

CHAPTER I

INTRODUCTION

This chapter provides an overview of the fundamental components of the research. It opens with an explanation of the study's background, which clarifies the rationale and motivations underlying the investigation. Following this, the discussion proceeds to the formulation of research questions, the aims that the study seeks to accomplish, and the value of the research in both theoretical and practical contexts. In addition, this chapter also addresses the scope along with the limitations of the study and presents the operational definitions of the key terms employed throughout the research.

A. Background of the Study

English has become an international language used in various aspects of life, including education, business, and technology. As a global language, mastering English is crucial, especially in the field of education. One of the key skills emphasized in English language learning is speaking, which includes pronunciation. Correct pronunciation plays a significant role in effective communication, as poor pronunciation can hinder mutual understanding between the speaker and the listener. Therefore, the development of pronunciation skills is important in English language learning, particularly at the secondary education level.

To improve students' pronunciation skills, English teachers, employ various methods, one of them is using music media .English song is believed to be an effective tool in language learning. Songs are not only enjoyable but also help students understand intonation, stress, rhythm, and more natural pronunciation. One method widely applied in this context is using English songs to practice students' pronunciation. This is particularly relevant considering students' high interest in music, especially among teenagers.

SMKN 1 Sungai Pinang is a vocational high school located in the Sungai Pinang area, Banjar regency, offering various vocational programs such as Teknik Kendaraan Ringan and Manajemen Perkantoran Dan Layanan Bisnis. Although the primary focus of the school is on practical skills related to

vocational fields, English remains a mandatory subject taught at every grade level. In the tenth grade, students are taught the basics of English, with an emphasis on speaking, writing, listening, and reading skills. One of the challenges frequently faced by English teachers at SMKN 1 Sungai Pinang is the issue of students' incorrect pronunciation. Many students struggle to pronounce English words correctly, which is caused by various factors, including local accent influences, limited exposure to English, and a lack of effective pronunciation practice. Based on pre-observation, it shows that many students were Javanese and had difficulty pronouncing English words when asked to read or speak in English. This led to poor pronunciation during oral reading.

They were reluctant to speak in English, and when they did, their reading often reflected the way they would read in Indonesian. During the lessons .The researcher observed that some students enjoyed singing, sometimes accompanied by rhythmic beats or tapping on tables or chairs. Integrating English songs into the curriculum can help address pronunciation issues. The appropriate use of songs provides greater exposure to correct pronunciation, enabling students to imitate and internalize proper pronunciation more effectively

According to several experts in the field of language education, the use of songs in English language teaching has many benefits. Wei (2006) states that songs provide an opportunity for students to practice pronunciation in a practical way within a more relaxed and engaging atmosphere. Singing activities also introduce more varied pronunciation patterns, which are particularly useful in helping students understand sound differences in English that may not exist in their native language. Salcedo (2002) emphasizes that songs help improve memory retention of texts and may serve as an effective method to stimulate language acquisition. Additionally, they reinforce grammatical structures.

Another essential component of songs, aside from the music, is the lyrics. Lyrics act as a valuable and authentic source of teaching materials in foreign

language classrooms. As a result, teachers should not disregard songs, as numerous studies have demonstrated their effectiveness as an authentic resource for language teaching internationally (Maley, 1997; Eken, 1996; Gaston, 1968; and Geoff, 2003).

Murphey (1992) describes songs as “musical texts” that repeatedly expose learners to authentic models of pronunciation, enabling them to reproduce sounds closer to those of native speakers. In line with this, Schön et al. (2008) explain that music facilitates the segmentation of sounds into words, which contributes to the development of learners’ phonological awareness. Similarly, Fonseca-Mora, Toscano-Fuentes, and Wermke (2011) emphasize that songs enhance phonetic sensitivity while helping students grasp stress and intonation patterns more effectively.

Moreover, Krashen’s (1982) Affective Filter Hypothesis suggests that the use of songs lowers students’ anxiety and promotes a more relaxed learning environment, thereby motivating them to practice pronunciation with greater confidence. Abbott (2002) also highlights that the rhythm and prosody naturally embedded in songs expose learners to authentic patterns of spoken language. Wei (2006) further supports this view by asserting that songs create meaningful opportunities for practicing pronunciation in enjoyable situations. Along the same line, Salcedo (2002) observes that songs strengthen memory retention of linguistic input, whereas Medina (1990) underscores their role in improving auditory discrimination, which is essential for accurate pronunciation.

Thus, the use of songs in English language learning not only supports the development of speaking skills in general but also specifically in terms of pronunciation. In this context, research on the impact of using English songs on students’ pronunciation skills in the tenth grade at SMKN 1 Sungai Pinang is highly relevant. With a more creative and enjoyable approach, it is expected that students can gradually improve their pronunciation. This research also aims to identify how the proper use of songs can enhance students’ understanding of correct pronunciation, as well as other factors that affect the

effectiveness of this method in the school environment.

This research will provide insights into how enjoyable methods, such as songs, can affect the development of students' pronunciation skills, which in turn will help them prepare for the demands of the increasingly globalized professional world.

Previous researches explored the use of songs in teaching English pronunciation to high school students but did not include quantitative data to measure the extent of improvement in students' pronunciation skills. Meanwhile, this study seeks to address these gaps by making several new contributions. First, it specifically focuses on vocational high school (SMK) students, a group that has received less attention in research on the use of songs for improving English pronunciation.

While most previous studies have concentrated on middle and high school students, vocational students have distinct learning characteristics, emphasizing practical and vocational skills. Therefore, this research is expected to provide fresh insights into how songs can effectively enhance pronunciation skills within a vocational education setting. This aspect is particularly important since previous studies have yet to explore the integration of songs with grammar instruction at the vocational school level. Therefore, introducing an enjoyable and relevant method, such as using English songs, could be an attractive and effective solution to address this issue.

B. Research Questions

The researcher formulated the research problem as follows:

1. What is the impact of using English songs in improving students' pronunciation skills?
2. How do English songs play a role in enhancing students' motivation and confidence in learning English?

C. Research Objectives

This research has several objectives, they are:

1. To examine the influence of English songs on enhancing pronunciation accuracy among students at SMKN 1 Sungai Pinang
2. To explore the impact of incorporating music on students' motivation and self-assurance in learning English pronunciation.

D. Research Significances

There are several uses that the researcher wants to provide from this research:

1. Advancing Pronunciation Learning

This research aims to contribute to the improvement of pronunciation learning by providing effective methods and strategies. The findings can help educators develop innovative teaching techniques that enhance students' pronunciation skills, making their spoken English more accurate and comprehensible.

2. Motivation and Confidence Building

The research also seeks to inspire learners by fostering motivation and building their confidence in speaking English. By addressing common challenges in pronunciation, this study can empower students to communicate more effectively, reducing anxiety and encouraging active participation in language learning.

E. Definition of Key Terms

To avoid misunderstanding the interpretation of the title, the key terms must be defined accurately. This study contains several key terms which have significant roles to explain the study, and they are as follows:

- a. Impact

The influence or changes that occur as a result of using English songs in teaching pronunciation.

- b. English Songs

Songs in English used in the teaching process to enhance speaking and pronunciation skills in English.

- c. Students' Pronunciation Skills

Students' ability to pronounce words accurately in English, including proper pronunciation, intonation, and word stress.

d. Tenth grade at SMKN 1 Sungai Pinang

The tenth level in secondary education, attended by students who are generally 15 to 16 years old. And a SMKN 1 Sungai Pinang located in Jl. Belimbing Raya, RT 02 RW 01 Kec. Sungai Pinang, where this research is conducted.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter brings to a close the research on the application of English songs through the shadowing method as a means to enhance students' pronunciation skills, boost their learning motivation, and strengthen their confidence at SMKN 1 Sungai Pinang. It provides a synthesis of the key results obtained throughout the study and underscores the value of music-based instruction as an engaging, motivating, and supportive approach to language learning.

A. Conclusion

The findings of this study indicate that students experienced a marked improvement in their pronunciation skills after the integration of English songs through the shadowing technique. Analysis of the pre-test and post-test results showed a noticeable rise in scores, demonstrating significant progress in pronunciation features such as word stress, rhythm, and intonation. This quantitative evidence was supported by the questionnaire responses, where the majority of participants reported feeling more motivated, enjoying the learning process, and gaining confidence when practicing pronunciation with songs. Likewise, the observation checklists, completed jointly by the teacher and students, revealed that classroom interactions became more lively, engaging, and supportive of active participation.

In summary, the use of English songs proved beneficial not only in enhancing linguistic accuracy but also in delivering affective advantages, including increased confidence and the establishment of a positive learning climate. Statistical analysis using the paired sample t-test ($t = -8.703$, $p < 0.001$) confirmed that the improvement was statistically significant. Additionally, the average questionnaire score of 37.4 out of 50, along with the thematic findings from observations (such as motivation, modeling, and

classroom atmosphere), further validated the effectiveness of the intervention. Taken together, these results highlight the potential of song-based instruction as an engaging and effective pedagogical approach for improving pronunciation in EFL classrooms, especially within vocational high school contexts.

B. Implications of the Study

The findings of this study offer significant contributions to English language teaching practices in vocational high schools. Songs can serve as an alternative instructional medium to enhance students' pronunciation skills, not only in terms of phonological accuracy but also in fostering self-confidence and emotional readiness to speak. The implementation of the shadowing technique through songs can be utilized as a warm-up activity, a core pronunciation drill, or a closing task. For teachers with limited resources, the use of free song media available on platforms such as YouTube or Spotify presents an effective solution, provided that the selected songs feature clear lyrics, sufficient repetition, and authentic pronunciation. This approach can also encourage students to engage in independent practice outside of class while aligning with curriculum objectives that emphasize communicative competence and pronunciation accuracy, making it suitable for integration into speaking or listening modules within vocational school programs.

C. Suggestions

1. For English Teachers

Teachers are encouraged to implement shadowing techniques using English songs regularly. They should select songs appropriate to students' levels and encourage collaborative learning through group singing or pronunciation games. Providing consistent feedback can further enhance the effectiveness of this method.

2. For Students

Students should explore English songs beyond the classroom and use them

as daily practice. By singing along, mimicking pronunciation, and recording themselves, they can gradually improve fluency and build confidence.

3. For Future Researchers

Further research can examine:

- The use of different genres (e.g., ballads, rap, pop) on pronunciation outcomes.
- A longer treatment period to see long-term pronunciation retention.
- Larger sample sizes and comparisons across school types (e.g., SMA vs SMK).
- The influence of song-based shadowing on specific phonological features (e.g., diphthongs, stress timing, or intonation patterns).
- The impact on speaking performance beyond pronunciation (e.g., fluency and coherence).

D. Closing Remark

This study demonstrates that English songs, when implemented systematically through shadowing, do more than entertain—they educate. They bridge cognitive learning with affective engagement, helping students speak more clearly and confidently. In contexts like vocational schools, where English often feels foreign and difficult, music becomes the familiar thread that binds motivation and mastery together.

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