between the students' interest in listening to English songs and their proficiency with the language. Data were gathered using an exam and a questionnaire. The analysis's findings revealed that the majority of the students who expressed a strong interest in listening to English music had excellent pronunciation. It indicates that there was a strong link between students' interest in listening to English music and their English pronunciation. Different with this study that used pre-experimental design to found out students' pronunciation ability using English Pop songs.

Many different research designs and study focuses have been used in the majority of these studies. However, in order to ascertain whether students' pronunciation skills have improved, this research employs a pre-experimental

design. There is a gap between the current and prior study because of the research design and different research focus.

