THE IMPLEMENTATION OF ENGLISH SONG "LOVE IS GONE" BY SLANDER FEAT DYLAN MATTHEW TO INCREASE THE EIGHTH GRADE STUDENTS' PRONOUNCIATION SKILL IN SATUAN PENDIDIKAN MUADALAH (SPM) WUSTHA DARUSSALAM BANYUWANGI IN ACADEMIC YEAR 2021-2022

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ABSTRACT

Some teachers do not teach pronounciation very well in their class. They more frequently teach reading and writing than pronounciation. therefore, students' ability in pronouncing the words is still low and they feel difficult to pronounce the word given by the teacher. It makes the studentsfell afraid of making mistakes in pronouncing the words. It haappens because the students' do not have any habit in learning pronounciation in their class and they are not interested of learning pronounciation.

The objective of this research is to increase students' pronounciation skill by using English song media. English song can be used by English teacher to teach pronounciation in every level. This research uses Classroom Action Research (CAR) Methodology. It was conducted in two cycles and each cycle has four steps; palnning, action, observing, and reflecting. The data gained from observation, interview and students' score test of pronounciation. The result show

that English song can increase their pronunciation . And students' become more active and enthusiastic, teaching and learning process becomes more interesting.

Keywords: English song, Pronunciation, Classroom Action Research (CAR)

ABSTRAK

Beberapa guru tidak mengajarkan pengucapan dengan baik di kelas mereka. Lebih sering mengajarkan membaca dan tata bahasa daripada pengucapan. Oleh karena itu, kemampuan siswa dalam melafalkan kata masih rendah dan mereka merasa kesulitan untuk mengucapkan kata yang diberikan oleh guru. Hal ini membuat siswa takut salah dalam melafalkan kata. Hal ini terjadi karena siswa tidak memiliki kebiasaan dalam belajar pengucapan di kelas mereka dan mereka tidak tertarik untuk belajar pengucapan.

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan pengucapan siswa dengan menggunakan media lagu berbahasa Inggris. Lagu bahasa Inggris dapat digunakan oleh guru bahasa Inggris untuk mengajarkan pengucapan di setiap level. Penelitian ini menggunakan metodologi Penelitian Tindakan Kelas (PTK). Dilakukan dalam dua siklus dan setiap siklus memiliki empat langkah; merencanakan, bertindak, mengamati, dan merefleksi. Data diperoleh dari observasi, wawancara dan tes skor pengucapan siswa. Hasil dari penelitian menunjukkan bahwa lagu Bahasa Inggris dapat meningkatkan Pronunciation skill siswa. Dan siswa menjadi lebih aktif dan antusias, kegiatan belajar mengajar menjadi lebih menarik.

Kata Kunci: Lagu Inggris, Pelafalan, Penelitian Tindakan Kelas (PTK)

A. RESEARCH BACKGROUND

In mastering English, there are some components of language that must be know. One of languange component is pronounciation. Pronounciation is the

way which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language. Pronounciation is one of the important aspects in English, especially in oral communication. It useful to make the speaker speaks more fluency and easy to understand. There are some rules to pronounce the word in pronounciation. and it also consist how the way we produced the word or the letter using our speaking organs. We can learn about it to make our speaking well. Pronounciation is the aspect that most affects how the speaker is judged by others and how they are formally assesed in other skills. Sometimes how to measure the people's English speaking skill is looked from their pronounciation an their fluency. We have to learn pronounciation to do mastering English well.

Cook (1996, quoted in Pourhose in Gilakjani, 2016) described pronunciation as "the act of producing an English sound." Furthermore, pronunciation, according to Yates (2002 in Pourhose in Gilakjani 2016), is the generation of the sound that is employed to make meaning. Furthermore, Pranoto and Suprayogi (2019) claimed that pronunciation is an inextricable aspect of speaking and that understanding the message communicated in the communication process is unavoidable. As a result of all of those experts, we can deduce that pronunciation is the act of converting a sound into a meaningful word. Besides, it is important to learn pronunciation in order to communicate and comprehend the meaning in communication with other people, who have different accents.

Ayu (2019) stated that sometimes language classes can be boring, so the solution of that is make them lively by listening to music. We can read the lyrics while listening to the song or we can sing the song, so we will know how the pronunciation of that words without checking one by one on the dictionary (Rahmania & Mandasari, 2021; S Suprayogi & Pranoto, 2020). Hence, utilizing music to learn pronunciation is beneficial . By using rhythms of favorite songs, the learners might have much more better pronounciation, that is, they would find it enjoyable to learn a new language, easier to remember. They not longer learn the grammatical stuctures or sentences in

the books, and as a result, they could improve their speaking skills as well as other skills more naturally.

In the Banyuwangi area, Satuan Pendidikan Muadalah (SPM) Wustha is one of the Salaf book-based curriculum schools similar to junior high schools. Although SPM Wustha was the first education unit in Banyuwangi district to be based on the Salaf book, this school credential has been recognized by the state and is comparable to junior high school education. The subjects that differentiate an SPM school from a regular school are superior to subjects found in the Madrasah Diniyyah Al-amiriyyah, and these subjects dominate more than curricular subjects. Based on the experience the researcher when PPL in this place as English teacher think that the students' are very low in the pronounciation of English words or sentence. This is due to the habit of students' using Indonesian's or Javanesse language and the lack of media from the teacher to their students'. For those reason, there are some needed actions that the teacher should do for making the students' be more active during teaching learning process and it can impact the students' to be more effective than before.

Based on the expalain above, it can be said that the teacher need effective method to boost students' pronounciation to be better. So, the researcher wants to look for the effective method that can be used as media in teaching pronounciation. The effective method that can be applied is listening to the English song. By using English songs students able to pronounce the English word. Then researcher employed this media to know that this media can give the students' impact or not. The researcher thinks that by implementing English song in teaching pronounciation, it is able to make the students' did not be bored. Hence, students' can listen and try to follow it.

The researcher applied the media Englis song "**Love is Gone**" by Slander feat Dylan Matthew to increase pronounciation skill students'. The reason why the researcher choose this song is because the song is very popular and is known by almost all teenagers nowday and also because in the lyric of this song not much and the words is more easy to be teaching in the students'.

B. RESEARCH METHOD

The method which is used in this research is Classroom Action Research (CAR). Harmer (2007) stated that "Action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching (p.414)". This is because classroom action research is very compatible once in effort conducting the research which deals with repair an effort and makes up of study quality in the class. Burns (2010) stated that "Action research involves taking a self-reflective, critical, and systematic approach to exploring your teaching contexts (p.2)".

According to Kemmis and McTaggart (1988), who are major authors in this field, in Anne Burn's(1999) book stated that CAR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, spiral of cycles which recur until the Action researcher has achieved a satisfactory outcome and feels it is time to stop. It means that if the result failed, the researcher should continue the research by going to the next cycles until the aim of implementing strategy achieved. Coher and Manion in Anne Burns' book offer a similar set of characteristics. They argue that Action Research is first and foremost situational, being concered with the identification and the solution of the problems in a specific context (David Nunan, 1992:18).

The four broad phases are as follow:

1. Planning

2. Action / Implementing

3. Observation

4. Reflection

This action research had two cycles. Each cycle has different purposes. The first was planning, observing, reflecting. Then, the second revised the first cycle. This is stated by Kemmis and McTaggart in Koshy (2005:4) that there is, at least, two cycles in Action Research; the first cycle involves the major steps of planning, action, observation and reflection. Then, the second cycle is revising the first cycle. Each cycle consist of four meetings and every

meeting included into four steps. In the clasroom action research, there are 4 steps suggested by Kemis' model namely Planning, Action, Observation and Reflection.

The activity that will done in each cycle is as follows:

Cycle 1

Preliminary study

It is important to do preliminary study as the purpose of this activity is to observe and identify the real condition in the field. It is done before researcher starts the action research to see what problems really exiting during teaching and learning process. The researcher interviewed the English teacher about difficulty the students in difficulties learning speaking. And then the researcher interviewed the students to know their attitudes pronounce. After that, the researcher gave convertation text test to the students. The researcher gave the pre-test of speaking pronounctiation text. In the test, the researcher gave one convertation to the students. The researcher found that the students got difficulty in speaking from the result of pre-test.

1. **Planning**

    The first step, the researcher started the teaching learning process with greeting and checking list of students' presence. The teacher reminded the students about the importance of English especially Pronounciation skill, and then asked students to sit to be ready to stard the material about English song.

    The second step, the researcher began with introducing and explaining about what the English song with to increase pronounciation was and how to apply English song in pronounciation. then, the students were given some examples of English song by wathcing video about English song in order that the students have at least visualization about English song to increase pronounciation skill. And then, the students were given the chances to ask questions as well as comments about English song to increase pronounciation.

The third step, during the practice English song, the researcher observed the students' performance in pronouncing achievement and also the researcher masde some notes of students' mistake in practice English song.

In order to support the strategy, the researcher took two steps; the first was Lesson Plan. It was a road to achieve the goal of teaching learning process. Therefore, it must be arranged in such a way that the activities in the teaching learning process could be aimed at desired target. This research would focus on increasing the students; pronounciation skill. Thus lesson plan design would be directed to reach the research goal.

Like in general, lesson plan consisted of some items; they were the subject, the topic, time allotment, objectives, material, teaching scenario, evalution/observation, and refrences. There were three stages in the teaching learning scenario. The stages trggered questions (pre-activity), main activity, and conclusion (post activity). In the triggered questions, the researcher gave some questions to the students about the topic.

While the main activity,the teacher will give the students' a lyric text. And the teacher will give example how to pronounce a word by word in the English song which the teacher choose song with title "Love is gone" by Slander feat Dylan Matthew . After getting enough the teacher give an example, then the teacher asks the students if there is anything they still don't understand and is allowed to ask.

After that, in the next activity the teacher will give a test to the students. Here, the students would perform what they had already learned. Here the teacher will observe and evalute the students' pronounciation skill whether improve or not. At last, in the conclusion (post activity), the teacher would review the important facts done by the students in the case of pronounciation skill.

The media that have been used in this reserach was the LCD screen, laptop and lyric text. They were used to entice students' attention in to be more active in icreasing in teaching and learning process. Hopefully, by having some interesting medias, the students would be able to pay attention to material and increase their pronounciation skill.

Criteria of success. Classroom action research is able to be called succesful if it exceed the criterion that has been determined. In this study, the research will success when there is 75% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two and they could pass the target score of the minimal mastery level criterion (KKM). The KKM that must fulfill considering speaking subject is 75. If many students are still getting less scores or under 75, we need to hold any further action. If half or more than 50% students improve their pronounciation abilities it means this research has been done succesfully. So, we would not do the next cycle.

The data of this research are the scores of students' pronounciation of English words. To score the pronounciation test, it was used the following scoring rubric adapted from Djiwandono (2008):

Table 1

Scoring rubric of pronounciation test

Pronounciation Aspect	Score	Description
Accuracy	4	Pronouncing the whole words accurately and does not cause any misundersanding
	3	Pronouncing nearly whole words accurately does not cause any misunderstanding
	2	Pronouncing almost of the words by little misunderstanding
	1	Most of the words are pronounced inaccurately. So, it causes misunderstanding

Then the scoring rubric above was proceeded to find students' score with the range of 0- 100 by using the formula proposed by Purwanto (2008:102) as follow:

$$\textbf{Score} = \frac{R}{N} \times 100$$

R = students' accuracy score

N = maximum score for the test result= 288

2. Implementing

The design of the implementation of English song to increase pronounciation skill technique in this study was presented in the four meetings:

a. The first meeting, the researcher introduced and exoplained to the students what English song and pronounciation skill was, and then they are given motivation to study English more especially in the skill of spoken English.

b. The second meeting, the researcher implementation English song that was choosen to increase students' pronounciation skill.

c. The third meeting, the students started the real English song to increase pronounciation skill and they had to practice it one by one in front of the class. Then once again, the researcher gave information that the following meeting there would be held a speaking test about the material.

d. The fourt meeting, the students did practice English song and speaking test.

3. Observing

Activities will be done in this step are:

a) Observing students' activeness during teaching learning process.

b) Observing students' practice of pronounce English song performed by students.

4. Reflecting

The reflection was done based on the obtained data, if the data met the criteria of success, the action was stopped, but if the criteria of success were not fulfilled, the action will be continued to the next cycle to meet the criteria of success. The conclusion based on the result of the data analysis which refers to the criteria.

C. FINDING AND DISCUSSION

1. Finding

To determine the success or fail of the action, the researcher made a reflection and implementation of the action. The reflection was focused on the analysis of the teaching and learning process and the result of the students pronounciation skill. The analysis was based on the collected data from the pre-test and post-test.

In the part the data showed that implementing English song to increase Pronounciation skill technique could increase the students' learning motivation in the teaching and learning process. This could be proved from their well preparation before doing this strategy, it can be seen from the third meeting until the last meeting and also the increasing of the students' pronouciation skill score.

In term of the development of the students' pronounciation skill, after the cycle I has done, the data showed that the students' pronounciation was improved from pre-test, but there are still some of them have not met the criteria of success.Total score in the pre-test is

432,13 which there is 3 students' that not yet pass the KKM. The number of student who got the minimum score 75 was only 4 students out of 7 students. The other 3 students failed. After applying the English song, the researcher give test and the score from the post-test of cycle I is 202,41. This is the result score of post-test I:

Table 2

The result of students' scores in post-test 1

No	Students Code	Accucary Score	Total Score
1	A2	188	65.27
2	A6	200	69.44
3	A7	195	67.70
	Sum		202,41

After seeing the results of the first test, the researcher will hold a second test because the results of the first test still have students who do not meet the criteria of success. So the researcher will continue in the second cycle and will hold a test again with the same song. And this is the result of the second test.

Table 3

The result of students' score in post-test 2

No	Students Code	Accuracy Score	Total Score
1	A2	227	78.81
2	A6	227	78.81
3	A7	223	77.43
	Sum		235,05

Based on the table above, the improvement could be seen from the total score each students' that improve from post-test I. It indicates that

the students achieve the achievement criteria of the research. Therefore, the researcher concludes that in cycle II was Success in promoting students pronunciation by using English songs. Finally, English song to incrase pronounciation skill can really help the students to have more motivation to learn English more, and the most important thing is that English song can increase students' pronounciation skill as shown in the third meeting and finally the students successed to reach the KKM of 75 in the fourth meeting in the cycle II.

Based on explanation above, it is concluded that some improvement made by applying English song in teaching and learning process. The students also had higher motivation to speak English. Thus, there were some aspects of teaching learning strategies needed to be revised and improved in order to achieve the target stated in the criteria of the study. Therefore, the second until the fourth meeting considered the following aspects: 1) The teacher must set the time tightly and effectively in order to make the activities run well as the target, and 2) In order to minimize the domination of the high achiever students, the teacher need to make some modification of the group member and rule the activities. After considering those aspects, the third and the fourth meeting were run well and could reach the criteria of success. Thus, the action research considered successful, the study is ended.

2. **Discussion**

The objectives of this research were to implementing how English song "Love is Gone" by Slander ft Dylan Matthew can increase students' Pronounciation skill in Satuan Pendidikan Muadalah (SPM) Wustha in Academic year 2021/2022. Therefore, research reavaled some problems associated with pronounciation skill such as: students have low pronounciation ability, and infrequently practice to speak with each other. They also consider that English could be a difficult thing to find out.

The study shows that the students who learned English through song improved their English pronounciation and they were also able to

pronounce the specific words out of the songs more accurately. And also, these students had fun and enjoyed the class, as indicated by their willingness to sing along to the song. After learning English through song, these participants learned the language more rapidly and could pronounce words accurately. The level of enjoyment of the students is also significant as this also leads to increased motivation to learn English pronounciation. in this study, the researcher implemntation of English song to teaching pronounciation, which also complemented the learning styles of the students. These findings can be related Li (1998), Wong (1987), and Zanuddin (2002), who all agreed that songs can create motivation during a lesson. Some of the participants also became more confidante about speaking English and their pronounciation became more clear and accurate.

At first, before implementing English songs to improve students' pronunciation skills, the researchers conducted a pre-test in the form of students in pairs reading a conversation and the researchers judged from the way they recited word for word in the conversation. After the pre-test was carried out, the researcher found that there were still 75 of the 7 students who had not entered the KKM. Therefore, the researchers implemented English songs to improve their pronunciation.

At the first meeting the researcher gave the material that had been listed as prepared in the lesson plan and gave the material to the students, namely by giving the song lyrics to each student and then the researcher began to teach them how to pronounce the words on the lyric sheet. song. Then, the researcher played the original song and the students were asked to listen to the song while learning little by little and asked the researcher which parts were not understood by the students or were not clear. Then at the second meeting, the researcher conducted a test to find out whether there was an improvement in the students' pronunciation. Therefore, the researcher conducted a test by asking students to come forward one by one in front of the class to sing the song that had been taught at the first meeting yesterday and for students who had not advanced to pay attention

to their advancing theme. When the students sang the song, the researcher took a score from their pronunciation.

After knowing the results of post-test 1 which did not meet the KKM, the researcher continued in the second cycle using the same method with the same song again. The researcher used the same song so that it was easier for students to learn it and as said by Trapp that it was easier to use one song than to use different songs continuously. Therefore, at the third meeting, re-apply as was done in the first meeting and provide examples for students to recite the song with the correct pronunciation. And provide opportunities for students to ask questions or ask what they have not understood. After that, at the fourth meeting the researchers held post-test II the same as at the second meeting and took the value from their practice. And in the second cycle the researchers found that the students' scores showed an increase and had fulfilled the KKM. Judging from the post-test results, it can be said that implementing English songs can improve student pronunciation and this research can be stopped because it has fulfilled the Criteria of success.

D. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the result of the research, pronunciation is one of the skills that have to been mastered by students. Learning pronunciation is not easy because the students do not have any habit of learning pronunciation and speak English in their daily life in many activities like a conversation, a study in the classroom, and many others. English songs can be considered as an effective way to improve students' ability in pronunciation skills because they look more interested and enjoyed doing an activity using English songs. English song offers a change from routine classroom activities, to the students are not bored. The students must have more attention to the lyrics of the song to catch good pronunciation.

The result of the pronunciation achievement test depends on the phonetics mastery that the students have. If they have good phonetics mastery and the students are active in listening to their song, their test result can be good. On the other hand, if their phonetics mastery is bad and they are lazy to do the activity, they will get the bad scores too. The teaching-learning activity in the classroom or institution environment can influence the process and the result of students' achievements. The pronunciation materials and teaching learning equipment that are provided by institutions also can influence the teaching-learning process to run well or not.

After giving the test three times, based on the total score of the class, pre-test, post-test I and post-test II. We can see that there is improvement both in students' score and an average score of the class in learning pronounciation through English song. This mean score in the last cycle is higher than the KKM score in the school. All students passed in two cycles, there is not failure. It is proved that song is one of media learning that can be used to improve students' pronounciation skills. Therefore, the teacher can teach pronounciation in the class by English song.

2. **Suggestion**

Finally, based on the research which has been done. The researcher recommended for the next researcher who want to do research about English song to increase Pronunciation skill. They could use pre-test and post-test more effectively to measure the using of English song can increase students' pronunciation skill. It because, the researcher has limitation to do so. Yet, the reseracher hoped this research could help the next researcher to do a research about English song.

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