

**THE IMPACT OF ENGLISH SONGS ON STUDENTS' PRONUNCIATION
SKILLS AT THE TENTH GRADE OF SMKN 1 SUNGAI PINANG**

AN UNDERGRADUATE THESIS

Presented to
Nahdlatul Ulama University South of Kalimantan In partial fulfillment of the
requirements for the degree program



By
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APPROVAL

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At The Tenth Grade Of Smkn 1 Sungai Pinang

After being checked and revised, the thesis proposal has been approved to be examined.

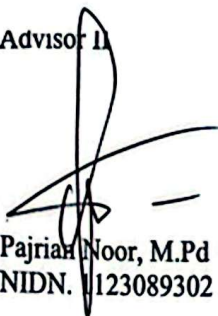
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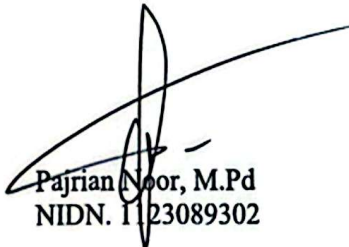
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STATEMENT OF AUTHENTICITY

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I hereby affirm that this undergraduate thesis is entirely the result of my own efforts. All information, data, and sources used in the completion of this research have been specifically gathered and employed to achieve the aims and objectives set out in this study. This work has not been presented or submitted to any institution of higher learning for the award of a degree or for any other academic purpose. Furthermore, I ensure that all referenced materials have been appropriately cited and acknowledged throughout this thesis. Should there be any evidence in the future proving otherwise, I fully accept that my academic degree may be rescinded.

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ABSTRAK

**Hariyati, Masnah. 2025. *The Impact of English Songs on Students' Pronunciation Skills at the Tenth Grade of SMKN 1 Sungai Pinang*. Thesis. English Department Advisor:
(1) Isnaniah, M.Pd(2) Pajrian Noor, M.Pd**

Keywords: English song, pronunciation, shadowing technique, motivation, vocational High school, mixed-method.

Penelitian ini bertujuan menganalisis pengaruh lagu berbahasa Inggris terhadap kemampuan pengucapan siswa kelas X SMKN 1 Sungai Pinang, dengan menggunakan lagu "*Everything at Once*" sebagai media utama. Latar belakang penelitian adalah rendahnya akurasi pengucapan siswa dan kebutuhan akan metode pembelajaran yang lebih menarik.

Metode yang digunakan adalah mixed method dengan desain kuasi-eksperimental untuk data kuantitatif, serta observasi dan angket untuk data kualitatif. Data dikumpulkan melalui pre-test, post-test, observasi kelas, angket siswa, dan catatan guru. Perlakuan dilakukan selama sembilan pertemuan dengan teknik *shadowing* secara konsisten.

Hasil uji Paired Samples t-Test menunjukkan peningkatan signifikan pada kemampuan pengucapan siswa ($p < 0.001$), khususnya dalam kejelasan vokal, tekanan kata, dan pelafalan konsonan akhir. Data kualitatif mengungkapkan bahwa siswa lebih termotivasi, percaya diri, serta merasa nyaman saat belajar pronunciation melalui lagu. Pembelajaran berkelompok dengan teknik *shadowing* juga menciptakan suasana interaktif dan kolaboratif.

Penelitian ini merekomendasikan guru bahasa Inggris di SMK memanfaatkan lagu dengan lirik jelas dan ritme konsisten sebagai strategi pembelajaran pronunciation. Lagu tidak hanya berfungsi sebagai hiburan, tetapi juga sebagai media edukatif yang efektif untuk meningkatkan keterampilan berbicara siswa.

ABSTRACT

**Hariyati, Masnah. 2025. *The Impact of English Songs on Students' Pronunciation Skills at the Tenth Grade of SMKN 1 Sungai Pinang*. Thesis. English Department Advisor:
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Keywords: English song, pronunciation, shadowing technique, motivation, vocational High school, mixed-method.

This study aims to analyze the effect of English songs on the pronunciation skills of tenth-grade students at SMKN 1 Sungai Pinang, using the song "Everything at Once" as the main learning medium. The background of this research lies in the low accuracy of students' pronunciation and the need for more engaging learning methods.

A mixed-method approach was employed, using a quasi-experimental design for quantitative data and observations as well as questionnaires for qualitative data. Data were collected through pre-tests, post-tests, classroom observations, student questionnaires, and teacher notes. The treatment was carried out over nine meetings, consistently applying the shadowing technique.

The Paired Samples t-Test results indicated a significant improvement in students' pronunciation skills ($p < 0.001$), particularly in vowel clarity, word stress, and final consonant pronunciation. Qualitative findings revealed that students became more motivated, confident, and comfortable when learning pronunciation through songs. Group learning with the shadowing technique also fostered an interactive and collaborative classroom atmosphere.

This study recommends that English teachers in vocational high schools incorporate songs with clear lyrics and consistent rhythm as a strategy for teaching pronunciation. Songs should not only serve as entertainment but also as an effective educational medium to enhance students' speaking skills.