

The Effectiveness of Using English Song to improve Student's Pronunciation

Skill

A FINAL PROJECT

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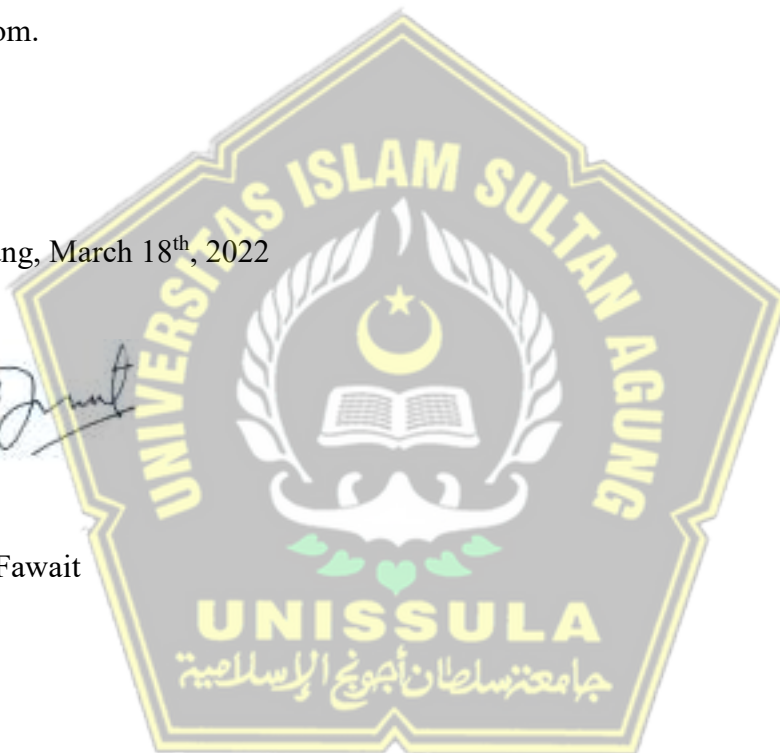

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STATEMENT OF WORK'S ORIGINALIT

I hereby honestly declare that this paper written by me does not contain the works or parts of the works of others, except those cited in the citations and references. If my testimony is later invalidated, I expressly agree to accept academic sanctions in the form of revocation of my research and the degrees I earned therefrom.

Semarang, March 18th, 2022

Anggi Fawait



MOTTO AND DEDICATION

Motto:

- Don't look back with regret, look forward with hope
- A true friend is someone who sees your mistakes, gives you advice, and defends you when you're not around
- Home is a place surrounded by other creatures of interest

Dedication

- Allah swt who gives his full of rohmah and blessing
- My beloved parents (Father: Ahmad Zaenudin and Mother: Nur Istahifah) who always give their love support and pray for the fluency of finishing till the end of final project.
- My beloved brother (Afif Ainal Yaqin) supports and prays. Thank you for all your time helping me, not just to complete this final project.
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CHAPTER 1

INTRODUCTION

This chapter contains eight sections. They are Background of study, Reason for Choose the topic, Statement of the problem, Objective of The Study, Hypothesis of The Study, Limitation of The Study, Significance of The Study, and Definition of Key Term.

1.1 Background of Study

English has become an international language. English is the key to successful communication. People from different countries speak English for communication. There are four language skills that everyone must master in order to communicate with others. They read, write, listen and speak. Speaking is an important skill that anyone who wants to learn English must master. It is recommended that English learners study pronunciation before acquiring speaking skills. This is because it provides a basic foundation for both teachers and students who want to master speaking in English. Mastering pronunciation helps people speak better.

Pronunciation is one of the most important aspects of speaking and one of the most important parts of English is communicating with others. Pronunciation plays an important role in learning a foreign language. According to Yusmita and Angraini (2017), "Pronunciation is the way words are pronounced in a way that is particularly accepted or commonly understood" (p. 81). It is important when

pronouncing words. If the speaker's pronunciation is very bad, our speech will be incomprehensible to the listener.

In learning English as a foreign language, some students encounter different kinds of learning problems. This difficulty is related to learning the tonal system. Pronunciation is one of the most important parts of the English language for communicating with others because there is a difference between symbols and sounds. When communicating with others, you need not only a rich vocabulary, but also clear pronunciation. Therefore, learning pronunciation is important, as Farhati (2011) states.

Yusmita and Angraini (2017) said, this pronunciation must be considered more than the correct production of a single sound or word. Pronunciation should be considered an important part of this communication included in classroom activities (p. 5). This means that teachers need to teach students more pronunciation in class to improve their pronunciation. For example, language exercises such as having conversations between friends in class in English. If the student's pronunciation is not correct, the teacher should pay attention and the teacher should teach the student the correct pronunciation.

According to Yusmita and Angraini (2017) EPI (English Proficiency Index) (2016), Indonesia's English proficiency ranking is 32nd out of 72 countries and her average admission score in Asia is 52.9

. This means that I need to further improve my Indonesian English proficiency as I was previously rated as having poor English proficiency. Secondly, people all over the world need to learn English in order to develop their technology, culture, economy, business activities, etc.

There are many problems when students vocalize dot articulations, means of articulation, and consonants associated with aspiration or non aspiration vocalizations (Pimwan,2017.p.2)). Teaching English pronunciation is an important aspect of both teaching and learning a language. Therefore, students should start learning English with the earliest possible pronunciation. Teachers need to pay more attention to teaching students pronunciation and teaching pronunciation.

Students often have problems with pronunciation due to differences between their native language and English. In Indonesian, there are many problems that learners face when working on pronunciation. Most students struggle to master oral skills. Reswanto and Haryanto (2017) found that people communicating with other people mispronounce words, that language learners sometimes pronounce words differently than they are written, and that spoken language is understood by listeners. (p. 82). This happened because the teacher didn't notice when the student was speaking English. For example, the word "love" is pronounced /lɔ:p/ when it's really pronounced /lʌv/, and the word "umbrella" is pronounced /ʌm 'brelə/ but is pronounced /ʊm 'brelə/.

Based on these issues, researchers should consider good strategies to keep students motivated and interested in learning pronunciation in ESL/EFL teaching. Furthermore, researchers must create a good learning environment so that students are satisfied, interested and motivated to learn English. There are many ways to improve your students' pronunciation, one of which is listening to English songs. English songs have become an integral part of our language learning experience. Songs are a very useful tool in foreign language teaching.

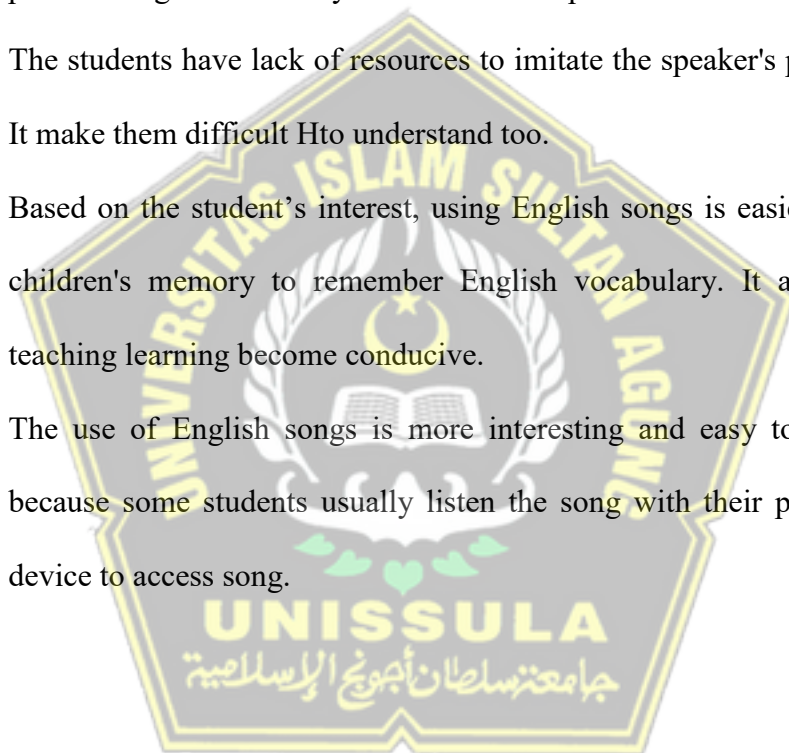
Farhati (2012) therefore explained that teachers need to have some special tricks to motivate students to learn English. The use of English songs in her EFL lessons enables effective learning through interest and motivates students to learn the target language. Songs are important in learning. In addition to using songs in a fun classroom environment, learning through songs helps students relax.

To this end, it is important for researchers to select appropriate English songs to help students learn pronunciation. To settle it, the researchers quickly determined that the song was no good. As we all know, there are many people listening to music wherever they are, at home, at school, at work, in the car. So I can listen to the song right away and I am also interested in learning how to pronounce the lyrics of the song. Students can easily learn pronunciation with the help of songs. Hence, the authors titled 'The Effectiveness of Using English Songs in Improving Students' Pronunciation Skills'.

1.2 Reason for choosing the topic.

There are several reason for choosing the topic:

1. Based on the author's experience, the Students have difficulty in pronouncing a word. They still confused to pronounce the word correctly.
2. The students have lack of resources to imitate the speaker's pronunciation. It make them difficult Hto understand too.
3. Based on the student's interest, using English songs is easier to digest in children's memory to remember English vocabulary. It also make the teaching learning become conducive.
4. The use of English songs is more interesting and easy to access. It is because some students usually listen the song with their phone or other device to access song.



1.3 Statement of the Problem

In this current study, researchers ask the following questions: Are songs effective in improving students' pronunciation skills?

1.4 Objective of the Study

The researcher focuses the objective of this current study to find out whether or not using English song effective to improve student's pronunciation skill.

1.5 Hypotheses of the Study

The hypotheses of this study are proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They are as follows:

Ho: There is no significant improvement of students' pronunciation after being taught by using English songs.

Ha: There is significant improvement of students' pronunciation after being taught by using English songs.

1.6 Limitation of The Study

This study has potential limitation on:

1. Using English songs only to improve students' pronunciation. Because researchers are interested in using gapped text songs to improve students'

pronunciation. The better the pronunciation, the faster they will learn new vocabulary.

2. Only 8th grade secondary school students in Semarang city participated in this survey. Because the researcher hopes to apply this song to her teenage students to make learning her teenage student's pronunciation especially interesting and fun.

1.7 Significance of the Study

This study obtained useful results, in terms of:

- a) For the student:
 - To motivate students to improve their pronunciation.
 - To improve pronunciation
- b) For the teacher:
 - As input data for English teachers on the use of English songs in class and the importance of pronunciation in English class.

For the researcher:

- It is hoped that this research can contribute or be of value to other researchers in conducting further research on the same topic.
- The author's knowledge can be developed by investigating the topic.

1.8 Definition of Key Term:

Pronunciation:

Pronunciation is the ability to use word stress, rhythm and intonation correctly in spoken language. Apart from that, pronunciation is the action or result of a generated speech sound. For example, articulation stress or intonation, often referring to multiple standards, truth, or acceptance. A word can be pronounced differently by different people or groups depending on many factors, including: The area they grew up in, the area they live in now. According to Manik (2015), “Pronunciation panels should draw the attention of students to input individual voices, words and phrases/sentences, accents and intonations that they are having difficulty with.

English Song:

A song is a combination of melody and words. The melody is a musical work, and the lyrics are a literary work, and each has its own copyright. Either one can be used separately to provide protection. Songs have magical effects and can be used in the learning process. Dikdaya (2016) describes music as a powerful stimulus that stimulates student engagement. Because music not only speaks directly to our emotions, but it also allows us to use our brains to analyze our emotions and their effects when necessary.

CHAPTER II REVIEWS OF RELATED LITERATURE

This Chapter contains seventh section. There are Pronunciation, The difficult of Pronunciation, Teaching, Teaching with English Song, English Song, and Review Previous Study.

2.1 Pronunciation

Languages have five components: pronunciation, vocabulary, structure, comprehension, and fluency. Of these factors, pronunciation is an important aspect not only in speaking, but also in other aspects of learning English. Pronunciation consists of vowels, consonants and diphthongs. Darikin, Rodman, and Hyams (2019) showed that English vowels can be divided into her two types of vowels, long and short. Long vowels consist of /ɑ:/, /i:/, /u:/, /ɔ:/, /æ/ and short vowels consist of /ə/, /e/, /i/, /ʌ/, /ʊ/ will be /ɒ/, /ɜ:/.

English has eight diphthongs: /eɪ/, /aɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/. four. i.e. /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ç/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/. It is important to understand phonetic symbols and pronunciation correctly. Pronunciation is the process of verbalizing letters using their actual sounds, actual accents, and number of syllables.

Pronunciation is the way a word or language is normally spoken by someone. Based on Hornby (2018): "Pronunciation is the way a language is

spoken. The way words are spoken. Someone in the street is speaking the words of the language."

Harmer (2016) says: Pronunciation plays an important role in learning English. The goal of having a clear pronunciation so that we can get it right in our new language should not be underestimated. Many students find guides and using resources. These components are essential for clear pronunciation. When learning, it is useful to check the sounds of the language. This gives you the chance to pronounce words clearly and recognize these sounds.

2.1.1 Difficulty in Learning Pronunciation

Arimili, Kanuri, and Kokkirigadda (2019) found that difficulty in acquiring pronunciation included age (critical period hypothesis), perception, native language influence, lack of one-to-one correspondence, and temporal pressure patterns. (p. 109). Researchers agree with their assertion, because everyone is different when it comes to wording. For example, the effect of age on language acquisition, especially pronunciation, means that adults may find pronunciation more difficult than children and adults who can pronounce it like a native speaker.

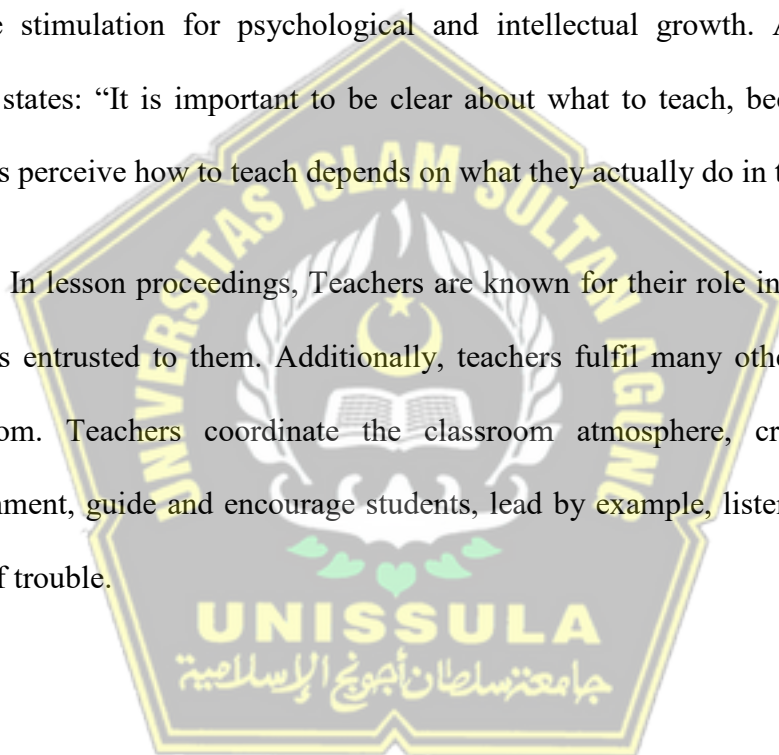
Gilakjani (2017) found that one of the reasons why ESL students find it difficult to learn pronunciation is their lack of interest, lack of exposure to the target language, and teachers' emphasis on the importance of pronunciation. not having the right tools. Students learn correct pronunciation. To draw students'

attention to the importance of pronunciation, researchers use the right methods and tools to teach pronunciation in teaching and learning environments.

2.2 Teaching

Education is the sharing of knowledge and experience, usually organized within disciplines and more commonly through other people or artefacts, to provide stimulation for psychological and intellectual growth. As Paul Hirst (2016) states: “It is important to be clear about what to teach, because the way teachers perceive how to teach depends on what they actually do in the classroom.

In lesson proceedings, Teachers are known for their role in educating the students entrusted to them. Additionally, teachers fulfil many other roles in the classroom. Teachers coordinate the classroom atmosphere, create a warm environment, guide and encourage students, lead by example, listen and look for signs of trouble.



2.2.1 Teaching with English Song

Ebong and Sabbadini (2017) state that there is no "standard" song that teaches the pronunciation of English songs. They further showed that each song can be a different exemplary pronunciation aspect. However, as suggested above, teachers should use clear (preferably high quality video), less fast, easier to remember, more interesting to students (perhaps songs they already know), and simpler activities. You should try to choose a song. It is created according to the pronunciation area to be emphasized (Ikhsan, 2017).

There are some important things to keep in mind when teaching with songs. However, while it is easy to see that there are many advantages to using songs for both teachers and students, the biggest question is how to choose the songs. Teachers are encouraged to consider student identification details. This includes the student's level, age and type of music/songs they like. Evaluating the song itself is also important. Teachers should check whether the rhythm is inclusive, whether the singer's voice is clear enough, the speed of the song, and the complexity of structure and vocabulary (Simpson, 2017).

One thing to note about the song is the "authenticity" of the song as a source. A concern for language teachers who teach from an intercultural perspective is the reliability of language learning resources. Reliability is especially important when we view language as the materialization of culture and the learning process as the negotiation of that relationship. Many resources designed specifically for language learning tend to remove or alter aspects of context that are important for understanding the relationship between language and other aspects (Supeno, 2018).

2.3 Song

A song is a voice or vocal composition created by singing. According to (Farhati, 2011), "Singing is any part of music for accompaniment or voice or sound without accompaniment or movement. It is not used for vocal forms." The advantage of using songs in a class of young students is their flexibility. Khoiriyah et al., (2019) found that "songs may help a student improve her listening skills and pronunciation, and thus improve her speaking skills."

Regardless of purpose, the song should be written on a chalkboard, printed in sight words, or displayed in power point for easy reference. It will be more helpful for both teachers and students. For that teacher, the intended tone can be represented by a different colour, making it easier for students to identify the tone in question.

Teachers can work with a wider variety of activities when lyrics contain songs. Rather than focusing on vowels, consonants, and diphthongs in this paper to select songs, this study examines several aspects of pronunciation that can be focused through the selected songs, songs focus on sounds, songs focus on words, and songs focus on related languages.

2.3.1 English Song

An English song is a real "interesting" example of how students struggle to pick out individual words because the entire sentence is so widely spoken. Music emphasizes the "flow" of words. The song, as the other lyrics say, is full of contractions that pique the interest of students in recreating this. At this point, teachers can select and use songs with multiple contractions to convince students that "shortening" is very natural in English. The song contains word combinations like "I". There is a lot of very useful information, such as 'I can't see it';

As suggested by Vasquez. According to Angela; and Philip (2018), such relaxation encourages students to self-improve their skills in short sentences. Songs with a relaxed vibe can unwittingly expose students to this predicament. The song contains endless examples of weak syllables to help convince students of English pronunciation. Therefore, this song can increase students' awareness of syllable numbers and word stress. The lyrics of the songs, even in poetry form, are very encouraging and educational. Students see it as part of the learning process because it is the students who shape the lessons. Depending on the student being taught, the teacher may want to collect and read the texts first and then use them

in later lessons of the unit. According to Roseboro (2018), if time permits, students may ask students to bring her 10-second to her 15-second chorus music samples of the lyrics of the selected song, as suggested by Roseboro, and the verse. You can ask them to play some of them as examples of typical repetition.

2.4 Previous Research

The first relevant study in this study is similar to Nurul Fitri's 'Improvement of Students' Pronunciation through the Use of English Songs for English Language Teaching Program Batang Hari University academic year 2015/2016'.

This study aims to identify the effect of using English songs on improving students' pronunciation in the Semester IV program of the English Language Teaching Program of Batang Hari University academic year 2015/2016. The study population consists of 28 students in four semesters. The study population is divided into 14 students in the experimental class and 14 students in his control class. Experimental classes are taught using English song techniques, while control classes are taught using word repetition or hands-on techniques. This study is an experimental study. Data are taken from pronunciation tests given in the learning process. Studies have shown that English singing techniques can improve students' pronunciation. It was concluded from the post hoc test that there was a statistical difference between the means of the experimental and control classes. The experimental class has a mean score of 91.78 and the control class

has a mean score of 8.6. This means that the mean score of the experimental class is higher than the mean score of the control class. Post-tests have also shown that students' pronunciation improved after they were taught English singing techniques. There is a statistical difference between the t-test and t-table results, the t-test is larger than the t-table, $2.29 > 2.00$.

The second related study similar to Supeno (2018). He explained that English as a foreign language in Indonesia is difficult for junior high school students not only in terms of grammar system but also phonetic system. That is, students find it difficult to pronounce most English words. Things are made worse because the English language has no regular system for pronouncing English words.

Indonesians need to consult standard dictionaries to pronounce English words clearly. This means that you must systematically understand how to use and read dictionaries. Teachers are encouraged to use English songs to understand and improve the different sound production and intersegmental characteristics of English as a foreign language. The research is discussed descriptively and qualitatively based on the author's personal experience as a foreign language learner and teacher.

Discussed how students can improve their English pronunciation through the use of songs in English lessons. A quick survey of junior high school students found that most students have a strong interest in listening to and understanding

popular English songs. English teachers are therefore encouraged to consider using English songs to improve their students' pronunciation.

And a third similar study edited by Himatul Khoiriyah, Ahmad Mustamir and Juhansar (2019). His paper is entitled, "Student Earnings in English Song Awards Using the Smule App." They believe that scientific and technological developments require scholars to become more creative in the teaching and learning process in order to achieve higher quality education. Smule applications as part of science and technology development, especially in the area of English language teaching, should be used effectively and creatively as tools in this process.

Therefore, this study aimed to describe student performance in pronouncing English songs using the Smule application and to find out the factors that influence student performance in pronouncing English songs using the Smule application. This study used quantitative data with a descriptive statistical approach. Data were collected through English pronunciation tests and questionnaires. English pronunciation tests were used to collect data on students' English pronunciation performance, and questionnaires were used to find factors that influence students' English pronunciation performance.

The results showed that students using the Smule application to pronounce English songs averaged 3.81 or nearly as good. It was affected by low frequencies

during pronunciation practice, difficulty in balancing karaoke and instruments in fast singing tempos, and underuse of the Smule application for singing karaoke.

The point is in the use of singing media to improve pronunciation. The survey is the same as the quantitative survey type. Researchers use testing as a tool.

The difference between the author's study and this study is that the author used one test instrument, but in the study he used two instruments, a test and a questionnaire. The difference between this study and the first related study of the current study is that the most recent study used a sample of middle school students, whereas the previous study used a sample of college students. A similarity between this study and the current study is that the study used an English song medium.

The difference between the study and his second related study to the current study is that the most recent study used tests as a means whereas the previous studies used interrogators. A similarity between this study and the current study is the use of English songs to improve students' pronunciation.

The third related study difference between the study and the current study is that the most recent study used a sample of junior high school students and the previous study used a sample of college students. A similarity between this study and the current study is that the study used an English song medium.

CHAPTER III

METHOD OF THE STUDY

This Chapter contains nine sections. There are Design of the Study, Subject of the study, Data of the study, Variables of the study, Instrument, Technique of data collection, Data collecting Procedure, Techniques of data analysis and Time Schedule.

3.1 Research Design

According to the study, the study refers to a quantitative research approach. According to Nana S. Sukmadinata (2018), quantitative research on philosophical positivism is either studied quantitatively or objectively conducted using numbers, statistics, structures, and controlled experiments. It's a phenomenon.

The type of study used in studies is a quasi-experimental design study. Sugiyono (2018) defined an experimental study as one that is used to study the effects of one treatment on another under specific controlled conditions. The way to find out is to compare one or more experimental groups receiving treatment with a control group receiving no treatment.

From the above discussion, it can be concluded that a quasi-experimental design is a form of research design characterized by group control and

experimental groups are not randomly selected. A researcher using a quasi-experimental design because the study has external variables that the researcher has no control over. There are two forms of quasi-experimental design: time series design and non-equivalent control group design (Sugishirono, 2018).

The form of quasi-experimental design used in this study is a non-equivalent control group design. This design is almost identical to the pre-test post-test control group design, except that the experimental and control groups are not randomly selected (Goleman et al; 2018).

In this study, the author used three class groups: a trial class group, an experimental class group, and a control class group. The authors define Class VIII A as the trial class, Class VIII B as the trial class, and Class VIII C as the control class. The purpose of the trial lesson is to assess the validity and reliability of the test. In the experimental class, the experimental class is treated with gap text, and in the control class it is treated in the normal way.

We compared the mean difference in final test scores (posttest) between the experimental and control classes to determine whether there was a significant difference in improvement in learning outcomes between the two classes.

Table 2. 1 Step of Test

Group	Pre-test	Treatment	Post - test
A (VIII 5) - try out	Trial	Trial	Trial

B (VIII 6)	O ¹	X ¹	O ²
C (VIII 7)	O ³	X ²	O ⁴

Descriptions:

A = Experiment Class

B = Control Class

O¹ = pre test experiment class

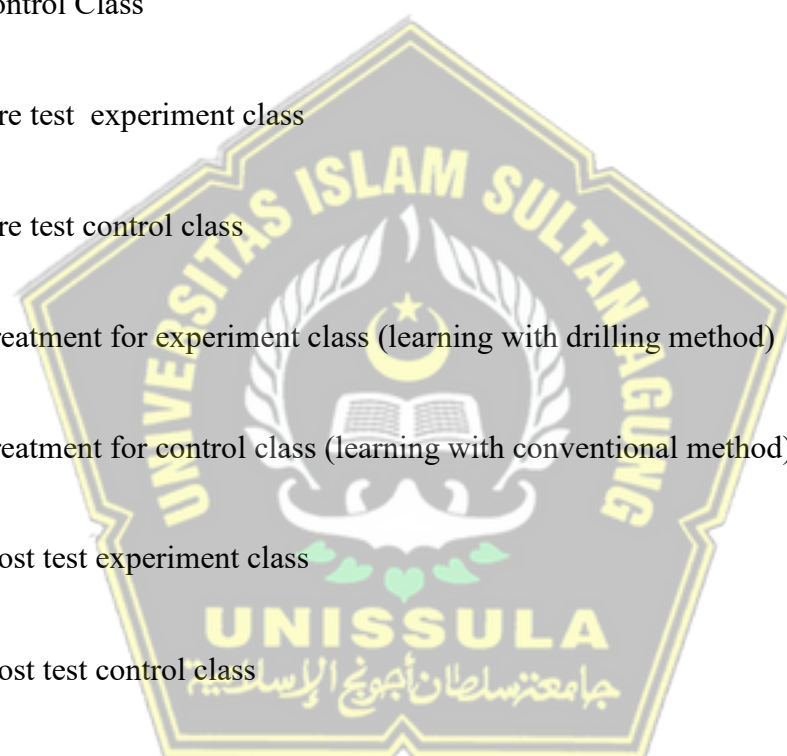
O³ = pre test control class

X¹ = treatment for experiment class (learning with drilling method)

X² = treatment for control class (learning with conventional method)

O² = post test experiment class

O⁴ = post test control class



The above statement explains that the content of the first line is the trial class, the middle section is the experimental group class, and the bottom section is the control class. The authors pre-tested each class to determine their ability before dealing with them. The authors then treated an experimental class with gaps in the text, and a control class treated the gaps in the text normally without treating them.

Prior to processing, authors fill gaps and assess the validity and reliability of a given text. One of the texts is valid and authoritative, and that text is provided to the experiment class. Finally, after the two classes were taught, the authors conducted a post-test for each class and found no significant difference between the classes taught by the fill-in-the-blank method and those taught by the simple/conventional method.

3.2 Subject of the study

3.2.1 Population

Populations are areas of generalization that consist of: objects/subjects with specific qualities and characteristics that are determined in order for researchers to study them and draw conclusions (Setia, 201).

From the description above, we can see that the population is the object of study. Therefore, the population for this study is her 8th grade in one of Semarang city's secondary schools for the 2021/2022 school year, with a total of 28-30 students per class.

3.2.2 Sample

A sample is part of a sample or population (Endang Mulyatiningsih, 2013:10). A sample is also defined as the subset of characteristics that a population has (Setia, 201).

From these expert exposures, it can be concluded that the sample is part of a population that represents a population type or characteristic. Large population studies cannot be conducted on a whole population due to time and energy constraints. Therefore, we need a sample that represents the population.

The authors sampled multiple classes from the population of this study. The first is the trial class, the second is the control class and the other is the experimental class.

Sampling was performed in this study using a targeted sampling technique. A targeted sampling technique is a sampling technique with specific considerations. (Sugishirono, 2020)

This targeted sampling method is based on the consideration that the two sample groups have the same mean ability. As a study example, the researchers chose her 8th grade student at a secondary school in Semarang city.

3.3. Research Data and Sources

3.3.1 Data

Nana Sudjana and Ibrahim (2014) argue that “any research requires data or information from reliable sources that can be used to answer research questions or test hypotheses. You have to do it,” he said. On the other hand, Suharsimi Arikunt (2016) explained that information is the result of data processing used for a specific purpose.

Ridwan (2014) said "Data is raw material that needs to be processed so as to produce information or information, both qualitative and quantitative that show facts".

Based on this definition, the data used in this study are:

- a) Try-out test from try-out class
- b) Pre-test data from experimental class and control class
- c) Post-test data from experimental class and control class

3.3.2 Research Data Sources

Suharsismi Arikunto (2014) suggested that the data source in research means the subject from whom the data came. When researchers use questionnaires or interviews in their data collection, the data sources are called respondents. That is, the person answering or answering the researcher's question, either by the author's question or by word of mouth. When researchers use documentation, documentation and notes are data sources, and the contents of notes are study objects or study variables.

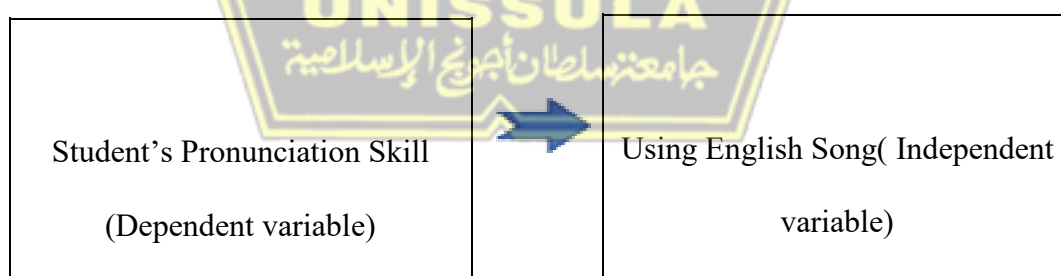
Based on this description, the data source for this study is eighth grade students taking English courses.

3.4 Variables of the study

A study variable is an attribute or property or value of a person, thing, or activity with specific variations determined by the researchers under study, after which conclusions are drawn (Chaithong and Sornlump, 2016).

There are two types of his variables in this current study: independent and dependent variables. The variables in this study were: (1) the use of English songs as the independent variable, and (2) the student's pronunciation ability as the dependent variable. Vocal use was the independent variable. On the other hand, the dependent variable influenced by the independent variable in this study was student pronunciation performance.

Here are picture of the relationship between variables :



3.5 Validity and Reliability

A research instrument used as a good measuring instrument should be tested first. In line with Suharsimi Arikunto (2016), he clarified that “a good tool must meet two key requirements: efficacy and reliability.” Therefore, this research instrument should be checked not only for validity and reliability, but also for difficulty and selectivity. To test a survey tool used as a data collection tool, it must first be tested on a population class other than the survey sample class.

The survey data was then analysed to select questions, and questions that did not meet the requirements were not used in the survey tool.

3.5.1 Validity

A valid instrument means that the instrument used to collect (measure) the data is valid. Effective means that the instrument can be used to measure what it should measure (Sugishirono, 2016). Suharsimi Arikunto (2014) also stated: A valid or published document has a high validity. On the other hand, a less effective act means less effective.

The purpose of the plausibility check is to check the adequacy of research instruments based on expert exposure. The relevance we need to measure is overall test relevance and item relevance. In this study, researchers used SPSS 21 statistical computational validity to validate the test.

According to Sugishirono (2007:121), a measuring device is considered valid if it can measure what it measures. This study uses content validity to

compare the content of the means to the subjects. This study uses the validity index or point series correlation with SPSS version 21.

3.5.2 Reliability

On the other hand, according to Nasution (2014), "Meter reliability is important because if the meter used is unreliable, it automatically disables itself". Reliability tests are intended to test the accuracy of tools in measuring what they are measuring.

Statistical reliability tests include his five types: Anova-Hoyt method, Flanagan formula, KR-20 formula, KR-21, Cronbach's Alpha. The reliability test for this study uses his K-R.20 formula discovered by Kuder and Richardson. "The formula used to find reliability and widely used by humans gives two formulas, the K-R formula.20 and the K-R formula.21". In this study, the researcher used two types of reliability. The first he used Cronbach's alpha from SPSS 21 and the second from the maintainers of this proposal as a research judgment.

Based on Suharsimi Arikunto (2006) the benchmarks for interpreting the degree of test reliability are:

- Between 0.81 – 1.00 = very high
- Between 0.61 – 0.80 = high
- Between 0.41 – 0.60 = enough

- Between 0.21 – 0.40 = low
- Between 0.00 – 0.20 = very low

3.6 Instrument of The Study

Research essentially consists of measuring a particular object. Just like there is a good measuring instrument for research, that is, a research instrument. Farhati (2011) states that "research instruments are the tools used to measure observed natural and social phenomena".

Researchers use gap-filling tests and questionnaires as information-gathering tools. Tests are administered to measure sample quality, skills, competence, or knowledge (Adam et al., 2020). Surveys are held to get outputs.

a) The test instrument of English Song with Gapped Fill

Test is written. Students are instructed to fill the empty text and read the text of the song lyric. Thus, every student has the skill to improve pronunciation. The students need to take the test within 5-10 minutes each student. Then the students will be scored by Pronunciation Test.

b). The Questioner Instrument

A questionnaire is a series of written questions used to obtain information from a respondent (Arikunto, 2013: 268). When compiling the questionnaire, the researcher uses a closed her questionnaire. This means that the respondent

answers the question by choosing her one of the answers given by the researcher. In this study, researchers used questionnaires to obtain additional information about students' reflections on learning activities using songs. The writer have questions of information about 10 things.

3.6.1 Pre-test

The writer gave a pre-test to the experimental and control class students to measure their ability to pronounce the text. This is a spoken test for both classes, students have the same title which each class chooses and needs to be done within 5-10 minutes for each student.

3.6.2 Post-test

This test is done after treatment. The experimental and control classes were given the same title. Based on this test, reviewers found differences in student learning outcomes between treated experimental classes and control classes taught using conventional methods. By looking at the results one after the other, the examiner can know whether using English singing is effective and whether it will lead to good results for the students. After reading the test, students are also given 5-10 minutes to work on the problem.

3.7 The Technique for Collecting Data

This section describes how researchers manage their equipment and determine appropriate data collection methods. Equipment management is

important in research. However, collecting data is important. Therefore, management of data collection tools should be seriously considered in order to obtain accurate results (Nurvia, 2016).

Arikunto(2014) stated that instrument are the implementations or pieces of equipment that are applied based on the method used by the researcher. In this study, the authors used a pronunciation test using English song lyrics as test material, as it was not possible to collect student performance data through questionnaires. Therefore, this test is used to measure student performance (Saleh, 2001:33).

The technique of the study is explained below:

1. The population of the study is grade VIII on One of the Junior High School in Semarang City.
2. The population samples are 2 classes, those are: The control class is VIII B and the experimental class is VIII C.
3. Pre-test

The test is purposed to know students' ability in pronunciation.

4. Treatment

Each class is treated separately as a control class and an experimental class. Control classes are taught using traditional methods, while control classes are taught using the English song drill method.

5. Post-test

This test is given after the treatment. After the post-test is done, the raters know whether the treatment is success or not.

6. Scoring the students of each test.
7. Analysing the result.

To conduct a quasi-experimental method, the researcher perform the steps as contained in the experimental framework .

In this research, the procedures of collecting the data are as follows (Hendri Winata: 2014):

- 1) Testing pre-test questions to students in the treatment class and also control class.
- 2) The results of the pre-test for the treatment class and the control class were tested with different test t-test. To find out whether there is no significant difference.
- 3) We examined the treatment and control classes, there is no difference, and both classes can perform the learning process according to class-wise model learning. If different test results show different results, the experiment cannot be continued.
- 4) After the treatment and control classes received the model treatment study. The next step is post-test.
- 5) Post-study treatment and control class results were retested using different tests (t-tests) to determine if they were significantly different.

- 6) The final step is to calculate the score and test the learning process by testing the difference between the pre-test and post-test to see if the process is important and if it can improve learning outcomes.

To receive the value of each student, the authors consider the 3 components. The writer consulted with the English teacher to get a valid score.(List of appendix no.9)

Table 2. Benchmark Score

Type	Score	Mastery
A	81-100	Excellent
B	61-80	Good
C	41-60	Average
D	21-40	Fair
E	0-20	Poor

3.9 Data analysis Technique

Researchers analysed the data after all data were collected. Data analysis is the activity after collecting data from all respondents or other sources (Sugiyono,2014). In this study, researchers used computational SPSS and hypothesis testing. To identify the normality criterion of the data, the author uses a simple test of SPSS.

The hypothesis criterion is that if the sig value is > 0.05 , we can conclude that H_0 is acceptable and H_1 is unacceptable. Conversely, if the value of sig is < 0.05 , we can conclude that H_0 is unacceptable and H_1 is acceptable.

The hypothesis probability criteria are:

A. If T-value $>$ T-table and sig < 0.005 , it can be concluded that the hypothesis can be accepted

B. If T-value $<$ T-table and sig > 0.005 , it can be concluded that the hypothesis cannot be accepted.

To get value from the data collected from the subjects, the writer first used the written English Test (Underhill, 1987:10)

After the test, the writer obtained the final score from formula:

$$P = \frac{S}{M} \times 100$$

Where: P = Percentage of the students' pronunciation ability

S = total points of students' scores

M = Maximum score points

Tests were first run before testing data analysis Assumption analysis, i.e. by testing normality and uniformity between Subjects in experimental and control groups.

1. Normality test

Usually the test is connected to a normal distribution. When using statistical tests, the statistical test of data normality is the chi-square test. standard Calculated chi-square test value \leq table value or significance ≥ 0.05 population is group normal.

2. Homogeneity test

Variation homogeneity test given by Suharsimi Arikunto (2005:318) aims to determine whether sample variants are consistent samples from the same population. Homogeneity Test Computation 52 in this study, the Levene test statistical formula was used with support use SPSS. Criteria for uniformity testing of test values We can say that level \leq table value or significance value ≥ 0.05 the population within the group is uniform or shows commonalities.

3. Hypothesis test

Test this hypothesis with a t-test. A t-test is used to determine whether groups' post test scores are significantly different from the control group's post test scores. An alternative do-or-die hypothesis suggested, "There are significant differences between subjects who learn by experimental methods compared to subjects who are regularly lectured." The proposed method shows no "significant difference" between subjects learning experimental methods and those using routine methods during lecture learning. "

T-test he performed twice in this study. First t-test with data Pre-test to determine baseline condition of subjects in two groups. Then calculate a t-test for the post-test data. It aims to determine the impact on teaching and learning processes. Based on the final condition of the patient after treatment.

Every research hypothesis must be tested. The goal is to prove the truth of the previously formulated hypothesis. The researchers used SPSS support to test the hypothesis. For criteria for acceptance and rejection of hypotheses are:

- a. If the t-test returns $t \text{ count} \geq \text{table}$, then the hypothesis is the formulation (H_a) accepts H zero (H_0) rejects, and
- b. If we get $t \text{ count} < \text{table}$ then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

4.0 Time Schedule

This study will be conducted after the supervisor approved the proposal and the researcher received permission from the Faculty of Language and Communication to conduct the study in one high school in the city of Semarang.

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Description of School's Profile

SMP TEUKU UMAR SEMARANG is Private Junior High Schools in Semarang. SMP TEUKU UMAR is located at Jalan Karang Rejo Timur 1 no.3, Karang Rejo, Gajah Mungkur, Semarang City. The principal of SMP Teuku Umar is Kamil Azizi. The quality of the school is good which has been accredited A from BAN (National Accreditation Board), so this proves that this school has an organized education service. This school has 36 teachers. Among them, there are 2 English teachers who teach. In learning, teachers and students have a good connection in learning and teaching.

This school has 23 classes with around 868 students. Each class has an average of 28 to 30 students. There are 7 to 8 classes for each grade level. There are 74 subjects in this school, one of which is English. For types of activities outside of school hours or extracurriculars, this school has 7 extracurriculars. The quality of English teachers is very good in dealing with students and very cooperative in this study. Fortunately, the school environment is good because the principal, teachers, staff, and students are welcoming.

4.2 Description of participant

The participant of the study was the eight grade. This study took three classes as participants. They were VIII 5 as try out group, VIII 6 as Experiment group, and VIII 7 as control group. They were taken based on English Teacher Suggestion.

Table 4. 1 Participant

Class	Group	Male	Female	Total
VIII 5	Experimental	18	10	28
VIII 6	Control	18	10	28
Total				54

The table above shows the total number of respondents in the test group is 28 students, of which 18 were boys and 10 were girls. The comparison group had the same number of respondents, so 28 students, of which 18 were boys and 10 were girls. The respondents were therefore a total of 54 students.

4.3 Instrument Validity and Reliability

For a test instrument to be of good quality, it must meet characteristics such as validity and reliability. A test is valid if it measures what it purports to measure, and a test is reliable if it measures consistently.

4.3.1 Validity

The validity of this study was based on content and false validity. Validity was used to measure product maturity. After obtaining the validity index for each item, it is analyzed and compared to a certain critical r equal to 0.374. Validity index classification means that an item is classified as valid if the efficacy index is greater than or equal to 0.374, and vice versa if it is less than or equal to 0.374. 0.374 means the item is considered invalid. The manufactured equipment was tested and analyzed. Device testing was conducted in his 8th grade. The taster test was in class VIII 5 he conducted with 28 students. There are 20 questions.

The efficiency test results are shown in Table 2.

Table 2. Instrument validity test result

Item number	Validity test result	Description	
		Valid	Invalid / Fall
1	0.563	Valid	
2	0.514	Valid	
3	0.551	Valid	
4	0.585	Valid	
5	0.329		Invalid
6	0.427	Valid	
7	0.730	Valid	
8	0.519	Valid	
9	0.585	Valid	
10	0.570	Valid	
11	0.578	Valid	
12	0.586	Valid	
13	0.395	Valid	
14	0.386	Valid	
15	0.129		Invalid
16	0.454	Valid	
17	0.533	Valid	
18	0.302		Invalid
19	0.260		Invalid
20	0.235		Invalid

From the results of the instrument trials, it was found that 5 items, namely questions 5, 15, 18, 19 and 20, were declared invalid because their validity index was below ≤ 0.374 . These five items mean that they have been dropped and cannot be used. To simplify the calculation, the number of 15 questions is rounded up to 10, the author choose item number 1,2,3,4,6,7,8,9,10 and 11 and the other 10 question wasn't used. These items are item numbers 5,12,13,14,15,16,17,18,19, and 20.

4.3.2 Reliability

In this study, inter-rater reliability was used to ensure test reliability, test researcher subjectivity, and test student competence. A significance > 0.374 means reliable. The trial was conducted as a trial group in Class VIII 5 on March 27, 2022. It consists of 28 students. Below the result of reliability :

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.726	.839	21

From the reliability test result, the price of reliability factor alpha is 0.726. The correlation coefficient is interpreted by level the reliability coefficient is included in the sufficient category.

4.4 Results of Pre-Test

Preliminary tests were performed prior to conducting experimental treatments. The purpose of the test is to know the student's pronunciation ability. The test was held on 18th May 2022 in group control and on 20th May 2022. The test is form in written test.

Two experimental and control groups were instructed to complete a pre-test and passed the validation and reliability tests. The purpose of this test was to examine the student's pronunciation ability before treatment. The two classes were tested at different times and then students were instructed to fill in the lyrics an empty song and recite the lyrics during the answer check session so that with the correct pronunciation it can help him to remember and write the words correctly. The pop song entitled "Nothing Goma Stop My Love for You" was used in this test with the gapped fill technique, which consisted of 10 questions. The song is only played a maximum of 3 times for each song playing for about 3 to 4 minutes.

Both the experimental and control groups are treated differently after students' responses are consistent and bad grades are achieved. The experimental group was treated with a drill method in which the teacher wrote down the words and the answers to the correct pronunciation questions to help the students remember them.

Meanwhile, the control group received treatment by way of lectures where researchers taught in a conventional way. The pre-test and initial treatment were allocated approximately 30 minutes.

The test given was an objective test in the form of a learning achievement test where students had to fill in the blank words of songs, resulting in 28 students participating in class VIII-6 and 28 students in class VIII-7. The results of the pre-test summary for class VIII-6 (experimental group) and class VIII-7 (control group) are shown in the following table:

Group	Grade	The Number of the students
Experimental	Excellent	0
	Good	0
	Average	12
	Fair	13
	Poor	3
Control	Excellent	0
	Good	0
	Average	7

	Fair	17
	Poor	4

Table 2 . Initial test results (Pre-test) Experiment Group and Control Group

	Class	Number of Students	Mean
1	VIII-6	28	41,07
2	VIII-7	28	37,67
Total		54	77,74

The results of the statistical calculation revealed that the average of the initial test (pretest) of the experimental group and the control group was 41.07 (forty one point zero seven) and 37.67 (thirty seven point sixty seven).

Table 3. Initial value (Pre-test) Experiment Class

No	Nilai	Frequency (Students)	Percent (%)
1	10	2	7,14 %
2	20	1	3,57 %
3	30	5	17,85 %
4	40	8	28,57 %
5	50	8	28,57 %
6	60	4	14,28 %
Total		28	100

From Table 3, it is known that the pre-test value of the experimental group at the lowest value is 10 (ten), the highest value is 60 (sixty).

b. Control Group Table 4. Initial Score (Pre-test) Control Group

No	Nilai	Frequency (Students)	Percent (%)
1	20	4	14,28 %
2	30	7	25 %
3	40	10	35,71 %
4	50	6	21,42 %
5	60	1	3,57 %
Total		28	100

It is known from table 4 that the pre test result of the reference group for the lowest score was 20 (twenty), the highest was 60 (sixty).

4.5 Treatment Implementation

This research was conducted from 18th to 31th May 2022. Two classes were used in this study, namely Class VIII 6 as the experimental class and Class VIII 7 as the control class. In this study, the experimental group received treatment while the control group did not.

This experimental class treatment was carried out in two meetings. The first meeting was held on May 18, 2022. The purpose of this study was to enable students to identify and understand the appropriate definition, social function and general structure of songs, especially Western songs that use gap filling as a learning medium. First, the researcher asked the students to share their opinion about the definition of song and its social function, so that the students' knowledge

about it will increase. Later, as a researcher and teacher, I explained the definition, social function and general structure of a song. After that, the researcher gave the lyrics of the song as in the previous task and played a song called "Nothing Goma Stop My Love for You" and told the students to recite the song and sing it with the correct pronunciation.

This study dealt with the use of the experimental method, subject learning activities that were completed using the drill method in English. The author gives an example of how to pronounce the lyrics in a song with the correct pronunciation then imitated by the students so that students can pronounce it correctly and it is hoped that they can also remember the words and their pronunciation too. lesson hours (2 x 30 minutes). In learning the researcher also held a pre-test and treatment at the first meeting and treatment and post-test at the second meeting.

In the first treatment the students had a little difficulty in correct pronunciation, but there were also students who had begun to be able to do it a little. Furthermore, the researcher asked each student to pronounce 1 word in the lyrics of the song freely according to their choice to pronounce it and did not forget that the researcher also checked whether it was right or wrong. At the end of the lesson, the researcher reviewed the lessons and evaluated them. In this reading, students seem to be interested in the media that author used.

The second treatment was held on May 25 2022. The purpose of the meeting was to make the students understand and know how to recite the song with the correct pronunciation using the drill method. First, the author asked about the material from the previous meeting to make sure the students had mastered it. After that, the students were asked to repeat the song together 3 times. Then each student was asked to translate and recite 1 word found in the lyrics of the song and recite it 3 times. The students were so enthusiastic when they pronounced and translated the words correctly. Some students joked and teased their friends with random answers when they were able to translate and recite them. So that learning looks fun and cool. At the end of learning the researcher evaluates and concludes the learning.

4.6 Final Test (post-test)

The post-test was performed after the experimental treatment. The purpose of the test is to know the pronunciation skills of the student. The test was held on 25th May 2022 in control group and on 28th May 2022 in experimental group. The test was form in written test.

Two experimental and control groups were asked to do a post-test that passed validation and reliability tests. The purpose of this test is to find out the pronunciation skills of the students after treatments. The two classes were tested at different times and then students were instructed to fill in the empty song lyrics and recite the lyrics during the answer check session so that with correct

pronunciation it can help them remember and write the word correctly. The pop song entitled "Nothing Goma Stop My Love for You" was used in this test with the gapped fill technique, which consisted of 10 questions. The song is only played a maximum of 3 times for each song playing for about 3 to 4 minutes.

After matching the answers, the students scored quite well, and the experimental group and the control group received different treatment. The experimental group was treated with drilling method, in which the teacher wrote down the word as well as the answer to the question to be pronounced the right way so that it would be easy for students to remember it. Meanwhile, the control group received no treatment. The post test and the second treatment were allocated approximately 30 minutes.

The test given was a test of learning results in the form of an objective test in the form of an open-ended one, where students had to fill in the blank words of songs, which resulted in the participation of 28 students from grades VIII-6 and VIII-7 with 28 students.

At this point, the experimental and control groups received a final post-treatment. The purpose of the implementation of this final test is to find out the use of the experimental method in the activity of learning natural science achieved by the experimental group. The following is a summary of the results of the posttests of the experimental and control groups.

The post-test summary results for Class VIII-6 (experimental group) and Class VIII-7 (control group) are shown in the following table:

Group	Grade	The Number of the students
Experimental	Excellent	8
	Good	14
	Average	5
	Fair	0
	Poor	0
Control	Excellent	0
	Good	16
	Average	11
	Fair	0
	Poor	0

Table 5. Results of the Post-Test (Post-test) for the Experimental Group and the Control Group.

	Class	Number of Students	Mean
1	VIII-6	28	77,86
2	VIII-7	28	66,79
TOTAL		54	144,65



From Table 5, it is known that the mean of experimental group and control group is 77.85 (seventy seven points eighty five) and 66.78 (sixty six points seventy eight). The frequency of post-test results for the experimental group and the control group is shown in the following table and figure:

a. Table 6. Final Score (Post-test) Experimental Group

No	Nilai	Frequency (Students)	Percent (%)
1	60	5	17,85
2	70	5	17,85
3	80	9	32,14

4	90	7	25
5	100	1	3,57
Total		28	100

Table 6 showed that the pre-test score in the comparison group for the lowest score was 60 (sixty), the highest score was 100 (one hundred).

b. Table 7. Final Score (Post-test) Control Group

No	Nilai	Frequency (Students)	Percent (%)
1	50	2	7,14
2	60	9	32,14
3	70	11	39,28
4	80	5	17,85
Total		28	100

From Table 16, it is known that the post-test score of the control group for the lowest score was (forty-four), the highest score was 96 (ninety-six).

4.7 Data Analysis Test

4.7.1 Normality test

Normality test is used to determine whether the data obtained is normally distributed or not. In this study the normality test was carried out with the SPSS computer program with the Chi-Square formula. The criterion used is to obtain normally distributed data if the significance value is > 0.05 .

The following are the results of normality test (Table 8).

Table 8. Normality test results for experimental group and control group

		Pretest_ Eksperimen	Postest_ Eksperimen	Pretest_ Kontrol	Postest_ Kontrol
N		28	28	28	28
Normal Parameters ^a	Mean	41.0714	77.8571	37.6786	66.7857
	Std. Deviation	13.70031	11.33893	10.84249	8.62965
Most Extreme Differences	Absolute	.183	.218	.192	.217
	Positive	.114	.139	.153	.213
	Negative	-.183	-.218	-.192	-.217
Kolmogorov-Smirnov Z		.969	1.153	1.015	1.146
Asymp. Sig. (2-tailed)		.305	.140	.254	.144

a. Test distribution is Normal.

b. Calculated from data.

Based on table 8, it can be seen that the experimental group's pre-test has a significance level of 0.305 or more than 0.05, so it can be stated that the data is normally distributed. For the post-test distribution of the experimental group, it has a significance value of 0.140 or more than 0.05, so the post-test data can be said to be normally distributed. For pre-test data the control group has a significance value of 0.254 or more than 0.05, it can be said that the data is normally distributed. The distribution of post-test data for the control group has a significance value of 0.144 or greater than 0.05, so it can be said that the data is normally distributed. From the results of the normality test it can be concluded that the data obtained is normally distributed.

4.7.2 Homogeneity Test

The homogeneity test tests the similarity between groups. In this study, the homogeneity test was performed using the SPSS computer program using Levene's formula. The criteria used is that the data is considered homogeneous if the calculated F-value is lower than the F-table and the significance level is 5% (0.05).

The following are the results of the homogeneity test (Table 9).

Table 9. Results of Experimental and Control Group Homogeneity Tests

Test of Homogeneity of Variances

Hasil belajar lagu inggris - post test eksperiment & kontrol

Levene Statistic	df1	df2	Sig.
1.721	1	54	.195

Based on the table above, the significance of the table is 0.195 or greater than 0.05

it can be said that the test is homogeneous.

4.7.3 T Test

In this study, hypothesis testing was performed by t-test analysis using the SPSS statistical program. This hypothesis is tested to find out how the method test affects pronunciation improvement.

Each t-test is summarized below

a. Test t Pre-test Experiment group and Control Group

At this stage, the purpose of the t-test is to find out if there is a significant difference between the pre-test results of the experimental group and the control group. There are statistical hypotheses tested in this study:

Ho: there is no significant difference in the pre-test results of the experimental group with the control group.

Ha: there is a significant difference in the pre-test results of the experimental group and control group.

In summary, if the calculated t-value is greater than the t-table or the value is less than 0.05, Ha is accepted, which means that there is a difference in the pre-test results of the experimental group with the control group. Conversely, the calculated t-value is less than the t-table or the significance value is greater than 0.05, then Ha is rejected and Ho is accepted, which means that there is no difference in the pre-test results of the experimental group and the control group.

The following are the results of the pre-test (Table 10).

Variable	Mean	t count	Significance	Description
Experiment class	41,07	1,028	0,309	There is no difference
Control class	37,67			

Based on the table above, the t-test analysis results show a t-value of 1.028 and a significance value of 0.309. We know that H_a is rejected and H_0 is accepted if the given significance value is greater than 0.05. This means that there is no significant difference between the pre-test results of the experimental and control groups. From this we can conclude that the experimental and control groups have the same ability.

b. Test t Post-test Experiment Group and Control Group

A t-test is used to determine if there is a significant difference between the experimental and control groups post-test results. There are statistical hypotheses tested in this study:

H_0 : there is no significant difference in the results of the post-test groups experiment with the control group

H_a : there is a significant difference in the post-test results of the experimental group with the control group

H_a is accepted if the calculated t-value is greater than the t-table or the significance value is greater than 0.05. This means that there is a significant difference in the results of the experimental group after testing with the control group. Conversely, if the computed t-value is less than the t-table or the

significance value is greater than 0.05, H_a is rejected and H_o is accepted. That is, there is no significant difference between the post-test results of the experimental group and the post-test results of the experimental group. Control gives group.

Below are the results of post-test hypothesis testing for the experimental and control groups. (Table 11):

Variable	Mean	t count	Significance	Description
Experiment class	77,85	4,111	0,000	There is a difference
Control class	66,78			

Based on the table above, the results of the t-test analysis show a t value of 4.111 with a significance value of 0.000. If the significance value is less than 0.05, we say that H_a is accepted and H_o is rejected. This means that there is a significant difference in the post-test results between the experimental and control groups. From this we can conclude that there is a significant difference between the experimental group learning using the experimental method and the control group learning using the conventional method.

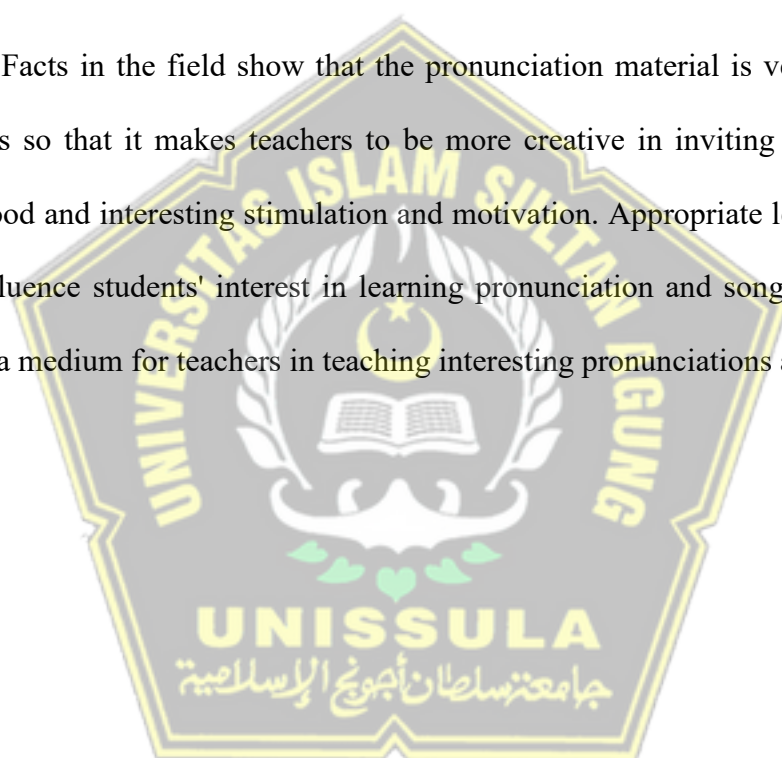
4.8 Discussion of the Research Findings

The purpose of conducting the test is to find out the "Effectiveness of English Song to Improve Student Pronunciation Skills" for eight classes in Semarang City High School for the academic year 2022/2023. In the pre-test, the average score of the experimental group was 41.07 and that of the control group was 37.67, from which it can be concluded that the abilities of the two classes are almost the same. After the treatment of the experimental group, the average score of the experimental group was higher than that of the control group. In the post-test, the average of the experimental group was 77.86, while the average of the control group was 66.79. The mean difference between pre- and post-test values is different. The experimental group scored 35.71 and the control group scored 29.12.

Based on the post-test, it can be concluded that the average of the experimental group is better than the average of the reference group. In addition, the post-test shows that Sig (2 tail) $0.00 < 0.05$ which means that H_0 is rejected and H_a is accepted. It follows that teaching English song pronunciation using the drill method as a teaching tool is effective.

The objective, based on the results of the closed survey, shows the answers of the students where the students are very interested and eager to learn singing lessons using the gap file technique and drilling method as a learning medium. The gapped fill song technique and the drill method as learning media stimulate them to recite, remember song lyrics, and improve their ideas, perspectives and creativity.

Facts in the field show that the pronunciation material is very boring for students so that it makes teachers to be more creative in inviting them to learn with good and interesting stimulation and motivation. Appropriate learning media can influence students' interest in learning pronunciation and songs so that they can be a medium for teachers in teaching interesting pronunciations and songs.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research and discussion results, it can be concluded that the use of experimental methods in education has a positive effect on the improvement of the pronunciation skills of VIII grade students. This can be shown by the hypothesis test results which show that the significance value obtained is 0.041 which is less than the significance level of 0.05. In addition, this is also reflected in the average post-test results, namely 77.85 with the highest value of 100 and the lowest value of 60 using the experimental method, while using the conventional methods it is 66.78 with the highest value of 80 and the lowest value of 50.

5.2 Suggestion

Based on the conclusions of the research results above, the researcher submit suggestions for elementary school teachers as follows:

1. The use of the experimental method in English subjects can be developed further to improve learning achievement student.
2. Careful preparation is required in the application of the experimental method this is in accordance with the objectives to be achieved.
3. The experimental method cannot stand alone and not all materials this method can be applied, so the teacher needs to combine with various other

methods as a supporter and clever in choose material that matches the experimental method.



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