Songs as Media in Teaching Pronunciation

(A Descriptive Study at English Course)

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ABSTRACT

This research is to examine how the implementation of English songs is as media in teaching pronunciation at Kampung Inggris (English Village) course in Pare Kediri. The researcher uses descriptive qualitative case study design. The researcher has to make sure that they conducted everything themselves from gaining access to the left field. In this study, the researcher acts as an observer. The researcher collects the data and reports them descriptively based on the situation and events in the field. After then, it obtains the data by observation in the pronunciation class in the Kampung Inggris (English Village) course twice, interview with seven informants, and documentations, which consist of photos, recordings, and video. The result shows that the implementation of English songs as media in teaching pronunciation at the Kampung Inggris (English Village) course is run well. The results of the study are obtained from the observation and interview from some informants in Kampung Inggris (English Village) course; they described as follows the conclusion of teaching pronunciation by using English songs. It also makes the learners confident to speak the English language. So, they can pronounce like a native as well.

Keywords: *Pronunciation, Song, Instructional Media, Kampung Inggris*

I. INTRODUCTION

Language is an urgent thing in this life because it is one means of communication. Language is a window of mind (Aziz & Dewi, 2019; nur Aziz & Rohmah, 2022). It means that we cannot do and know anything without language (Williams, 2008). So, many experts want to research more about language history. The English language is an international

language which used for a communication tool in this world. If we are going to communicate with a citizen in the whole of the world and master science and information more, we should master English skills. More than just a means of communication is our vehicle of thought (Ahmadi & Reza, 2018; Chapelle, 2003). We cannot imagine human beings without language. Most of the firms or the instances use the English language for the interview test.

Language has sound, vocabulary, and grammar. Thus, it is a reasonable language interesting to analyse. English learner must comprehend the syntax and structure and also minor skill as same pronunciation. Teaching English aims to develop communicative competence in the language, both oral and written from appropriately, fluently, and accurately. Meanwhile, the mastering of English skill gets some obstacles because some factors, such as students do not get effective method, textbook material is not appropriate with students to need in the specific institution and using media suitable for students. Globalisation era makes a new challenge for the quality of education in Indonesia. The students should face an economic, social and educational challenge as the young generation of Indonesia; they must able to compete with another country in the world that has higher educational development.

Due to the English language is used as an international language. This condition is difficult for Indonesia student. They are limited by time to practice the language. Mastering foreign language requires practices more. To learn a language, students should use it in everyday activities through an original method as well. Teaching English to students is not easy, but it should be patient more. The teaching process for young learners is different from the process of teaching adults. It needs such media to make it useful in delivering the materials (Cameron, 2001; Pinter, 2017). For young learners or students, English is the first foreign language to be learned, and the student learns simple English pattern. As the secondary language, the students have minimal knowledge of English. Sometimes it creates a problem in the learning process, especially pronunciation. Because we are interested in pronouncing from both these aspects, we will make using of information and concepts drawn from two disciplines, such as phonetics and phonology. Phonetics deals with a speech in its purely physical aspects the sound is

speaker articulation, the acoustic properties of sound waves, and also the effects that these wear the ear of the hearer (on the ear of the speaker, for that matter) (Cruttenden, 2014; Gimson & Ramsaran, 1970; Jones, 1966; Kreidler, 2008; Walker, 2010). Meanwhile, phonology concerns how sounds function systemically in a particular language.

However, the students have a problem too. The first is a pronunciation problem, which exists when the learners have difficulty in making the required sound to imitate. The researcher will observe language problems. They tend to have difficulties in pronouncing. Secondly, pronunciation problems occur when the music is not as delicate as such, but the spelling misleads the learner. The students will attempt to search for information about something that they want to know. They also ask something that they feel strange to them. They ask adult or people around them, which they want to understand.

Moreover, learning English through songs as media can be sufficient to assist pronunciation, since the students know how to pronounce the word from what they hear (Farmand & Pourgharib, 2013; Pourhosein Gilakjani & Sabouri, 2017).

When students learn in a pleasant situation, they will understand the material quickly. And based on the reason above, students will try to make any efforts to know much about the songs in teaching pronunciation. The song is an authentic language resource. English song can help teachers make learning active, creative, and fun (Aziz, 2019). Even most of the students consider that sing English song is the most exciting activity, moreover about teenager song. The song lyrics become modal for students. The song lyrics are going to help them to acquire their language. The author of song lyrics composes song lyric for students especially. It means that song lyrics have individual intonation and forms which are easy to be understood by the student. If the students have a willing to know the songs, they will try to learn anything related to the song.

Here, we emphasise the English pronunciation. Therefore, the researcher selects Kampung Inggris Courses in Pare as an object for this study, because Kampung Inggris courses provide pronunciation program by using English song as media. And the Kampung Inggris course is one of course located in Pare which services English language centre for students who want to master English in some skills.

There are speaking and pronunciation. And it is a representative place to learn and master the English language correctly. The purpose of this course is to make students amusing and elaborate on their English ability. Due to this course is using some effective method and readable media. And the tutors' skill is guaranteed..

II. LITERATURE REVIEW

A. *Understanding of Pronunciation*

Before the researcher discusses pronunciation deeply, we should understand the basic description of it. Articulation is how a language or a particular word or sounds is spoken (Dictionary, 2008). And according to Abbas Pourhosein Gilakjani in his journal that pronunciation is a set of habits of producing sounds. Pronunciation refers to the production of sounds (Aydin & Akyüz, 2017; Gilakjani, 2012; Reed & Levis, 2019). That used to attend to the particular sounds of a language (segments), aspects of speech such as intonation, stress, rhythm (suprasegmental aspect) (Samiullah, 2018; STANCULEA & Bran, 2015). It means that pronunciation is an essential minor skill in the English language, and it used mastering some qualifications in the English language as well.

Another definition adds articulation beyond the level of the individual sound, as like intonation, phrasing, stress, timing, rhythm (suprasegmental aspect), voice quality and attention to gestures and expressions are closely related to the way to speak a language. Each pronunciation aspects is briefly outlined below, and references for further study are suggested. Therefore, We have to comprehend the other part in articulation, or the level of individual sound. Because it is also urgent and it is related to the way for speaking the English language.
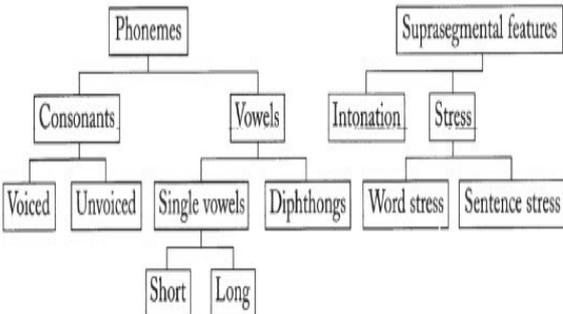

Figure.1: Features of Pronunciation

There are two good reasons for beginning with consonants rather than vowels. First, consonants contribute more to make the way sounds are articulated by the speaker, the acoustic properties of sound waves, and therefore the effects that these wear the ear of the hearer (and on the ear of the speaker, for that matter) easier to describe and understand (O'Connor, 1980). It means that the discussion about consonant

is started then the others because consonant is the way to understand vowel easily.

Consonant

There are 24 consonant phonemes in received pronunciation and most other accents of English (Association & Staff, 1999). The consonants divided into five parts. Its are friction consonants, stop consonants, nasal consonants, lateral consonants, and gliding consonants.

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Affricate					tʃ dʒ			
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Approximant				ɹ		j	w	
Lateral Approximant				l				

p	'pie'	t	'tie'	k	'kite'
b	'buy'	d	'die'	g	'guy'
m	'my'	n	'nigh'	ŋ	'hang'
f	'fie'	θ	'thigh'	h	'high'
v	'vie'	ð	'thy'	tʃ	'chin'
		s	'sigh'	dʒ	'gin'
		z	'zoo'	ʃ	'shy'
w	'why'	ɹ	'rye'	ʒ	'azure'
		l	'lie'	j	'you'

Table 2: List of a consonant (Hewlett & Beck, 2013)

o   friction consonants, there are nine consonant phonemes, they are /f, v, θ, ð, s, z, ʃ,ʒ,h/.

o   2.2 Stop consonants is completely stopped at a point in the mouth; there are four pairs of phonemes, they are /p,b/, /t,d/, /k,g/, and /tʃ,dʒ/, and like the friction consonants one of each pair is strong and the other weak.

o   2.3 Nasal consonants, there are three phonemes in English which are represented by nasal consonants, they are /m, n, ŋ/

o   2.4 Lateral consonant is formed laterally, that is, instead of the breath passing down the centre of the mouth. It is /l/.

o   2.5 Gliding consonants is a quick glide, smooth, non-friction towards the following vowel sound; they are /j, w, r/.

vowel

Most people have known a few about what is a vowel. There are some definition and explanation more about a vowel. The quotation of Zahra Farmand and Behzad Pourgharib in their journal "A vowel is a sound in spoken language that is characterised by an open configuration of the vocal tract so that there is no built up of air pressure above the glottis. Vowel sounds are produced by air from lungs which vibrate when the air in the mouth is not blocked. There are five vowels in English (a, e, I, o, and u)" (Farmand & Pourgharib, 2013).

Vowels sounds occur at syllable centres because it involves a less extreme narrowing of the vocal tract than consonants. It cannot easily be described in terms of a place of articulation as a consonant. Instead, they are classified in terms of an abstract "vowel space" (Association & Staff, 1999).
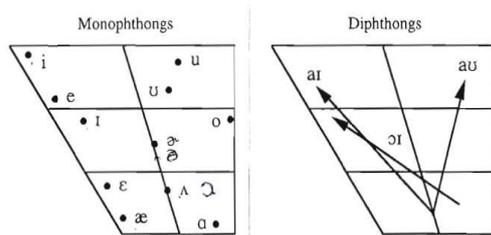
Figure 3: List of the vowel (Hewlett & Beck, 2013)

According to Rebecca M. Dauer" s book, There are the vowel "s agglomeration in monophthong, as follow below (AYERS, 1993):

1. Vowel /i/

   a.   Vowel /i/ is usually spelt [ee] for example, *see, week, cheese, between, etc.*

   b.   Vowel /i/ is usually spelt [ea] for example, tea, repeat, each, leave, etc.

   c.   Vowel /i/ is usually spelt [e] alone, for example, we, these, equal, complete, etc

   d.   Vowel /i/ is often spelt [i.e.] for example, belief, piece, field, movie, chief, priest, etc.

   e.   Vowel /i/ is usually spelled [ei] for example receive, ceiling, leisure, suite,etc.

   f.   Vowel /i/ is usually spelled [i]+consonant+[e], for example police, machine, magazine, fatigue, suite, etc.

   g.   The exception is in people, and *key.*

2. Vowel /I/

   a.   Vowel /I/ is usually spelt [i] single, for example, sit, this, big, pick, etc.

   b.   Vowel /I/ is usually spelt [y], for example, rhythm, syllable, system, etc.

   c.   Vowel /I/ is less commonly used in spelling [u], for example, busy, business, etc.

   d.   Vowel /I/ is less commonly used in spelling [ui] for example, build, guilt, guitar, etc.

   e.   Vowel /I/ is less commonly used in spelling [i], e.g. *live, give, river, deliver, etc.*

3. Vowel /ɛ/

   a.   Vowel /ɛ/ is usually spelt [e], e.g. *pencil, left, exit, several, etc.*

   b.   Vowel /ɛ/ is usually spelt [ea], e.g. *head, weather, death, etc.*

4. Vowel /æ/

   a.   Vowel /æ/ is usually spelt [a], e.g. *fat, add, habit, etc.*

5. Vowel /ɑ/

   a.   . Vowel /ɑ/ is usually spelt [o], e.g. *stop, god, rock, etc.*

   b.   . Vowel /ɛ/ is usually spelt [a], e.g. *father, watch, garage, arm, start, etc.*

6. Vowel /ə/

a. Vowel /ə/ is usually spelt [u], e.g. *but, mud, uh, jump, etc.*

b. Vowel /ə/ is usually spelt [o], e.g. *won, love, mother, of, some, etc.*

c. Vowel /ə/ is usually spelt [ou], e.g. *young, cousin, enough, country, etc.*

7. Vowel / ɔ/

a. Vowel /ɔ/ is usually spelt [o], e.g. *dog, off, on, song, etc*

b. Vowel /ɔ/ is usually spelt [al], e.g. *talk, always, salt, call, etc.*

c. Vowel /ɔ/ is usually spelt [au], e.g. *pause, author, caution, laundry, etc.*

d. Vowel /ɔ/ is usually spelt [aw] e.g *war, warm, award, toward,reward,etc.*

The song as Media in Teaching English Pronunciations

Using song is appropriate for English pronunciation, based on Murphey, which quoted by Nell T. Millington in his journal, that one advantage of using songs in the young learner classroom is their flexibility. Songs can be used for several purposes and reasons, includes pedagogical tool. Songs will help young learners improve their listening skills and pronunciation, therefore, potentially helping them to enhance their speaking skills (Millington, 2011). "Language teaching is often defined because the activities which are intended to achieve acquisition". There is much reason why songs are suitable for English pronunciation teaching. It has many contributions in pronunciation teaching, for example: Hence, whatever theory of language teaching should start from the learning process or the learner"s perspective.

1. *Psychological implication*

The concept of learning, because it is known today, has been dramatically influenced by the psychological study of the educational process. This section establishes the effectiveness of integrating English songs into ELT from the speculation of the human brain, which is the headquartering of language processing (Harmer, 2007).

2. *Stimulation of affective learning uses songs.*

Using English songs in EFL schoolrooms can successfully bring on affective learning by providing a harmonious classroom atmosphere, reducing students" anxiety, developing their interests and motivating them to be told the target language. Students will regard English songs as a part of entertainment instead of work and thus find learning English through songs amusing and relaxed (STANCULEA & Bran, 2015).

3. *Song promotes language cognisance*

Language cognisance is "a means of helping learners to assist them". The results of raising language awareness "will not just be language use, but also language use which is more sensitive to problems with culture, identity and equity". Songs serve as the real source of such target language use that helps to promote students" language cognisance in learning English as a foreign language. There are several reasons to use music in pronunciation classes (Tuan & An, 2010).

To begin with, the listening support provided during the English classes usually consists of Standard English and sometimes British regional while in their free time (when watching TV or listening music) the students are exposed to is generally American English. However, it is not of the most important for students to sound like native speakers (Tuan & An, 2010).

Cited by Erno Sumantri in his thesis, Kramer states that songs are suitable for English teaching because songs are funny. They encourage mimickers, gesture, etc., and related to meaning. They're useful to introduce suprasegmental phonetics. Students play a participative role. They will be applied to comprehension stages (listening) or production (singing). There are songs for alleges and levels. Students can learn English very quickly through echoic memory (Setia et al., 2012).

Songs can add feeling and rhythm to language practice that might otherwise be flat. "They also help and remember things more easily and draw more deeply into a lesson" (Al-Darwish, 2013). Music and rhythm are much easier to imitate and remember language than words which are just spoken. From the statements above, we obtain knowledge that song is funny and fascinating. in fact, most of the students like something fun. Their interest in the song will make the process of teaching English pronunciation easier. So that the researcher assumes that it is useful using the song in teaching English pronunciation

III. METHOD

The researcher used descriptive qualitative. The data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organise and categorise or code the large mass of data so that they can be described and interpreted. Although the qualitative researcher does not deal with statistics, analysing qualitative data is not easy. It is a time-consuming and painstaking process.

Here the researcher had to make sure that they conducted everything themselves from gaining access to left the field. In this study, the researcher acted as an observer. And also collected the data and reported them descriptively based on the situation and events in the field. The researcher is as both instrument and collector of data. Therefore, the researcher presence is necessary, and the other device is used for supporting only. The researcher selected at Pronunciation class in Kampung Inggris Pare Pare Kediri as the object of the research, considering it is one of centre English course which learns some skills in the English language. So that researcher obtains impressive result through this course place. It will be held on 24th April 2020 at morning.

IV. RESULT

Based on the result of the interview with the director of some courses in Kampung Inggris Pare, it shows that the courses in Kampung Inggris Pare stated recently use a song as media in teaching vocabulary. The result of the interview as follows:

The Researcher: How is the background of implementation English songs as media in teaching pronunciation?

The director: "Kampung Inggris Pare was started in 1980. Media song is applied in 2000 because it is suitable media. The purpose of establishing Kampung Inggris Pare is to prepare and develop the human skill to face the economic challenge, politic challenge, and education challenge. Our visions are worship, ethical behaviour, intelligent, and life skill.

It means that the implementation of English songs as media in teaching pronunciation is recently established. However, according to the Director, the application of English songs is looked enjoy. Mr Kholil and Mr Rasyid as the pronunciation"s tutor have each reason, why English songs are used in teaching pronunciation at Kampung Inggris Pare.

The researcher: what"s your opinion about using songs as media in Kampung Inggris Pare? Is there an advantage?

The director: in my own opinion, using English songs as media prefers than another media. As like Mr Kholil say that by using English songs as media, the students automatically practice their language like a native. And the students can enjoy it also.

Mr Kholil: the first reason is most of the students is not confident when they are speaking the English language. By using English songs as media, automatically the students can practice English grammar and train words and sentence with the correct

stress. By this media, they obtain imitation technique. And also the dialect is the same as the native singer. The Second is teaching pronunciation through theoretical is bored, and more challenging to understand. For example, about 16 tenses, according to Longman by drilling, is challenging to remember, also. The third, in our language (Indonesian language) we don"t know about stress and distress, intonation because our dialect and accent are not the same with a native speaker.

Mr Rasyid: "in according to me there are the advantages of teaching English through music there are music motivates to be told, being attentive to the Lyrics improves inclusion Skills, Songs develop excellent Pronunciation, Singing Songs Increases Vocabulary and Speech Patterns, Music Aids Memory, Music Brings Culture Alive, Music acts as a stress buster, music saves time. So it"s so suitable for teaching pronunciation.

It means that there are advantages in using English song in teaching pronunciation at Kampung Inggris Pare. There are some steps to implement the English song in teaching pronunciation. According to Mr Kholil and Mr Rasyid as pronunciation tutor, as follow: *The researcher:* What are the steps to implement English song as media in teaching pronunciation?

The tutor: teaching is dealt to be some steps. And students are dealt basing on students" level. The first is the teaching material of pronunciation which is given three sheets about lyric of the song and phonetic symbol, and the manner of reading. It is expected to help the students to increase their skill and make them the courage to pronounce the English language loudly. The second is the tutor drills the difficult vocabularies which contain in that song. And the tutor clarifies about material which connects with pronunciation, there are about stress, and unstressed, about the specific noun, as like, vowel pairs, and particular consonant sound. So, the tutors selected the English song which includes the material, and also where the British, and American. The tutor doesn't only give content, but also provides an example with and practices it. The next step, the students are ordered to follow the song by their selves slowly, and the song repeats three times until the students understand the tone, after that, the tutor order to support the song loudly one by one. And the tutor gives empty music (karaoke).

The statements above are the result of the interview with the Director, and it is somewhat different from the outcome of the meeting with other directors. As follow:

The researcher: What are the steps to implement the English song as media in teaching pronunciation?

The tutor: in fact, each tutor has different steps in teaching pronunciation. However, the primary purpose is the same. Based on my implementation, for the first step is the Students are provided with lyric sheets for songs. Also, offer a glossary of difficult words or phrases.

The next step is to identify the content words in the selected songs and ask students to write synonyms or antonyms to the given the name. For the next step is providing practice to word form is essential. So ask the questions about the word forms within the song like; Which term ends in –z?, Which words begin with a vowel letter? Which name starts with a vowel sound?, Which of those is that the shortest word? Which word are the first syllables? Which word could be tense? What name is that the most difficult for you to pronounce? What is the most unaffected idiomatic expression?.

Ask the students to sing together along as the teacher play the song for two or three times. Then, the students have to select a song of their own and ask them to work on pronunciation and the particular song meaning and have them present their choice in groups of class. This interactive learning style will help students feel self-directed and can deepen their interest in English. Mini-Project on English music: Teacher can innovate the projects on music through instructing students to get songs according to themes such as inspiration, friendship, wars, racial discrimination, nature, love, motivation, life, religion, sports, military songs etc. The next step is the teacher should select a song and play it twice without providing lyrics to the students. After that, the teacher should show the lyrics either through LCD or by writing on the board. Then let them see the words. Finally, let all to sing together. Attending can be drawn to different varieties of English dialects and accents from various English speaking countries such as America. Etc.

It means that each tutor has each step in implementation English song in teaching pronunciation. However, each tutor teaches the theory based on the available method. And the purpose will be reached is to pronounce the English language as like a native. There are kinds of media used in Kampung Inggris Pare. However, using English song as media is preferred more instead of the other media. Based on the interview with some students and tutor, as follow:

The researcher: is there another media used in teaching pronunciation?

The tutor: "actually, there is much, they are the poem, poetry, and tongue twister. The poem has rhythm, so the students match with the last sentences with rhythm — tongue twister used for warming up of the diction. And most of the students prefer to use English song as media than using the other media. And also they can enjoy their learning by using English song; moreover, the title of the song is about love or feeling of heart. And the most important else is by using English song as media they can inure and listen to the strange voice like a native habitually".

There are some reasons which the students are interested in using English song as media in teaching pronunciation. Such as the result of the interview with some students in pronunciation class.

The researcher: what is your opinion about using English song in teaching pronunciation?

The students: it is good, and we can enjoy it so that we can learn about pronunciation enjoyable. Moreover, it"s more interesting when the tutor gives rock genre, and rap_song, as like Eminem's song

The researcher: what media are more accessible in pronunciation learning?

The students: eventless I also prefer west song favour, moreover, rock genre. However, it is more challenging again if Mr Kholil provides song such as Eminem"s song

The interview„s script above is an interview with Mr Kholil as a tutor and Al as a student in pronunciation class. Meanwhile, according to the other students is showing that English song as media is better and suitable, as well.

The researcher: what is your opinion about using English song in teaching pronunciation? What media are more accessible in pronunciation learning?

The students: it is good, and we can enjoy it so that we can learn about pronunciation enjoyable; moreover, my favourite song is used

The interview„s script above is an interview with Lina as the student of pronunciation class.

The researcher: what„s media do you like? Either using English song as media or the other media

The student: of course, I like using English song as media, we can enjoy in teaching-learning process, and it is not dull, and not too in dangerous.

The *researcher:* okay, and this is the last question, is there the differences in English song as media and the other media, how is about you?

The *student:* the result depends on each student. Yes, there is the difference; however, we also require the other media, for supporting our learning process. When the students inure and habit to listen to Foreign song, they can pronounce it well.

The statements above mean that the English song as media is not bored. And the result of the implementation excellent or bad depends on the students own. The student's response shows it.

The *researcher:* What is the song which is used as media usually?

The *student:* sometimes, Avril's song, Eminem"s song and demi Lovato's song. (Al)

The *researcher:* what"s the title of the song?

The *student:* mmm, sometimes Mr Kholil uses John Legend song entitle all of me, and all I ask, and Avril also and Demi Lovato authorise this is me) (Nuri)

Based on the interview above, the genre used is rock. However, the tutor sometimes gives the pop genre. And the title used is colourful, those are "*this is me*" song, *mockingbird* song, *all of me* song, *etc.*

II.   THE RESULT OF OBSERVATION

A.   *The first observation*

The researcher observed teaching pronunciation in Kampung Inggris course. It was located in Flamboyant street number 154, village Tulungrejo, Pare, Kediri. Correctly, It was held on 24th April 2019 in cafe, namely *tansu cafe.* Kampung Inggris Pare was stated in 2012 years. Kampung Inggris Pare had five teachers. They were Mr Joko Hendriyanto; we can call him Mr Joko, he was not only as a father of the course, but he was as a tutor as well, Mr Kholilur Rohman, we can call him by Mr Kholil, He had the capability in English, especially in pronunciation and speaking, Mr Muhammad Jamik Rosyid he had capacity in speaking and pronunciation as well. And the other tutor was Mr Amir Syamsudin he not only had skill in English, but he also had expertise in the art. And the last tutor was Mr Firdaus Rezal as Syamsi.

The pronunciation class was consisting of 25 students. The pronunciation tutor in this class was Mr Kholil. For the first, the tutor gave a greeting to the students "how are you today?". The students answer "we are fine, Sir!". Before the lesson began, the tutor invited the students to recite al-Fatihah together. "Okay, let"s open our lesson this morning by reciting al-Fatihah together!" the

tutor said. Then, the tutor explained low point about pronunciation by using English song as media. After that, the tutor gave three sheets of the paper, which contained song lyrics, and phonetic symbols.

The title used the song; *this is me* by Demi Lovato. The tutor drilled the difficult of vocabularies which contained in the song. The tutor wrote the difficult of glossaries on the whiteboard, and he said "how to pronounce it correctly? Please follow me, *found* (three times)". The tutor also explained about connected speech, for example, how to pronounce on *the kind of girl*. The tutor gave imitation firstly, And the students repeated it loudly. The tutor also matched the pronunciation with the pronunciation of native singer in "*this is me*" song. Besides, the tutor taught them more about stress, unstressed, and accent, too.

The next step was listening to an English song. "I turn the music on. Then, all of you must listen to it well, okay!" the tutor said to the students. The song was turned on three times until the students got the point and comprehended the tune of the song. "Can you get the point, guys?" the tutor asked. All of the students nod their head. And the tutor said "alright, I will order you to join with the song one by one. However, before doing it, let"s sing the song together loudly! ". "Yes, sir!" The student said as one. The students seemed glad when in the teaching-learning process. The students also seemed enthusiastic to join the class because the teaching-learning process is not dull. Then, they sang the song loudly. After that, the tutor ordered the students to continue the song one by one. After that, the tutor ordered the students to sing along with empty music (karaoke). "All of you have to sing this song with *karaoke* without a singer, and you should pronounce it well!" All of the students said, "alright, Sir!". And the students tried it, although some of them were not true in singing. However, they enjoyed it, and they did not feel bored.

The teaching-learning process had been done. Then, the tutor closed the lesson. "That is the teaching pronunciation by using English song as media, to train your pronunciation to be better, you can try it by yourself at home. So, practice it! Okay, let"s close our lesson this morning by reciting alhamdulillah together!". Finally, the time was over. And all of the students and tutor hang out each other in the cafe.

B.   *The second observation*

The researcher observed teaching pronunciation in Kampung Inggris course, on 4th May 2019, and it is located in Kampung Inggris Pare camp.

For the first, the tutor gave a greeting to the students " how are you today?". The students answer " we are fine, Sir!". Before the lesson was begun, the tutor invited the students to recite al-Fatiha together. "Okay, let"s open our lesson this morning by reciting al-Fatihah together!" the tutor said.

The tutor explained the short material about pronunciation. And the tutor repeated the explanation about the last lesson. In this section, the tutor examined the students, to know the student"s ability. "All of the students, i do hope to you all to partake in this test!" the tutor said. After that, the tutor gave one sheet of the paper, which contained song lyrics. Then, the tutor gave them to test for singing an English song. The manner of analysis was the students ordered to sing one by one. And the English song is determined by the tutor. They had to pronounce it well, and as like a native singer.

The test had been done. Then, the tutor closed the lesson. "I do hope to you all, practice and pronounce your language as well as possible! And, let"s close our lesson this morning by reciting alhamdulillah together!"Finally, all of the students came to each boarding

V. DISCUSSIONS

1. The Implementation Of Teaching Pronunciation By Using English Song Based on Interviewing and Observation

Based on interviews with the director, he says that the essential reason, using English song as media in teaching pronunciation is most of the students is not confident when they are speaking the English language, if by using English song, automatically they practice English, and train words and sentence with the correct stress. By this media, they require imitation technique. And also the dialect is the same as the native singer.

This media is applicants in Kampung Inggris Pare for four years as follow the result of the interview with Mr Khalil. According to the *quotation* of Mr Kholil above, he suggests including this media in Kampung Inggris, and the outcome is good and better than the other media. So, this media is suitable and continued. The result of the interview with Mr Joko as the director of Kampung Inggris Pare, also shows that this media used for four years. In observation, the researcher gets the data about pronunciation by using the English song. In this case, the researcher involves in the teaching-learning process. The research is done twice. Observation is the primary data in doing this research. Based on the statement of the problem above,

the researcher observes to know the implementation of pronunciation teaching by using the song as media at pronunciation class in Kampung Inggris. The first observation is conducted on 24th April 2019 at pronunciation class in Kampung Inggris Pare correctly has done in "Tansu cafe" with 25 students. And the second observation is in Kampung Inggris Pare camp, on 4th May 2017.

Figure 1: the teaching-learning process in Kampung Inggris course (the first observation)

The teaching material of pronunciation is given three sheets about lyric of the song and phonetic symbol, and the manner of reading.

The first meeting the title song was "this is me" by Demi Lovato. Choosing a song is selected based on the students" level. As like the elementary level is given slow music. And

for the intermediate level is provided beat music, for example, Eminem song, by the title "mockingbird".

Based on the researcher"s observation, before beginning using song, for the first, the tutor drills the students about the problematic vocabularies which contain in that song. For example, how to speak *found* as like native singer in "*this is me*" song. After that, the tutor has matched with the native singer. The tutor not only give them about how to pronounce it, but he teaches more about stress and unstressed as well. The pronunciation teaching by using music in Kampung Inggris Pare is implemented well. Because by using song, the students mean that the English language is exciting and enjoy literature. And also it can make them enjoy.

The result of the interview with Mr Kholil, as a tutor in pronunciation class, that the students seemed glad, enjoy, fun, and easy to comprehend. The implementation of teaching pronunciation by using the song as media at pronunciation class in Kampung Inggris Pare is excellent. The students looked enthusiastic and gave attention more on learning English. It could be known from how the students answered the teachers greeting. And all of them gave a good response, and they are eager to study

language more. And one of them said that the English language is fun, never regret attempting it more.

Figure 2: The teaching-learning process in pronunciation class by using English song as media

Before the level began, the teacher started the course with the opening session consisting of greeting. The student looks enthusiastic in learning English, it could be known from how the students answered the teachers greeting, and all of them also give a good response and check by the attendance book.

After giving a greeting, the teacher also introduces the researcher to the students and explains to her student that the researcher would join in their class for some purpose. Then, the teacher checks the attendance list by calling them one by one. In the first meeting, all of the students could join the class without any absent.

Figure 3: teaching-learning process in pronunciation class by using English song as media

The following is the steps in the implementation of teaching pronunciation by using English song as media. And based on interviewing and observation also, the researcher obtained that the first step of application of teaching pronunciation by using English song as media below:

a. The teaching material of articulation which is given three sheets about lyric of the song and phonetic symbol, and the manner of reading. The first meeting the title song is *this is me* by Demi Lovato. Choosing a song is selected based on the students" level. As like the elementary level is given slow music. And for the intermediate level is provided beat music, for example, Eminem song, by the title mockingbird. The teacher is ready with the pronunciation class and song as media entitled "*this is me*" actually; it is not the first time for the teacher used

English song as a media to teach English pronunciation, because he wants his students to be interested in learning pronunciation. It is expected to help the students to increase their skill and make them the courage to pronounce the English language loudly.

b. The tutor drills the difficult vocabularies which contain in that song. And the tutor gives clarify about material connect with pronunciation; there is about stress, and unstressed, about a specific noun, as like, vowel pairs, and particular consonant sound. So, the tutors before giving to the students, he selected the English song which includes the material above, and also where the British, and American was. He not only provides content but also provides the example and practices it. E.g. *don"t you remember* (he practices Adele song by explanation stressing syllable).

c. The next step, the students are ordered to follow the song by their selves slowly, ask them to sing along as the teacher play the song for two or three times. And the song repeated three times until the students understand the tone, after that, the tutor orders to follow the song loudly one by one. And the tutor gives empty music.

1. THE RESULT OF THE STUDENTS RESPONSE

Based on observation and interviewing which has been done with the students, the researcher gets the point and result, that teaching pronunciation by using English song as media is enjoyable and make them confident to speak the English language. Besides that, if the students sing the English song, automatically they can practice

English language; cause it easier than use the other media. As like Mr Kholil said, that "learning 16 tenses in Longman is more difficult than using English song".

Due to most of the students like English song, it gives them one solution. To them, want to learn the English language. Based on the result of the interview with the student, some media which is used in the Kampung Inggris Pare, the students prefer by using English song as media. Because by using English song as media can learn to enjoy and fun. Even the English song which used containing about love and feeling of heart, for example, Adele"s song entitle someone like you. The researcher cites Mr Rasyid opinion. So, the tutor lets the students improve their favourite song in learning English loosely. And they interested in learning

pronunciation, and they don"t feel difficult for it.

The students get teaching pronunciation depends on their capability. If the beginner they have acquired about the elementary level, and the primary level is using slower music, so they can pronounce it as can as possible. And if the high they have given about the intermediate level. And it was using beat music or rapid song. By using beat music, they can obtain more about pronunciation which suitable with their every capability

VI. CONCLUSION

In this study, there is conclusion obtained from the results of the survey that are acquired from the observation and interviews; it is described as follows; actually, the position of English for Indonesia students' is a foreign language. Therefore, to pronounce a foreign language is difficult, because it is not our dialect, And English is a new language for them. However, based on the result of interview and observation that the outcome of the implementation of English song as media in teaching pronunciation in Kampung Inggris course is comfortable and better than the other media. To get the conclusion, some steps used in teaching pronunciation by English song's application is as follow:

1. Firstly, the song is chosen, which based on the students' level, and the genre of the song selected is varieties, there are pop, and rock and roll.

2. Then, Some steps are joined by students in implementation English song in teaching pronunciation; there are from giving the sheets of lyrics, listen to the song, have to participate with singing, repeat the song scores of times, it until listening to explanation about contain words.

Therefore, the implementation by using English songs as media in teaching pronunciation is running well, right, comfortable, and exciting. So, these media are suitable and continued in Kampung Inggris course Pare Kediri.

VII. REFERENCES

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