

## **THE EFFECT OF ENGLISH SONG TO IMPROVE STUDENTS' PRONUNCIATION AND LISTENING SKILL**

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### **Abstract**

The purpose of this research is to describe how listening and pronunciation education techniques are through the use of songs and to find out whether the use of songs can help improve students pronunciation and listening skills in learning English. This research is a classroom action research. The population in this study were 2nd grade high school students. This type of research is a test, in the form of an oral test and a written test, observation sheets and documents. Thus, this study can suggest that the use of songs should be used robotically in every learning activity because in these activities students will be able to recognize what they are learning. It is recommended that the use of songs that are simple, fun, enjoyable, comfortable, and convenient to study can also help student learning.  
**Keywords: Songs, English, Pronunciation, and Listening.**

### **INTRODUCTION**

Language is in particular an ability of communication, and communication almost always occurs in some form of social context. This is why positive communication requires understanding and acknowledging the relationship between language and the humans who use it. These connections are tricky: for example, they inform you when to use slang with friends or formal language with bosses, how to rate a candidate's marketing campaign speech, and whether to condense emails. All of these moves require knowledge of the language, as nicely as the cultural and social forces that function on that language. In getting to know English, there are two principal components that want to be studied, specifically language capabilities and language components. Language competencies consist of listening, speaking, reading, and writing, and language aspects consist of vocabulary, structure and pronunciation. Students with precise English pronunciation are more possibly to be understood even if they make errors in different areas, while students whose pronunciation is tough to apprehend will no longer be understood, even if their grammar is perfect. We additionally often choose human beings by using the way they speak, so students with terrible pronunciation may additionally be judged as incompetent, uneducated or uninformed, even although listeners are only reacting to their pronunciation. Yet many person newcomers locate pronunciation one of the most challenging

elements of English to acquire, and requires explicit help from the trainer (Morley 1994; Fraser 2000). Surveys of student needs consistently show that our college students feel the need to work pronunciation in type (e.g. Willing 1989). So some variety of pronunciation work in category is very necessary.

There is one main reason for that: poor listening habits. We collect most of these habits through everyday informal conversations where necessary and comprehensive listening habits are not required. If we are constantly critical or if we try to keep everything we hear, we do the impossible. On the other hand, if we recognize that effective listening is acquired and no longer inherited, we can also look to collect certain appropriate strategies that provide improvement. There is no quick and easy solution, but the following strategies can also get you started.

Learning the rules of English pronunciation will help you improve your listening skills. When pronouncing the wrong words, you will find many difficulties in listening comprehension. However, the phrases and sentences you hear are very familiar to you. Understanding how native English speakers speak is the golden key to better listening to English. Therefore, you should focus on the pronunciation, especially the stress, rhythm, connected speech and intonation. The easiest and most qualified way to learn how to pronounce phrases effectively is to pay attention to native speakers, and many people think that pronunciation is all about speaking. But actually, studying the English pronunciation guidelines allows students to understand the original audio system better, and especially based on my own journey, I understand that tonal energy is in this song, and I know what it does to me. ideas and memories, but I don't think I should rely on the same effect on everyone. Therefore, I try to improve students' pronunciation and listening skills through the use of songs, so that they can use English well, and also change their learning patterns from their interests which can increase their skills or experience their interests while studying and I also try to check whether Students' pronunciation and listening skills should be improved by the use of songs. It is expected that students' pronunciation and listening skills can be improved. English Songs and the English Language Learning

Songs can be used to facilitate the learning of various aspects of language. They have been shown in several studies. Ayotte (2004); Fischler (2006); Fisher (2001); Ransdell and Gilroy (2001); Schon et al. (2008); Sloboda, (1990), cited in Alipour et al. (2012); and Lopera (2003) believe that "including social context, interaction with students' moods and feelings, and increasing the availability of authentic texts in English are important reasons for incorporating songs into teaching contexts". Otilie (2010) emphasizes that "For many people whose first language is not English or they do not learn English as a second language in school as in some

European countries such as Belgium and Moldova”. In Indonesia, the first exposure of mostly Indonesian to English was probably through popular songs. Lynch (2005) has the same point of view as Otilie. She is Ummul Izzah & Alim Sukrisno. / *EEJ* 7 (2) 179-193 (2017) 182 points out in his article that “language teachers should use songs as part of their English teaching”. Songs contain natural language. They are easy to get, and natural and fun is one of the reasons given in the article. He also stated that cultural aspects and even different types of English accents in a song can introduce new vocabularies. A teacher can choose a song that suits the needs and interests of his students. In addition, teachers can also use song lyrics in relation to situations in the world around students. Overall, Lynch concludes that fun speaking, listening, vocabulary, and language exercises can be offered in songs.

Music and songs can aid language learning because they facilitate verbal understanding and help store text in long-term memory. In addition, they have great motivational value in language classes and provide conversational language input in a relatively simple and repetitive structure. There is some neuroscientific evidence that music and language are at least partially integrated in song processing and song memory, a fact exploited in this study. (cf. eg Murphey, 1990; Abbott, 2002; Ludke, 2009). Lo and Li (1998) offer similar suggestions. They believe that the song gives enjoy and develop language skills. This is also noted by several authors as previously stated. They suggested that songs provide a break from normal classroom routines and that learning English through songs develops a non-threatening classroom atmosphere in which all four language skills. can be improved.

The purpose of this study is to explain the process of teaching listening and pronunciation using songs and to find out whether the use of songs can help to improve students' pronunciation and listening to English words or not.

## **METHOD**

This research was conducted in the second grade of high school. The research design uses Classroom Action Research (CAR), which is based on the author's goal to improve students' pronunciation and listening skills by using songs. Kemmis and Mc. Taggart (1988) explains that action research is a group of activities and a descriptive piece. Models and research carried out by the teacher in his or her own classroom, without the involvement of others, aimed at drawing on our understanding rather than changing the phenomenon under investigation that these commentators would not consider 'action research.

Some studies suggest that songs can be a technique to be applied in teaching pronunciation of songs that can help students to improve students' listening and pronunciation skills (Murphy, 2000). Therefore, the song has the potential to help students to improve their mastery of pronunciation. It can be concluded that the song can be used by the teacher. Nowadays everyone has a Smartphone that is connected to the internet, so songs can be searched through Smartphone applications, such as Spotify Music, Joox Application, Resso Application, Apple Music, SoundCloud, etc. Learning English through songs with several applications can be effective in helping pronunciation, because students can immediately gain knowledge about how to pronounce words when they hear a song. Considering the above case, the researcher intends to conduct a study entitled “. This research will be conducted on 2<sup>nd</sup> grade high school students. Through some of these song listening apps, students can easily learn and know how to pronounce words correctly and their pronunciation skills.

And research to improve pronunciation and listening skills can also be done in learning song lyrics from youtube. Researchers found that Students' Perceptions of the Implementation of YouTube Song Video Content for Learning English Song Lyrics, Ichda Sholikhatun Nisa', 2019 students learned a lot of new words, both meaning and how to pronounce the words in the song. From the songs selected in the YouTube app, they just realized that songs can also be used to learn grammar. Moreover, the importance through knowledge of English is becoming more and more evident in the modern world where communication is increasingly taking place in English. They said that the YouTube app was easy to use and made it easy for them to find their favorite songs to master English skills, especially speaking because the participants considered it the most difficult skill to master. Thus, the YouTube app in general and songs in particular is of great help to them.

The types of activities are as follows: Question and answer related to songs, focus on listening to songs, focus on recognizing pronunciation, individual work, oral exercises, and evaluation of learning. Actually students' pronunciation and listening skills cannot be perfect because everything is influenced by their own dialect for pronunciation and Indonesian is different from English so it is difficult to recognize what they are listening to and to improve their listening skills. In this case training means training our listeners, if we always train our listeners unfortunately we also improve our listening skills and in practicing listening to English words by using songs we can recognize English words, and when we have recognized English words we can recognize English words. Those English words can help to improve our listening

skills. It is recommended, the use of songs that are simple, fun, enjoyable, comfortable, and easy to learn.

## **FINDING**

This journal is the author's estimate for the description of his research, because the author has not done direct research. Therefore, there is no finding data that the authors can share in this section of the journal.

## **CONCLUSION**

Based on research, media is one of the important things that must be used during the teaching and learning process to achieve teaching goals but also teachers must be creative to manage classroom procedures so that students can be interested, fun, and comfortable, and easy to learn.

Therefore, the writer concludes that the use of songs can help students to be involved in the teaching and learning process because there is a new and fun atmosphere in the teaching and learning process. And also students can automatically help each other in improving pronunciation and listening skills. This increase can be seen from the students' scores in the tests to be conducted.

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