

## **Chapter One**

### **Introduction**

In this research, the researcher examines some points that deal with this chapter. The first point discussed the background of the study and the identification of the problem. In this background, the researcher presented the reason why the researcher investigated this research. The second point was the limitation of the problem in which the researcher had conveyed some research questions and factors that limit this research. The third point was elaborating on the formulation of the problem. The fourth point discussed the aim of the research and the last one was to deal with the significance and the outline of the study.

### **Background of the Research**

Research on the influence of the used of English songs as the media to improve speaking skill has gained much more attention. There are many aspects in which related to learning speaking skills such as grammar, pronunciation, and vocabulary which mean the basic aspects of learning English language. In communication skills, it is very important for students to learn pronunciation skill as a basic provision for speaking properly and correctly so that listeners can understand what the meaning is conveyed. Harmer (2000) said that for the people, pronunciation would not only help their own development but their comprehension of spoken English. According to Farmand and Pourgharib (2013), “pronunciation is the way we pronounce a word, especially in a way that is

accepted or generally understood” (p.841). Pronunciation is the study of the technique of reciting vocabulary in English. Pronunciation was an attempt to pronounce English vocabulary according to its function and meaning (Cook, 1996, as cited in Pourhosein Gilakjani, 2016). Every person who learns English must pronounce the vocabulary properly and correctly so that there is no confusion or misunderstanding in communication. Morley (1991) expressed that good vocabulary pronunciation was the main goal of smooth communication. To master English pronunciation, an English learner needs to practice speaking words every day. However, before the person can pronounce the sound or intonation of the word correctly, the English learner must have good listening on how the word is spoken by native speakers. It is clearly very important to learn how to pronounce the word correctly and properly.

Pronunciation is one of the important parts of learning English. According to Gilakjani (2012), pronunciation was an important part of studying a foreign language since it directly influences both the communication skills and success of students. Moreover, Stenberg (2001) said that pronunciation was the process of pronouncing words referring to sound development, stress placement, intonation, etc. This suggests that pronunciation is a fundamental skill that is important for students to learn. In Indonesia, students rarely practice English in communicating both inside and outside the classroom. To master English, students must struggle with the language anytime and anywhere. It is easy to find English classes at schools, colleges or other institutions where most of the students rarely exchange information in English. In this class, they can learn English word pronunciation,

grammar, vocabulary, and linguistics. However, when students were asked to discuss or exchange ideas, they tend to use their mother tongue so that their English skills will not improve at all. Arimili, Kanuri, and Kokkirigadda (2016) demonstrate that difficulties in learning pronunciation include age (critical duration hypothesis), vision, mother tongue effect, no one correspondence, and time stress pattern. Then, students are also more often outside the classroom so that they should be able to take advantage of this opportunity to find various references to learn English such as through videos, text, pictures, or other interesting media. It is possible to make students difficult to pronounce words correctly.

There are many ways that can be used in learning English and one of them is using songs. This can be used as an alternative to learning English more effectively and attractively making people easier to understand it. Harmer (2001) explained that music was something that could attract students' interest. Music can provide emotional interest in the ability of the brain, plus from a small human brain always enjoy the music so they are also entertained. Lynch (2008) stated that music has been loved by everyone. Music can be used as a learning medium to help students learn and help the pronunciation of words. Basically, people enjoy learning by applying interesting learning methods such as using songs as media. Songs can help students to learn foreign languages. According to Kurnianto (2016), songs could be used in various learning activities, for example, to introduce new languages, practice language, improving the language, as a

transition between one activity and other activities and to give more energy to students.

Most ELED students only learn pronunciation skills from the lecturers in the class. Sometimes students cannot understand what the lecturer was saying because of several factors such as annoying friends, unfavorable classes, and far seats. On the other hand, it was rare to find these ELED students making conversations in English either inside or outside the classroom. However, previous researcher believed there were other ways to learn pronunciation. According to Raharjo (2016) English songs could have a good influence on the development of English, so that English songs were widely used in the learning process. Based on the explanation above, the researcher can conclude that English songs can support students who want to learn pronunciation skill. Therefore, the researcher was interested to conduct a research about ELED student's perception on using English songs to learn pronunciation.

### **Identification of the Problem**

As explained in the background, the researcher was interested in investigating ELED students' perception on using English songs to learn pronunciation. There are many ways that can be used to learn pronunciation and one of them is through English songs. In line with that, Kumaravadivelu (2003) pointed that songs provide extra linguistic context to learner by providing prosodic signals such as pronunciation, stress, and intonation. This can provide the benefits of using English songs to learn pronunciation and become an effective

learning medium in learning English so that it made people can acquire knowledge easily.

In addition, the English songs used to learn pronunciation have criteria in order to help students create a good and effective learning system. Based on the benefits and the criteria of English songs, this research was designed to discover ELED student's perception on using English songs to learn pronunciation. The researcher used four participants from batch 2018 of English Language Education Department.

### **Delimitation of the Problem**

The researcher focused on investigating ELED student's perception on using English songs to learn pronunciation. The data for this research was taken from four students who had experiences on using English songs in learning pronunciation. The purposes of this research are to ascertain the benefits of using English songs to learn pronunciation and to explore the criteria of English songs that can help students to learn pronunciation. The data is based on the student's experience in learning pronouncing words by using English songs, and it is limited to qualitative design using interviews as the data collection method.

### **Research Question**

Based on the background above, the researcher formulates two research questions of student's perception on using English songs as a learning medium to improve pronunciation skills:

1. What are the benefits of using English songs to learn pronunciation?
2. What are the criteria of English songs that can help students to learn pronunciation?

### **Objective of the Research**

Based on the research questions above, this research is purposed as follow:

1. To ascertain the benefit of using English songs to learn pronunciation?
2. To investigate the criteria of English songs that can help students to learn pronunciation?

### **Significances of the Study**

This research offers a variety of advantages. They are supposed for the students, the lecturer, and the other researcher.

*For the students.* Students are expected to be able to open their minds that English songs can be used as the effective learning media of pronunciation. Then, from this study students are expected to be able to improve their ability to pronounce words through English songs as the medium.

*For the lecturers.* The results of this study may make lecturers know the advantages of using English songs as a medium for learning to pronounce words. It is also expected that lecturers can apply one of these learning strategies to students as an effective teaching and learning method.

*For the other researcher.* The outcome of this study may be used for other researchers who are interested in performing the same study field. The results of this analysis can be used as a guide for further different research designs or methodologies. It also becomes a source for other scholars to perform studies in the same area of study concerning the English songs.

### **Organization of the Research**

There are five chapters to this study. Chapter one presents background of the research, identification of the problem, delimitation of the problem, statement of the research, research questions, research objectives and the significance of the research.

Chapter two is literature review. This chapter reviews theories and previous research-related studies. Within this chapter, several points are explored, including pronunciation skill, pronunciation problem, learning pronunciation skill through English songs, also other related research are explained and conceptual framework. This chapter discusses the principle concerning the description of the teaching and learning pronunciation skills by using English songs as a tool.

The Methodology is in chapter three. Each chapter discusses how the researcher should perform the study. This chapter addresses the methods, the

instruments, the participants, settings, and techniques for gathering data. As well, the researcher discusses how to analyze the data in this chapter.

Chapter four contains the finding and discussion. This chapter presents the result of data analysis. There are two key points discussed in this chapter, which is the issue in English songs and learning pronouncing words at English Education Department of a private university.

The conclusion and suggestion are in Chapter Five. This chapter discusses general responses to the research questions and the researcher's recommendations. Teachers, students, and other researchers get the suggestions.