ELED Student's Perception on Using English Songs to Learn Pronunciation

A Skripsi

Submitted to Language Education Faculty as a Partial Fulfillment of the Requirements

For the Degree

Sarjana Pendidikan



By:

Dimas Adika Trisnanto

20170810221

English Language Education Department
Faculty of Language Education
Universitas Muhammadiyah Yogyakarta

Statement of Authenticity

I hereby

Name

: Dimas Adika Trisnanto

Student Number

: 20170810221

Study Program

: English Language Education Department

Faculty

: Faculty of Language Education

University

: Universitas Muhammadiyah Yogyakarta

Certify that this *skripsi* entitled "ELED Student's Perception on Using English Songs to Learn Pronunciation" is certainly my own work, and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, July 24, 2021

imas Adika Trisnanto

NIM. 20170810221

Acknowledgement

First, of course I would like to gratitude to Allah SWT. because He has helped me a lot in the work of this *skripsi*, providing health and smoothness in the work of this *skripsi*, because without His permission this *skripsi* will certainly not be completed in time. Thank you also to our Prophet Muhammad SAW for guiding me as his people to always go on a bright path. Alhamdulillahirobbil 'alamin, I am always grateful for the receipt of my *skripsi* entitled "Student's Perception on Using English Song to Improve Pronunciation Skills at a Private University in Yogyakarta", as the last requirement to graduate in the English Language Education Department, Universitas Muhammadiyah Yogyakarta. I also give a very deep respect to my *skripsi* supervisor, Mr. Endro Dwi Hatmanto and Ms. Evi Puspitasari. I thank you for your knowledge, motivation, and patience in completing this thesis.

I am proud to dedicate this *skripsi* to my dear family, namely my parents (Sutrisno and Jemiyem), Mas Bayu and Mas Jati. Especially to Desi Ayu Sari, who always accompanies my life journey to complete my undergraduate education, always supports and convinces myself to always be grateful and proud of myself. There was no way I could have gone this far without their support and prayers. Without the care and trust that they have placed in me, I would not have been able to reach this level. I cannot say much more because they are too important during my life.

I would also like to thank my friends, especially class F, because they have welcomed me well in your life. For all the things and togetherness that we have been through together, I hope you can find your path of success and can be useful for many people. The four years with you are a short but very valuable time for being a part of my life's journey. I really love all of you.

Not to forget that I also really respect the organization that has helped me to become a great person with extraordinary soft skills, namely BEM FPB UMY. I am speechless because this organization had a positive impact on my life. I thank my friends here, Desi, Resangga, Hasul, Dina, Ifa, Felan, and many more. Thank you for wanting to fight together for the good of us all. I also want to thank the lecturers and staff of the English Language Education Department who have helped me a lot in the work of my *skripsi* and of course the knowledge is very useful for a better future. And to all the people I cannot name, who have provided valuable experiences and extraordinary knowledge, I wish you all good health and success out there.

Table of Contents

Approval Sheeti
Statement of Authenticityii
Mottoiii
Acknowledgementiv
Abstractx
Chapter One1
Introduction1
Background of the Research 1
Identification of the Problem4
Delimitation of the Problem5
Research Question6
Objective of the Research 6
Significances of the Study 6
For the students6
For the lecturers7
For the other researcher7
Organization of the Research7
Chapter Two9
Literature Review9

Pronunciation Skill	9
Pronunciation Problem	11
Learning Pronunciation Skill through English Song	13
The Benefits of Using English Songs to Learn Pronunciation	14
The Criteria of English Songs that Could Help Students to Learn	
Pronunciation	16
Reviews of Related Studies	18
Conceptual Framework	21
Chapter Three	23
Methodology	23
Research Design	23
Research Setting	24
Research Participants	25
Data Collection Method	26
Data Collection Procedure	29
Data Analysis Technique	29
Transcribing	29
Member checking	30
Open coding	30
Analytic coding	31

Axial coding	31
Selective coding	31
Chapter Four	32
Finding and Discussion	32
The Benefits of Using English Songs to Learn Pronunciation	32
Encouraging students' imitations immediately	33
Providing supra-segmental aspects to learn (stress, rhythm, and intono	ıtion).
•••••••••••••••••••••••••••••••••••••••	34
Exposing students with various English accents	35
The Criteria of English Songs that could Help Students to Learn	
Pronunciation	36
Singer's voice is clear	37
Song lyric is understandable	38
Song's tempo is not too fast	38
Chapter Five	40
Conclusion and Recommendation	40
Conclusion	40
Recommendation	41
For the students	41
For the lecturer	41

For the other researcher	42
References	43
Appendices	48
Appendix 1	48
Appendix 2	50
Annendix 3	53