IMPROVING STUDENTS' PRONUNCIATION ABILITY BY USING SONGS AS AUDIO VISUAL MEDIA OF FOURTH GRADE AT SDIT NURUL ILMI PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as A Partial Fulfillment of the Requirement for Graduate Degree of Education Scholar (S. Pd) in English

Written by

FITRI AFIFAH HSB
Reg. Number: 13 340 0086

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2017

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Item : 7 (seven) examplars

Padangsidimpuan, 02 October 2017
To:
Dean of Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Fitri Afifah Hsb**, entitled **"Improving Students' Pronunciation Ability By Using Songs As Audio Visual Media Of Fourth Grade At SDIT Nurul Ilmi Padangsidimpuan"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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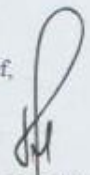Padangsidimpuan, th November 2016

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The Thesis have been accepted as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program.

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ABSTRACT

The objective of this research was to improve the pronunciation at grade IV students of SDIT Nurul Ilmi Padangsidimpuan in the academic year of 2017/2018 by using Songs as Audio Media.

This research was categorized into action research that consisted of two cycles. This research used model proposed by Kemmis and Taggart in Burns that involved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were 29 students in grade IV Zubeir of SDIT Nurul Ilmi Padangsidimpuan. The focus of this research was improving the students' pronunciation. The techniques of data collection were test, observation and interview.

Based on the result of the research, researcher found that the students' pronunciation was improved. It was supported by the result of the testing in cycle 1 was 63.58 (37.93%) and in the cycle 2 was 79.72 (93.10%). So, students' improvement in pronunciation by using songs as Audio Media was good category (high). Students' problem in accent was difficulty to pronounce the words. Students' problems in fluency were difficult in pronunciation English fluently because their utterances low and occasionally hesitant because of grouping words. Problem in comprehension was researcher difficult to understand words even it was a familiar word. Problem in accent solved by give more practice to the students to make it better. Problem in fluency is solved by motivated them to try their speaking and to record their speech so that they could know about their ability.

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

In the name of Allah, the beneficent and merciful

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                                              Padangsidimpuan, 25 October 2017
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CHAPTER 1

INTRODUCTION

A. **Background of the Problem**

Language is an instrument that is used by people for communication. It can be used for social relationship from one people to another. By using language people around the world can communicate and express themselves. In a society, a language can play a role as the official, national, educational, religious, and group language. Allah states about the variety of language in surah Ar-Rum verse 22:

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَأَيَـٰتٍ

لِّلْعَـٰلِمِينَ ﴿٢٢﴾

 "And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors. Surely there are signs in this for all mankind (Ar-Rum 22).[1]

From the definition above, Allah shows us the signs of His authority through differences language. Allah makes the differences language in every territory for people get much knowledge. It is influence by the location.

---

[1] Muhammad Taqi'ud-Din Al-Yaziddan Muhammad MusinKhan,*Translation of the Meaning of The Noble Qur'an in The Language*, (Madinah: K. S. A, 2012), p. 407

English is one of International language that is used by many people in the world and most practice in every aspect in human life. Such as: education, society, technology, polities, economies, and culture in Indonesia English is one of subject to be taught in the elementary school because English has become an international language and used by most communities in the world so hopefully with give this subject earliest help students more interested to this subject and mastering it in order to when they being adult can interact with other people from another country.

Based on private interview with the English Teacher SDIT Nurul Ilmi Padangsidimpuan Mr. Suyono, He said that students' pronunciation was low. He mentioned some problems in students' pronunciation were: the students are less English practice even in English course. They still interact among them use their mother tongue and Indonesian language in speaking English learning process. So they were seldom to practice speaking.

Moreover, the because their friends laugh to them at practice speak English in front of class and they are afraid of making mistakes. In addition, teachers' strategy was not suitable in teaching speaking skill in the class room. The teacher still used the traditional technique as lecture systemic. The traditional technique usually made the student lazy and bored. Because, when learning the English subject the teacher only using the explanation technique and the students passive so that made the students bored.[2]

Teaching young learners are different from teaching teenager and adults because the young learners have special need, interest and abilities. Young learners like fun activities that can make them feel enjoy. The young learners still have a limited

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[2] *Private Interview,* English Teacher of SD IT Nurul Ilmi Padangsidimpuan Mr.Suyono, (Silandit, 23 Agustus 2017, at: 10:30wib)

conceptual awareness and language use should arise naturally from the activities and language development.

When teaching elementary school automatically teaches young learners, young learners' especially those up the ages of nine or ten learn differently from children, adolescent, and adults. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes.

Here role of teacher is very important, because teachers need to plan a range of activities for a given period and flexible enough to move on to the next exercise when teachers see their students getting bored. Teachers can also draw some conclusions about what a classroom for children should look like and what might be going on in it. Teachers need the classroom to be bright and colorful with windows the children can see out of and with enough room for different activities to be taking places. Beside teachers must manage the classroom teachers should have strategy to teach young learners may be teachers when teach young learners using some media for example song, picture and real object to make children more interested to the subject.

Song is included as teaching media. The using of song in the classroom give positive stimulate to learner who learn a language. A piece of song can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and make a satisfactory connection between the world of leisure and the world of learning.[3]

Song is one of audio media that can be used to learn pronunciation, can establish condition which enables the students to acquire knowledge and skill. It make students are

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[3] Jeremy Harmer, *The Practice of English Language Teaching*,(United Kingdom: Longman, 2001), p. 242
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not boring in a classroom because they usually like song. By using songs as media to teach children, songs itself can create fun atmosphere to young learners and they can be more interested to the material. Song is combination of the words sing by specific rhythm and intonation. Song made for two goal, they are (1) Song made just for relax and. (2) Song made for learning.

Children are an individual who has not reached puberty. Children try to make sense by world and ask questions. Children always want to know and search information about something, especially if those things are new and strange for them. They will ask people around them, to know more information about everything. Children are an interesting object to be observed.

So, Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message from it easily.

Pronunciation is more important than phonetic. Stress and intonation are as important as the sounds themselves and should be taught from the very beginning. Whether pronunciation needs special attention or focus in language teaching depends on many factors especially learner factors. Learners whose native language has similar sounds to English are less likely to have problems with pronunciation.

Pronunciation is important in English for communication with another people. Because people wrong in express the word, so it can be misunderstand. And unfortunately, some students think that pronunciation is not important because the students conclude that vocabulary has enough for finished English National examination.

Based on the explanations above, the researcher conducted an action research to improve students' problem in pronunciation at grade the 4th grade of SDIT Nurul Ilmi Padangsidimpuan. So, the researcher interested the research the title of **"IMPROVING STUDENTS' PRONUNCIATION ABILITY BY USING SONGS AS AUDIO VISUAL MEDIA OF FOURTH GRADE AT SDIT NURUL ILMI PADANGSIDIMPUAN"**.

B. The Scope of the Problem

Based on the background above, researcher identified that problems come from students and teachers. The first problem is about students. The students low in English pronunciation. Because pronunciation with write different. The second problem is from teachers. The teacher confused what the precise method in teach English pronunciation. As a result, the students' pronunciation is wrong.

C. Formulation of the Problem

Based on the previous background above, the researcher could formulate the problem as: "Can English Children Songs improve students' Pronunciation Ability of fourth grade at SDIT Nurul Ilmi Padangsidimpuan?"

D. The Objectives of the Research

Based on the formulation above, the purpose of this research was to describe the efforts to improve the students' pronunciation ability by using songs as audio visual media of fourth grade at SDIT Nurul Ilmi Padangsidimpuan.

E. Significances of the Research

The significances of the research are:

1. The result of this research is expected to be useful English teacher improving students' pronunciation ability by using children songs as audio visual media.

2. The result of this research is expected increase students interest and motivation in learning pronunciation.

3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing this research.

F. Definition of the Key Term

1. Improving

   Based on Hornby's dictionary explained that, Improving is "to make or become better".[4] It is the offer to increase certain performance from a level to another level.So, improving is making through better work to reach something. Improving is done something or applying some methods to get better. So, improving is going through better work to reach something.

   Improving is consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way a great quality and correctly.

2. Pronunciation

   Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning.

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[4] A. S. Hornby, *Oxford Learner's Pocket Dictionary,*(New York: University Press, 2000), p. 222

Pronunciation is closely linked to ears, and listening is a vital part of developing this area.

Pronunciation is how we produce sound of words. Pronunciation is an important aspect of language especially in speaking fluently. Burns and Claire state "Pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener".[5] Good pronunciation is essential to communicate because by that native speaker or non-native speaker can effectively get the meaning. Good pronunciation gives good quality of conversation. In language Indonesia there is no difference between its writing and its sound of words but it is different from English. For example, "thank" students pronounce /tang/ or /sang/ while the correct pronunciation is /θæŋk/, "mother' is pronounced /madər/ while the correct pronunciation is /mʌðər/, "the" they pronounce /de/ while the correct pronunciation is /ðə/. Interdental sounds do not occur in Indonesia language. It is difficult for the students to imitate the sounds.

4. Children Songs

Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message from it easily.[6]

G. Indicator of Action

Classroom action research is the processing of study a real school on classroom situation to understand improvement the quality of action or instruction.[7]Action research

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[5] S, Claire &Burns, A.*Clearly Speaking*. (Sydney: AMEP Research Centre Macquarie University 2003), p. 23
[6] http//en.wikipedia.org/wiki/children's song.accessed on 21/07/2017/14.15
[7] Andrew P Johnson (2005), *A Short Guide to Action Research, Second Edition,* (America: Pearson Education, 2015), p. 21

process begins with problems finding, and then formulating possible actions for the problem, applying an action, and finally evaluating on the outcome of the action. These activities go round in a circle. Sometimes, the researcher should repeat the process until it run well as expected.

In action research, the researcher is as the investor, explorer or one of participant of her personal teaching context. As Anne Burns states that action research is part of board movement that has been going on in education generally for some times. It is also involve taking a self-reflective, critical and systematic approach to exploring the teachers' own teaching context.[8]the aims of action research is to identify the problematic situation that teachers, students, managers, administrators or even parents that consider worth looking into more deeply and systematically.

That's why the researcher made learning program or lesson plan that will be used Children Songs as Audio Media in teaching pronunciation ability in the classroom. Moreover, researcher would collaborate with English teacher and makes a team work to solve the students' problem in improving students' pronunciation ability by using audio visual media by children songs of fourth grade at SDIT Nurul Ilmi Padangsidimpuan. Based on the constitution of National Education System, passing grade of English Elementary school was 75 for lesson English, and the students in SDIT Nurul Ilmi Padangsidimpuan got the result average in 65-75 in pronunciation. It can be concluded that the students' pronunciation ability still low.

H. Outline of the Thesis

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[8] Anne Burns, *Doing Action Research in English Language Teaching; A Guide for Practitioners,* (USA: Taylor and Francis, 2010), p. 2

The systematic of the research is divided into five chapters. Each chapter consisted of many sub chapters with detail as follows:

In the first chapter, it is consist of background of the problem, scopes and limitation of the research it mean focus of problem included the specific problems that intended to the research, formulation of the problem were about the forming of the problem, objectives of the research were about something that to research, significances of the research were about the advantages of the research definition of key term and outlines of the script were about all sub chapter that important to explained in this research, the related findings of the research it consist of some finding that related to this research, that methodology of the research consist design (this research design by classroom action research), the source of data analysis (the research analyzed the data by using techniques as follows: editing the data, identification and classification of data, describe the data systematically, and give the conclusion or result from discussion that have done), and outline of thesis included the systematic of the stage of the research.

The second chapter consisted of theoretical description of the research focus. It included theory of the pronunciation, sounds of pronunciation, the goal of teaching pronunciation, the definition of children, the definition of song, the basic elements of song, teaching pronunciation using English children song as media, the procedures of applying English songs in teaching pronunciation, the advantages and disadvantages of song, review of related findings, conceptual framework and hypothesis of the action were also presented at the end of this chapter.

The third chapter is that about of research methodology. Research methodology consist of the place and the time of the research, research design, the participants, instrument of collecting data, research procedure, and techniques of analyzing data.

The fourth chapter it consists of the result of the research which explains about findings, data discussion and threats of the research.

The fifth chapter is closing consist of conclusion and suggestion from the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are follows:

1. Pronunciation Ability

Pronunciation plays an important role in delivering speech. In order to be understandable, we should deliver our speech with correct pronunciation. In general, pronunciation is the way in which a language is spoken. Dalton and Seidlhofer define pronunciation in general term as the production of significant sounds. According to them, sound is significant in two senses.[1] First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts of speaking.

To make a good pronunciation, then understanding of it must be absolutely learned before. Students must understand the parts of pronunciation that considering builds the pronunciation understanding and skill. Pronunciation has relationship with

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[1] Seidlhofer, Barbara and Dalton, christiane. Language Teaching: *A Scheme for Teachers Education: Pronunciation.* (New York: Oxford University Press 2001), p. 3

mouth and its part, as Gerald Kelly said in his book also, that we speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge.

a. Problems in Pronunciation Ability

In our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of communication, students may find many difficulties in pronunciation of English. And other problems is one of them is hearing problem. People have different hearing ability. If one cannot listen to English pronunciation well, he cannot produce it well too. Kelly makes a brief and clear explanation related to difficulties may be faced by individual learners. They are:

1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
2) Even if such a concept is not new for the learner, they must to become familiar with new sound-spelling relationships.
3) There may be sounds, and combinations of sounds in L1, which do not occur in English.
4) There may be sounds, and combinations of sounds, used in English which do not occur in L1.
5) English may use stress and intonation patterns which feel strange to the learner.[2]

From the expert statement above, researcher get the conclusion that difficulties learners in pronunciation is because the learners rarely hear the pronunciation of English. So, they are feel strange while they're hear it. The learners may have problems related to learning English pronunciation. However, we as teacher need to offer help to overcome their problems by chosen appropriate method. And problems learners in pronunciation will be clear later.

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[2] Gerald, Kelly. *How to Teach Pronunciation*. (Essex: Pearson Education 2000), p. 25

b. Teaching Pronunciation Ability

Teaching pronunciation ability should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many Difficulties in communication. Having a good pronunciation of the language can help in normal communication, particularly intelligibility. However, Nation and Newton argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners" Phonological loop affect learners gain stable pronunciation.[3] Nation and Newton explains phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop.[4] Learners' working memory differ one another. However, for second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of Pronunciation and grammar in that language. So, it is important for teachers to help them develop a stable pronunciation. If the learners are familiar with the patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.

c. Goals in Teaching Pronunciation Ability

According to Morley as cited in Celce-Murcia there are four realistic goals in pronunciation teaching. They are:

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[3] Derwing, T and Munro, M. "*Second Language Accent and Pronunciation Teaching: A Research-based Approach*". TESOL Quarterly 39, III, P 379-398

[4] Ibid, p. 76

1) Functional intelligibility

   Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English. And Functional intelligibility is for the listener more easy understanding what the speaker (students) says.

2) Functional communicability

   It is the learner's ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement and stress to achieve the communicative goals, they will have attained a great deal of "functional communicability." So, Functional communicability is for sharpen learners' ability in communication.

3) Increased self-confidence

   Self-confidence should be posses by students so that they can speak and be understood. By self-confidence learners not afraid although their wrong. And self-confidence must implant for every learners. Until facilitate learning teaching process.

4) Speech monitoring abilities

   By teaching learners to pay attention to their own speech as well as that of others, the teacher have help their learners make better use of

the input they receive.[5] So, learners will stimulate for improve their speech because their knowing that their pronunciation till wrong. And make learners realize that their till must much study.

2. English Children Songs As Audio Media

a. The Definition of Children Songs

Children are an individual who has not reached puberty.[6] Moreover many children perhaps the majorities in the world are exposed to more than one language in early childhood. Children who hear more than one language virtually from birth are sometimes referred to as 'simultaneous bilinguals', where as those who begin to learn a second language later is referred to as 'sequential bilinguals'. There is a considerable body of research on the ability of young children to learn more one language in their earliest year. Children always want to know and search information about something, especially if those things are new and strange for them. They will ask people around them, to know more information about everything. The curious of the children is very high children actively try to make sense of the world and asks questions. They will ask people around them, to know more information about everything.

Songs can help to create an exciting and comfortable atmosphere. Philips states that songs can be used as tool to increase students' interest or motivation in learning.[7] Children really enjoy learning by singing songs. English children songs

[5] Celce-Murcia, M. *Teaching English as a Second or Foreign Language. 3ʳᵈ ed.* (Singapore: Heinle & Heinle, 2006), p. 32

[6] http://En.Wikipedia.Org/Wiki/Child.Acessed on 21/7/2017/13.25

[7] Sarah, Phillips. *Young Learners*.(Oxford: Oxford University Press. 2003), p. 68

will make students easier to imitate and remember words. Songs also can reinforce students to learn structure and vocabulary.

Teaching media could say as tools that can influence in learning process. Sanjaya states that teaching media include the hardware that can deliver the message and also software that has message. Media are not only about the material or tools, but it's about another with give students' more knowledge.[8] It is not only such tv, radio, and computer. However, it is include that people as the instruction sources like discus, simulation seminar. Beside there is audio visual media, this media has aspect that consist of sounds and also picture, like a video recording and films.[9] Thus, teaching media can conclude as anything what can that deliver the message, influence the main sense and interesting of students can push them in process of learning.

Song is a good way to teach in an edutainment way, because they incorporate all the language skills such as listening, reading, writing, and speaking. Commonly, the youngsters like and interest the songs because they can express what they feel. Learn best when they are motivated by being in the activity, by seeing the result which give them a feeling of achievement. The teacher has known that the essential part of vocabulary learning is repetition. Thornbury states that in song teaching technique, the student repeats a words/utterance aloud as soon as he/she heard it.[10]So, if the songs are repeated many times it will help students in memorizing words.

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[8] Sanjaya, Wina.in Hamdani. *Strategi Belajar Mengajar* (Bandung:Pustaka Setia, 2011), p. 244

[9] Ibid, p. 245

[10]Scott, Thornbury.*How to Teach Vocabulary*.(England: Longman.2002), p. 54

Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons. So based on the statement early, it can be said that song is a piece of music with words that is sung which able is the great language that bundles various knowledge and the host of language skills in entertain and education.

Almost everyone loves songs. It is a part of the language and life from before birth onwards. As a baby, human often hear her or his mother and father sing a song to deliver him or her sleep in the bedroom. When young children, they play, sing and dance to a rhymes. As adolescents, they are consumes by the beat of popular songs artist in the world.

Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education.[11]

So, children songs are a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message from it easily.

b. The Basic Elements of Song

When the teachers choose the song to teach students so teacher should know the basic elements of song, they are;

1). Melody

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[11]http://en.wikipedia.org/wiki/Children%27s_song accessed on 21/07/2017/14.15

Melody is sweet music, tunefulness, arrangement of notes in a musically expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. Melody may be said to result where there are interacting pattern of changing events occurring in time. The essential elements of any melody are duration, pitch, and quality (timbre, texture, and loudness). Melody often consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.[12]

2). Rhythm

Rhythm from Greek- rhythmos," any regular recurring motion, symmetry" is a" movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions".

In other words, rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as "timed movement through space.[13]

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[12] http://En.Wikipedia.Org/Wiki/Melody accessed on 21/07/2017/14.15
[13] http://En.Wikipedia.Org/Wiki/Rhythm accessed on 21/107/2017/15.15

3). Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song.[14]

c. Teaching Pronunciation Ability Using English Children Song as Media

Children Songs is one of teaching media, it may be used to create a more relaxing foreign language classes. According to Arsyad, teaching media are means that are used to convey teaching messages.[15]Another definition of teaching media is conveyed by National Education Association, which says that media are forms of communication either printed or audio visual and the tools.[16]

From the two definitions above conclude that teaching media are the means that are used by the teacher to convey the teaching material to the students.

In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is difficult. In that case, an English teacher needs to be responsive to the students' conditions. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process. Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.[17] So, teacher as facilitator in

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[14] http: //En.Wikipedia.Org/Wiki/Lyrics accessed on 21/07/2017/16.12

[15] Azhar Arsyad, Media Pembelajaran,(Jakarta; PT Raja GrafindoPersada, 2006), p. 4

[16] Azhar Arsyad, M.A, ibid, p. 5

[17] H. Douglas Brown, Principles of Language Learning and Teaching, Fourth Edition,(NY: Pearson Education, 2005), p. 7

learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

According to Kasihani media can be classified into three groups, those groups are:

a. Visual aids: It is media that can be seen such as pictures, flashcard or card short, newspaper, map, etc.
b. Audio aids, It is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.
c. Audio Visual aids, It is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.[18]

From the explanation above, the researcher concluded that the use of song can be classified as audio aid because it can be heard. In other hand, media are needed in teaching as an addition. Esthi Endah states the functions of media are; make students easy to learn, make teachers easy to teach, give concrete description to students (they are not just imagine), make learning process exiting to reduce students' boredom, stimulate students attention and motivate them to learn.[19] So, by use media in teaching learning process, learners' will easy for comprehend lesson. The teacher will easy for teaching, because learners will more enthusiasm in study. Make learners spirit in study, because by use media, the learners not bored again.

From several explanations above, the researcher concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process

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[18] Kasihani, *English for Young Learners,* (Jakarta: PT Bumi Akasara, 2007), p 103

[19] Esthi.Endah Ayuningtyas, Cerdas Emosional dengan Musik, (Yogyakarta: Arti Bumi Intaran, 2008), p. 119

will be more various so that the students enjoy it. Students also will be more

active in giving response to the teacher's explanation.

e. The Advantages and Disadvantages of Songs

As a teaching media, song prevents students' boredom in language

classroom. The use of song in teaching learning process has advantages, those are:

a) Create a desire environment, students are expected to be enthusiastic in the learning process.

b) Facilitate a positive learning mood and motivate students to learning, song helps students to focus on the material discussed and raise their concentration in the learning activities.

c) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.

d) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing song to make them more active.

e) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live .So, students are easy to understand the material.

f) Stimulate imagination and creativity. Song is good stimulus to imagine and it can explore students' creativity. g) Embed new vocabulary. Students can enrich their vocabulary after listen to a song. h) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.[20]

In other hand, the use of song in teaching learning process has

disadvantages. Those are: Song disturbs concentrations when applying to people

who hate a genre of song; Song can hurt eardrums if it is set up so loud.[21]

From the advantages and the disadvantages above, the researcher concluded

that the use of song in teaching learning process has good effect than bad effect.

It gives good effects to activate understanding and make students easy to

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[20] Adi & W, Gunawan. Genius Learning Strategy, (Jakarta" PY Ikrar Mandiri Abadi, 2004), p. 254-259
[21] http://www.eslbase.com/articles/songs/asp. Accessed on 21/07/2017/16.15

memorize the material. While, although such teacher must look at the condition of learners what the use of song more appropriate for their learners or not.

B. Review of Related Findings

There are a researcher that has done a research same with the researcher. The first researcher name Indah Rahmawati. Tarbiyah Faculty Wali Songo State Institute for Islamic studies Semarang, 2010. With the title "The Use of English Children Song as Media to Improve Student English Vocabulary power in Noun". Based on the result, this research shows us that the use of English children songs as a media to improve students' English vocabulary power in noun can help the students to solve their problems. The second researcher name is Desi Fatmala Pohan, English Educational Department in IAIN Padangsidimpuan, 2013 With the tittle "Improving Students Vocabulary Mastery through English Song". The result was that the using of English song method in teaching vocabulary mastery gives positive effects on students' achievement. The third, Endang Kusrini, S.Pd.,M.Hum. The journal title"Improving English Pronunciation through Children Songs".

Based on the result, this research shows us that Improving English Pronunciation through Children Songs are able to memorize the words and their pronunciation easily, it will help students in learning English pronunciation. The different journal Endang Kusrini with my research is she only explained about description Children Song, while in my research is used field research In SDIT NURUL ILMI.

C. Conceptual Framework

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┌─────────────────────────┐
│ Student Feel Shamed and │
│ afraid to pronounce their│
│ language                 │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐        ┌─────────────────────────┐
│ Pronunciation is used to│        │ Learning pronunciation  │
│ improve student         │  ═══►  │ through children song    │
│ pronounce               │        │                          │
└─────────────────────────┘        └─────────────────────────┘


        ┌─────────────────┐        ┌─────────────────────┐
        │ Student         │        │ Factor      which   │
        │ pronunciation   │        │ influence students  │
        │ ability         │        │ pronunciation       │
        │                 │        │ ability             │
        └─────────────────┘        └─────────────────────┘
                  │                           │
                  └──────────┐     ┌──────────┘
                             ▼     ▼
                    ╭───────────────────────╮
                    │  Student's ability  in │
                    │  pronunciation is      │
                    │  improve               │
                    ╰───────────────────────╯
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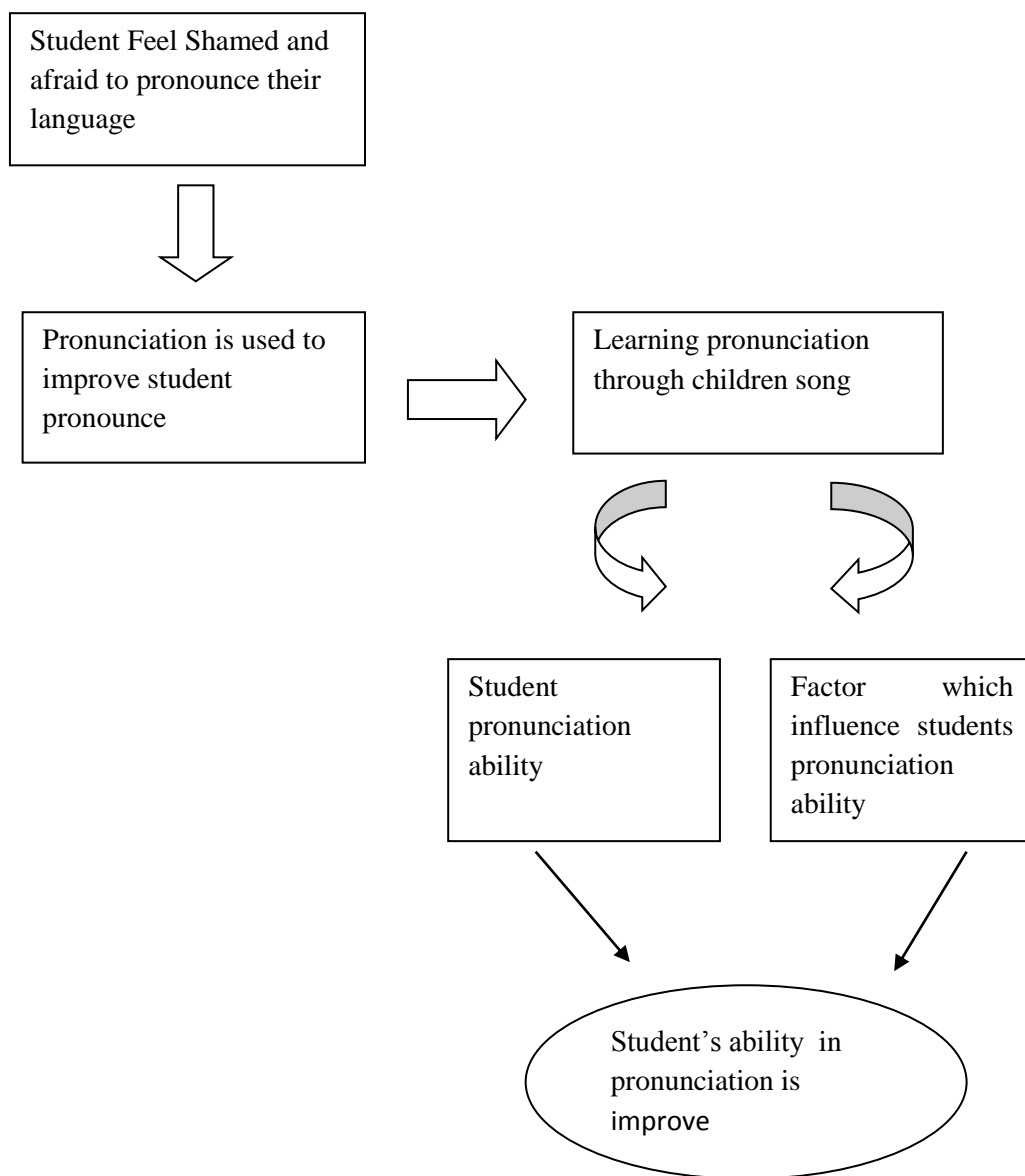
D. Hypothesis

The hypothesis of this research is "Students' Pronunciation Ability can improve by using Children Songs as Audio Visual Media of Fourth Grade at SDIT Nurul Ilmi Padangsidimpuan".

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and the Time of the Research

1. The Place of the Research

This research is conducted at SDIT Nurul' Ilmi Padangsidimpuan. That is located on Jl. BM. Muda No.5, Silandit, Padangsidimpuan. This research was planned to be begin on October 11th and be finished October 25th 2017. This time determination refers to the educational calendar of Padangsidimpuan when the first semester for the fourth grade of school. Those research actions are accomplished only in IV Zubeir of SDIT Nurul Ilmi Padangsidimpuan classroom to be sufficient for research completion that needs an effective learning as usually in the classroom.

B. Research Design

The design of research used by the researcher is classroom action research. Harmer says that action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and/ or properness of certain activities and procedures.[1] It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher research is to gain understanding of teaching and learning within one's

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[1]Jeremy Harmer, the Practice of English Language Teaching, (New York: Longman, 2003), p. 344

classroom and to use that knowledge to increase teaching efficacy/student learning.

Arikunto states that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.[2] This method is appropriate to used by researcher for get good result. From all the definition above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson.

The Steps of Action Research[3]

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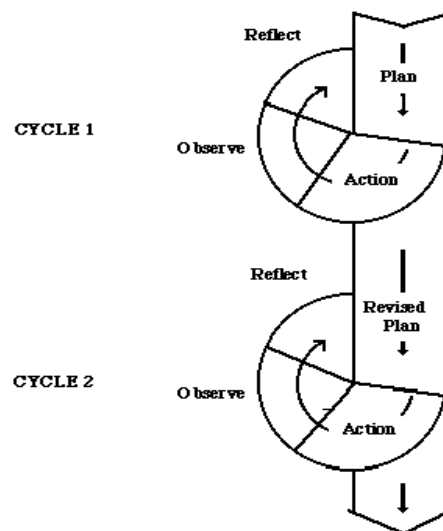
[2] Suharsimi Arikunto, et. Al, PenelitianTindakanKelas, (Jakarta: PT BumiAksara, 2008), P. 104.
[3] Suharsimi Arikunto, Ibid, p. 97

All those steps can be explained as follow:

Before the researcher conducting the cycle in action, researcher will do an initial observation at first. Then researcher does some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher intended to find out:

1) Data collected such as documentation includes the number of the students, students' list, and preliminary research.

2) The researcher interview an English teacher related to teaching learning process in English subject, and

3) Identify the problem.

Based on the interview with the English teacher and some of students, the researcher can identify the problem of teaching learning process at SDIT Nurul Ilmi Padangsidimpuan, The problem of this research is was the students still lack of pronunciation.

b. Planning in action

In this research, the researcher plans to conduct two cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

1) Planning

In planning step, the researcher formulated some procedural acts how to improve students' pronunciation by using children songs as media. The procedures are put in

some lesson plans, it includes how and why this research is going to carry out.

2) Acting

At the acting stage, the researcher tried to implement some techniques or procedural acts that have been formulated at planning.

3) Observing

The researcher observed the teaching and learning process when she was implementing some techniques or procedural acts in improving students' pronunciation by using children songs as media.

4) Reflecting

After observation process is done, the researcher and the teacher made a reflection to evaluate teaching learning process and the improvement of students' pronunciation by using children songs as media.

C. Participants

This research subjects involved the English teacher, the students of the grade IV, and the researcher herself. The IV Accounting class, the class consisted of 29 students.

D. Instruments of Collecting the Data

The instruments for collecting the data were a test instrument and non-test instruments. They are:

1. **Observation**

   Observation is used to get information about phenomenon that occurs by observing every moment and write do it. Additionally, observation is a technique of collecting data to again in sight on understanding the natural environment as lived by the participants.[4] Researcher observed all about students' activities and their attitude in the classroom. Researcher observed all about students' attitude in the class such as:

   1) Students who succeeds in pronunciation
   2) Students who get the main of song
   3) Students can sing in front of class with the good pronounce
   4) Students who get the events on the song
   5) Students who get the reflect on the song
   6) Students who get the vocabulary in the song
   7) Students who are active in the class
   8) Student can imitate the sound of animals in the song

2. **Interview**

   Interview is used to get the data or information that is not expressed in observation orally. According to Hornby interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study.[5] The researcher used the interview to know the condition or situation of the students and also to know the students' problems in pronunciation by using children songs as media in the classroom.

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[4] Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 212

[5] A.S. Hornby,*Oxford Learner's Pocket Dictionary*,(New York: University Press, 2000), p. 78

The researcher observed teachers' activity and students' activity in pronunciation by using children songs, and the researcher also make note in every research. There is four data that researcher will take from the students. It interviews the problem based on the indicator by children songs, they were:

1. The students' problem in listen the words speaker.
2. The students' problems in the different write with pronounce.
3. The students' problems in pronounce.
4. The students' problems in identifying the mean of the song.
    Researcher also interview students' problems in learning process, they

are:

1. Why they make disturbing.
2. Why they do not participate in the class.
3. Why they sleep in the class.
4. Why they do come late to the class.
5. Why they do not do task based on instruction.

3. **Test**

Test is used for determining the students' output from the lesson which is given. A test is a method of measuring a person's ability knowledge, or performance in a given domain.[6] Test is used for determining the students' output from the lesson which is given. The result of the test can useful for the researcher to plan out what will be done for the next step or cycle. So, in this case, test measured students' improving pronunciation.

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[6] H. Dounglas Brown, *Language Assessment Principles and Classroom Practice,* (San Francisco: Longman, 2004), p. 3

Table 1
Indicator in Pronunciation Ability

No.	Indicators	Items	The Value	Score
1.	Vowels		5	
2.	Dhiptongs		5	
3.	Stress	20	5	20 x 5
4.	Intonation		5	scores
5.	Consonant		5	
Total Score 100				

A. Research Procedure

This action research is conducted for two cycles. Each cycle consist of two meetings. There has consisted planning, acting, observation and reflecting step in the research procedures.

1. First Cycle

a. First Meeting

1) Planning

a) Arranging the lesson plan that consists of the steps of action.

b) Determining the lesson material is about pronunciation

c) Designing the procedure pronunciation by using media children song

d) Preparing the test in first cycle

e) Preparing list of interview to the students.

f) Preparing worksheet if interview for students in doing interview activity.

g) Preparing observation note sheet of students' activity in teaching process for observers.

2) Action

a) Arranging set formation.

b) Telling the purposes of learning.

c) Giving the topic for the students.

d) Introducing the activity performance.

e) Giving students function to be acted.

f) Introducing the procedures of extensive reading

g) Giving students the kinds of song cards

h) Discuss based on group working

i) Presentation

j) Tasking students to execute the activity to test the students' pronunciation

k) Encouraging and concluding learning.

3) Observation

a) Observing the execution of song.

b) Observing students' pronunciation from the song small cards.

4) Reflection

a) Discuss with the teacher about the action.

b) Making any decision for the next meeting.

c) Developing another environment to be stimulated

d) Clarifying the problems found in the activity whether in the case of students or teacher.

b. Second Meeting

1) Planning

a) Analyze the problem that had been found from first meeting

b) Make more a lesson plan

c) Prepare the observation work sheet

d) Prepare the text and that will be used in teaching learning activity.

e) Design the teaching pronunciation procedure by using media children song.

2) Action

a) Eliminating the problems which are found in the first meeting by motivating, encouraging, controlling and managing the class.

b) Reminding previous materials in the last meeting

c) Helping students to keep practicing in activity.

d) Teacher gave the example of song then discussed it together.

e) Teacher showed several song and she ordered them to choose which one they wanted.

f) Shared the song small card.

g) Teacher asked the students to make their pronunciation into card of song.

3) Observation

The teacher's observation will be done during the action like:

a) Teacher monitoring the students' activity when performance begins.

b) Teacher observed the students as long as the testing.

4) Reflection

Reflection is gathered from the result of song test through the activities in the classroom.

2. Second Cycle

The second cycle will be conducted in two meetings too. Every meeting will be done for ninety minutes.

a. Third meeting

1) Planning

a) Teacher make lesson plan more.

b) Teacher preparing another song that will be used in teaching learning process.

c) Teacher preparing the observation worksheet.

2) Action

a) Teacher preparing class and greet when open the matter.

b) Teacher divided the students into group discussion.

c) Teacher gives the matter about song

d) Teacher gives the example of pronounce the song then discusses it together with the students.

e) Teacher asks students to discuss the pronunciation and presentation that.

f) Teacher give the chance to students to fill their cads relate to their song.

g) Teacher checks their cards' song.

h) Teacher give more materials song to student to pronunciation it somewhere

3) Observation

a) Teacher monitoring the students' activity when performance begins.

b) Teacher observed the students as long as the song process

4) Reflection

Reflection is gathered from the discussion result, presenting and song small cards.

b. Fourth Meeting

1) Planning

a) Teacher makes analysis more the result of previous meeting.

b) Teacher make lesson plan again.

c) Teacher prepared the observation sheet

d) Teacher prepared the interview sheet

2) Action

a) Teacher gave greeting, encouraging, motivating and supporting to students.

b) Teacher shared the pronunciation and song small cards.

c) Teacher asks the students to make their pronunciation from the song small cards.

3) Observation

   a) Teacher monitored the students' activity when performance begins.

   b) Discussing the problem in learning process and giving solutions.

   c) Discussing about the song.

4) Reflection

Reflection is gathered from the result of the pronunciation test through song small cards and observation.

B. Techniques of Analyzing the Data

In technique of analyzing the data, the researcher uses quantitative and qualitative data. The quantitative data is collected and analyzed by computing the mean score of students' pronunciation ability which was found by test. The researcher appliesd the following formula:[7]

$$M = \frac{\sum f\vec{x}}{N}$$

Explanation:

M : The mean of the students

$\sum \overrightarrow{fx}$: The total score

N: The number of the students

The percentage of students' improvement in pronunciation was analyzed by the following formula:[8]

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[7] Hartono, *Statistik: UntukPenelitian*(Yogyakarta: PustakaPelajar Offset, 2004), p. 30

[8] Zainal Aqib, et. al., *PTK untuk Guru SD, SLB,TK*(Bandung: CV. YramaWidya, 2008), p.40

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P   : the percentage of students who get the score ≥ 75 (students' KKM)[9]

R   : the number of students who get the score up ≥ 75

T   : total numbers of students do test

After calculating and scoring students' answer sheets then, their score are classified on the table below, the aim of this scoring is after test taking by students and calculating them, this is to know the pronunciation of students and classify of students pronunciation by using Children songs as media.

Table 2

The Classification Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

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[9] Suyono, as an English teacher in IV Accounting class, *private interview,* at Agustus 23th 2017

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

1. If the value of mean score 81 – 100%, it can be categorized into very high.

2. If the value of mean score 61 – 80%, it can be categorized into high.

3. If the value of mean score 41 - 60%, it can be categorized into enough.

4. If the value of mean score 21 - 40%, it can be categorized into low.

5. If the value of mean score 0 - 20%, it can be categorized into very low.[10]

The other technique as qualitative data is used to describe the situation during the teaching process in analyzing qualitative data, the researcher follows the technique that developed by Gay and Airasian which consists of five steps as follows:

1. Data managing

This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and check for completeness and to start analyzing the data.

2. Reading

This step concerns with reading in data recorded in the field notes, transcription of the interview data and observation sheets is order to get explanation of the data.

3. Description

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[10] Riduan. *BelajarMudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula,* (Bandung: Alfabeta, 2005), p. 89

This step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

This step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

5. Interpreting

This step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern.[11]

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[11] L. R Gay and Peter Airasian, *Education research Competencies for Analysis and Application* (USA:Prentice Hall, 2008), p. 240-249

CHAPTER IV

RESEARCH RESULT

After researcher has done the research in SDIT Nurul Ilmi Padangsidimpuan, It discussed about the way to improve students' pronunciation ability by using songs as audio visual media of fourth grade of SDIT Nurul Ilmi Padangsidimpuan. Below, it would be described about the data description, the influencing factors of students' pronunciation ability by using songs as audio visual media, the comparative result of the action, the discussion of the research findings and the treats of the research.

A. Findings

The data description in this research described about all of things that have been found in the class when the teacher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: observation, interview and test. Researcher described that in cycle 1 and cycle 2.

1. Students' Improvement in Pronunciation Ability by using Songs

a. Cycle 1

The first cycle was done at October 12th and 16th 2017. In this case, the cycle was conducted for two meetings. In SDIT Nurul Ilmi Padangsidimpuan the meeting was done 140 minutes. Every meeting was done for 2×35 minutes. It was done in the classroom IV Zubeir SDIT Nurul Ilmi Padangsidimpuan, consisted of 29 students. The researcher conducted the activity for cycle one as follow:

1) Learning Process in First Cycle

First, researcher and co-teacher came to the IV Zubeir accounting class. The English teacher took a seat and gave the researcher a chance to handle the class. Researcher started the learning by making opening, implementation of learning material and evaluation. In opening, researcher was doing the apperception by greeting and asking students' condition. Then, researcher gave them motivation such as saying the information of the powerful of English. Researcher explained the goal of research. It focused about what English children songs briefly, and why they should use songs. Second, researcher asked students to tell about their knowledge in pronunciation.

After that, researcher explained the steps teaching-learning pronunciation by using songs as audio media. Next, it would implement the learning material. First, researcher wrote the title and lyric song in whiteboard. Then, researcher showed the children songs video by using laptop. Researcher asked the students' to listen to the songs carefully. And the song would repeat until twice.

Before researcher moved to evaluation, researcher questioned students what the song clearly and ask what they has ready for evaluation. After researcher explained the learning material, researcher monitored every step that has been planned in the lesson plan. Then, make the time allocation efficiently. It should conduct to all activity in learning process. Researcher managed the class. Some students were controlled and understand about pronounce the animals. It was prove by their enthusiasm in the learning process. But, there were some

students were uncontrollable by doing disturbance. Next, students still had difficulties to pronounce some lyric songs.

After that, researcher asks students about their difficulties in the learning process. Pronunciation would interest for students to speaking because it was based on their own experiences. Then, researcher given students the test. Researcher call the students' one by one to in front of class and test them and record their pronunciation. Then, give assessment that appropriate with lesson plan. In closing, researcher made conclusion from the lesson. Then, Researcher gave the information about songs material in the next meeting.

2) Students' Pronunciation in First Cycle

The researcher used quantitative data. In quantitative, researcher calculated the students' score in pronunciation. In first cycle, researcher gave first test in second meetings. The test was about the pronunciation of the children songs. After researcher doing the test, researcher would evaluate it. In fact, the result was still unsatisfied. It was proven from the data. It said that the students' pronunciation was still low. The result of the test in first cycle would be showed as the following table below:

Table 3

Students' Pronunciation Score in First Cycle

No	Code	Pronunciation Score					Total	Score (Total X 4)
		Vowels	Diphthongs	Stress	Intonation	Consonant		
1.	**A1**	**4**	**4**	**3**	**4**	**4**	**19**	**76***
2.	A2	4	4	3	2	2	15	60
3.	A3	3	4	2	2	3	14	56
4.	A4	4	4	3	4	3	18	72
5.	A5	3	4	2	3	3	15	60
6.	A6	3	4	3	3	2	15	60
7.	**A7**	**4**	**3**	**4**	**4**	**4**	**19**	**76***
8.	**A8**	**5**	**4**	**4**	**4**	**4**	**21**	**84***
9.	**A9**	**4**	**4**	**4**	**4**	**3**	**19**	**76***
10.	A10	3	3	2	4	3	15	60
11.	**A11**	**4**	**4**	**4**	**4**	**4**	**20**	**80***
12.	A12	4	4	3	3	3	17	68
13.	**A13**	**4**	**4**	**3**	**4**	**4**	**19**	**76***
14.	**A14**	**3**	**4**	**4**	**4**	**4**	**19**	**76***
15.	A15	4	3	3	3	3	16	64
16.	A16	3	3	3	3	3	15	60
17.	A17	4	3	2	3	3	15	60
18.	A18	3	3	3	4	3	16	64
19.	**A19**	**4**	**4**	**4**	**4**	**4**	**20**	**80***
20.	**A20**	**4**	**3**	**4**	**4**	**4**	**19**	**76***
21.	A21	4	3	3	4	3	17	68
22.	A22	3	4	3	3	3	16	64
23.	**A23**	**4**	**4**	**4**	**4**	**3**	**19**	**76***
24.	A24	3	3	3	3	3	15	60
25.	A25	3	4	3	2	3	15	60
26.	A26	3	3	3	3	3	15	60
27.	A27	4	3	2	3	3	15	60
28.	A28	4	4	3	3	2	16	64
29.	**A29**	**4**	**4**	**3**	**4**	**4**	**19**	**76***
Total score		**106**	**105**	**90**	**99**	**93**	**593**	**1844**
Mean		**3.65**	**3.62**	**3.10**	**3.41**	**3.20**	**20.44**	**63,59**
Percentage of passed KKM								**37.93%**

**The students who passed the passing grade (75) in the first cycle.*

Own the result of students' pronunciation. There are 29 students in the class. There are some levels score of them. The mean score in the class was 63.58 score and the percentage of students' passed KKM was about 37.93%. Then, the researcher could explain that the score of students there was 1 student got 56 score, 10 students got 60 score, 4 students got 64 score, 2 students got 68 score, 1 student got 72 score, 8 students got 76 score, 2 students got 80 score, and 1 student got 84 score.

From the scores of students, it could be concluded that there were11 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 18 students who got score before 75 score. One student was categorized into very high category, seventeen students were categorized into high category and eleven students were categorized into enough category.

After getting students' pronunciation scores in the first cycle, the researcher found the students' achievement were categorized into high category. However, it was still unsatisfied, because there were 18 students who did not pass the test. It means that the first cycle didn't show improvement. So, the researcher would continue to second cycle.

b. **Cycle 2 Improvement in Pronunciation**

1) **Learning process of 2nd cycle**

In Cycle II, audio visual media song was still used during the teaching and learning process. In the Cycle II, the students' knowledge was built by giving

examples on expression of dissatisfaction. The students were also encouraged to speak up by asking them about their disappointing experiences. Each student then was given a handout. The handouts contained expressions of dissatisfaction. The students were drilled in pronouncing the expression by asking them to repeat after him. This activity was done to familiarize them with the expressions and to teach them how to use appropriate intonation.

The 2nd cycle was done to solve the problems that had been found in 1st cycle, which were students still low in pronunciation. There were also some stages in teaching activity from opening until closing the class. There were five criteria of teaching and learning process for every cycle. They were the teacher's physic appearance and written, teacher's procedures in teaching, teacher's material, teacher's reinforcement and interaction with students and teacher's sound and classroom management.

Teacher's physical appearance when came to the class. The first, teacher wore white shirt, black skirt, pink veil, black shoes. The second, teacher stood in front of the class and wrote by face to students. The third, teacher wrote definition of disappointing experience and wrote expression of dissatisfaction while explain about it. The last, teacher's written not too small and not too big in the whiteboard.

Teacher's teaching procedures. The first, teacher asked students' condition. The second, teacher checked students' presents lists. The third, the teacher delivered the material and explain it. Then, teacher showed the song by

using laptop. Then, teacher gave test to the students. The last, teacher gave the correct pronunciation.

Teachers' explain process. The first, teacher gave the material to the students. Then, teacher explained the function of the material learned. Teachers' reinforce and interaction with students in the classroom. The teacher gave reward to the students by said: good, very good, smart, right, give applause. Then the teacher gave the feedback on the students' progress by respecting or responding to what the students say.

Teacher's Classroom management. The teacher gave the students a few minutes to clear their chair when their chair was untidy. Then, if the students make a noisy in the classroom so the teacher told them and orders them to listen and pay attention to the teacher's explanation.

2) Students' Pronunciation Score in the 2nd cycle

Learning in the 2nd cycle was based the re-planning, thus it was found the improvement of students' pronunciation and the influencing factors of the students. The result of students' pronunciation improvement is presented in the following table:

Table 4

Students' Pronunciation Score in Cycle 2

No.	Code	Speaking Score					Total	Score (Total X 4)
		Vowels	Dhipton g	Stress	Intonation	Consonan t		
1.	A1	4	4	4	4	4	20	80
2.	A2	4	4	3	4	4	19	76
3.	**A3**	**4**	**4**	**4**	**3**	**3**	**18**	**72***
4.	A4	4	4	3	4	4	19	76
5.	**A5**	**3**	**4**	**3**	**4**	**4**	**18**	**72***
6.	A6	3	4	4	4	4	19	76
7.	A7	4	4	4	4	4	20	80
8.	A8	5	4	4	4	5	22	88
9.	A9	4	4	4	4	5	21	84
10.	A10	4	4	3	4	4	19	76
11.	A11	4	4	4	4	5	21	84
12.	A12	4	4	4	3	4	19	76
13.	A13	4	4	4	4	4	20	80
14.	A14	4	4	4	4	5	21	84
15.	A15	4	3	4	4	4	19	76
16.	A16	3	4	4	4	4	19	76
17.	A17	4	4	4	4	3	19	76
18.	A18	3	4	4	4	5	20	80
19.	A19	4	4	4	4	5	21	84
20.	A20	4	4	5	4	4	21	84
21.	A21	4	4	3	4	5	20	80
22.	A22	4	4	4	4	4	20	80
23.	A23	5	4	4	5	4	22	88
24.	A24	4	4	3	4	4	19	76
25.	A25	4	4	4	3	4	19	76
26.	A26	5	4	4	4	4	21	84
27.	A27	4	4	3	4	5	21	84
28.	A28	4	4	4	4	4	20	80
29.	A29	4	4	4	4	5	21	84
Total score		**115**	**115**	**110**	**114**	**123**	**578**	**2312**
Mean		**3.96**	**3.96**	**3.79**	**3.93**	**4.24**	**19.93**	**79.72**
Percentage of passed KKM								**93.10%**

***Students did not pass the passing grade (75) in the 2ⁿᵈ cycle**

From the above tables, it could be concluded that the students'

achievement in the 2ⁿᵈ cycle was increased. In the 2ⁿᵈ cycle, there were only 2

students did not passed the KKM (75). The mean score of students in second cycle was 79.72 and the percentage of students' score in second cycle was 93.10%. Students' achievement in pronunciation was categories very good. The mean score of students in second cycle was 79,72 and the percentage of students' score in second cycle was 93,10%. The students' score in second cycle got improvement from the first cycle. It shown that first cycle was 63.58 (37.93%) and second cycle was 79.72 (93.10%).

c. **Comparison of students' Pronunciation Ability Improvement in 1st cycle and 2nd cycle**

Based on the observations of students' pronunciation, it can be concluded that students' pronunciation had improved by using song as audio media. After know the score of students' achievement in Pronunciation in first cycle and second cycle. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

$$\vec{x} = \frac{1844}{29}$$

$$\vec{x} = 63.59$$

Based on the calculation, the mean score of the class in first test was 63.59. It showed that the students' pronunciation was categorized into low categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{11}{29} \times 100\%$$

$$P = 37.93\%$$

Then, in the second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. There was one student got 56 score, ten students got 60 score, four students got 64 score, two students got 68 score, one student got 72 score, eight students got 76 score, two students got 80 score, and one student got 84 score.

It can be concluded that from 29 students at the Grade IV of the 1st Semester of SDIT Nurul Ilmi Padangsidimpuan, there were nineteen students did not pass the passing grade 75 score t. Meanwhile, there were 11 students passed the passing grade 75 score in the first test.

In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

$$\vec{x} = \frac{2312}{29}$$

$$\vec{x} = 79.72$$

Based on the calculation, the mean score of the class in second test was 79.72. It showed that the students' pronunciation was categorized into high category. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{2}{29} \times 100\%$$

$$P = 93.10\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 63.59 (37.93%), it was included very low category. The improvement of mean score in second tests was 79.72 (93.10%), it was included into high category. The comparison of students' pronunciation in each cycle based on their gotten score is shown in the table below:

Table 5

Comparison of Students' Improvement in Pronunciation Ability in Cycle 1 and Cycle 2

No.	Code	Grade		State
		Cycle 1	**Cycle 2**	
1.	A1	76*	80*	Improved
2.	A2	60	76*	Improved
3.	A3	56	72	Improved
4.	A4	72	76*	Improved
5.	A5	60	72	Improved
6.	A6	60	76*	Improved
7.	A7	76*	80*	Improved
8.	A8	84*	88*	Improved
9.	A9	76*	84*	Improved
10.	A10	60	76*	Improved
11.	A11	80*	84*	Improved
12.	A12	68	76*	Improved
13.	A13	76*	80*	Improved
14.	A14	76*	84*	Improved
15.	A15	64	76*	Improved
16.	A16	60	76*	Improved
17.	A17	60	76*	Improved
18.	A18	64	80*	Improved
19.	A19	80*	84*	Improved
20.	A20	76*	84*	Improved
21.	A21	68	80*	Improved

22.	A22	64	80*	Improved
23.	A23	76*	88*	Improved
24.	A24	60	76*	Improved
25.	A25	60	76*	Improved
26.	A26	60	84*	Improved
27.	A27	60	84*	Improved
28.	A28	64	80*	Improved
29.	A29	76*	84*	Improved
Total score		**1844**	**2312**	Improved
Mean		**63.58**	**79.72**	Improved
Percentage of passed KKM		**37.93%**	**93.10%**	Improved

Based on the above table, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 63.58 and the second cycle students' mean score were 79.72

From the students Percentage; the first cycle, there were 11 students got score up 75 points (37.93%). The second cycle, there were 27 students got score up 75 (79.72 %).

Based the above tables, the comparison of students' mean score could be seen in the following chart:

Chart 1
The Comparison Mean Score between First Test and Second Test
(First Cycle and Second Cycle)
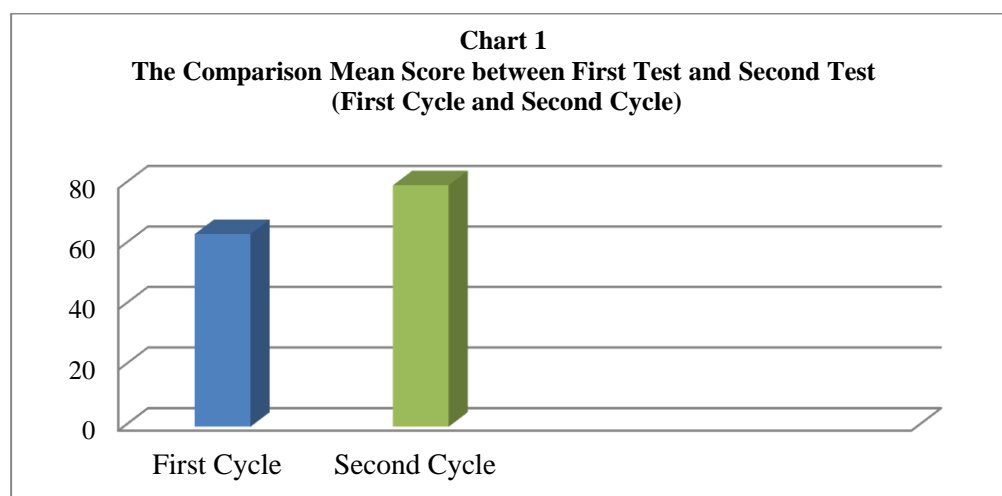
Based on the above table and chart, it can be concluded that the researcher'

hypothesis that Songs could improve students' pronunciation of grade IV SDIT

Nurul Ilmi Padangsidimpuan was accepted.

B. Influencing Factor on Students Pronunciation Ability Improvement

There are two factors that Influencing Students' Pronunciation by using Songs as

Audio Media from first cycle that becomes troubles to the students. They are internal

factor and external factor. It would be explained below:

a. Internal Factors

Internal factors came from the indicators of pronunciation directly.

Researcher would identify students' events based on the indicators. So, researcher

used the indicators as the internal factor in this research. Researcher and co-teacher

found that students have problem on Fluency.

Students' problems were difficult in pronunciation English fluently

because their utterances low, hesitant and occasionally hesitant because of grouping

words. Students' mistakes in fluency were; at the last day of final exam semester

(Silent a moment).....my friend and I went tooooooo.... theeeeee.. Market; we went

together for eeeeeee bought eeee... same shirt; afterrrrrr…. We… we arrived in the

market then weeee... found a dress store; there there we saw a…. nice shirt and that

was a new model; I meant eeeee stylist shtirt; we were ssssss agreeing to buy that

shirt so we meet the seller and asked her how much eeeeee the price of that shirt;

the seller put the price very expensive so we asked her toooooo… gave us eeeee

cheap price; after few times then…. She gave us as the price we want; we really

satisfied with the price and we…. Eeee very happy.

So, for solving the students' problem in fluency researcher motivated them to try their pronounce and to record their speech so that they could know about their ability and the teacher gave necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.87 in Cycle 1 and 4.26 in Cycle 2.

b. **External Factors**

External factors came from own students and also another students such as Disturbance. The disturbance would annoy the learning process. It would annoy students' focusing for listen the pronunciation of song. The students who made disturbance in the class were also the one of external factors in students' pronunciation. There were three students (A6, A13 and A22) who made disturbance in the class. So, the class was noisy. It had made others students did not focus to listen the pronunciation of songs. Based on the interview (saturation data), A21 said that he did not like English, English was difficult lesson. Finally, to solve their events, the researcher motivated them to be diligent. The researcher asked them to follow the song and to be calm in the classroom. Researcher explained that English was very important lesson, so that it could not be forgotten. They should like teacher then automatically would like the English. After that, English would be very easy. There were three students (A6, A13 and A22) who made disturbance in the class. But, they changed their attitude to be better. They did not annoy their friend anymore.

C. Discussion

1. Students' Improvement

   The researcher findings had shown students' pronunciation ability improved well. It could be proved by students' mean score and percentage. In this study, researcher had found that the improvement of students' achievement through the title "Improving Students' Pronunciation by using Songs as Audio Media of Fourth Grade at SDIT Nurul Ilmi Padangsidimpuan". In cycle 1 was 63.59 (37.93%)and cycle 2 was 79.72 (93.10%). So, cycle 2 was bigger than cycle 1.

2. Influencing factors

   Researcher had found some problems of students in pronunciation, they were; Students were difficult in pronouncing the English word because students seldom trained their pronunciation so their tongue was stiff and they were also less interested in pronunciation English, students were difficult in pronunciation English fluently because their utterances low, hesitant and jerky, occasionally hesitant and students were difficult in understanding or uttering words because their mastery of vocabulary were still limited. So, for solving the students' problem the researcher motivates students to use optimal the tool to help vocabulary enrichment including how to pronounce the word. researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it is aim was to get their interest in training their pronunciation generally in learning English, and teaching learning process, researcher gave the some vocabularies of song especially the difficult words that they didn't know before starting the next meeting. Then, the researcher also motivated them to practice their

knowledge in their pronunciation and motivated them to practice their knowledge in their life so that it could not lose. Then, the researcher motivates the students to practice speaking English and seeking of meaning difficult word and study to looking for the word difficulties and researcher gave method to memorize vocabularies such as using songs that could be practiced by them in the class. Furthermore, the researcher motivated them to try their speaking and to record their speech so that they could know about their ability and the teacher gave necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech.

D. The Threats of the Research

There were some aspects that could threat for this research. The threatening came from the problems of students. The students' did not have good even very good pronunciation categorized because the teacher did not conduct the interesting method so it was make them lazy and bored to learn out the topic given. So, that is why the researcher did the treatment in the research.

Moreover, English song method created a good environment in teaching learning pronunciation in which students became enthusiastic and active in the classroom. English song method also created an interactive process where the students interacted not only with the test, but also with the context of the song given.

This research used human instrument in English learning. Observation of this research and students' pronunciation were done by research herself and co-teacher. So, song created good environment in teaching pronunciation which students become active

in the process of pronunciation assessing, focus on students critical and share their own which made them were involved in the learning of pronunciation.

CHAVTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data, the researcher concluded that:

The implementation of English children songs as audio media to improve students'

English are:

a. English children song is stimulating, and interesting for teaching learning activities, especially in teaching pronunciation.

b. English children song makes students more enthusiasm during learning activities, they look enjoy and relax while they were listened song.

c. Motivate the passive students to be more active during the lesson. This relates with students ability to pay attention during the lesson, to understand the material and to speak up their mind in order to brave to express their mind or to ask question.

d. English children song in teaching pronunciation can help students both of teacher and students to teach the objective of teaching learning process; it can engage students in a topic or as the basis of the whole activity.

This research shows us that the use of English children songs as a media to improve students' English pronunciation can help the students to solve their problems. The test result indicated that the students varied in their understanding. After second cycles, there was a significant improvement of students' pronunciation in every cycle. Based on calculation result after getting all of the treatment using English children songs, the students' average score increased significantly, the first cycle was 63.58, and the average score of the students in the

second cycle was 79.72. It showed that the use of English children songs could improve students' pronunciation. So, this hypothesis was accepted.

B. Suggestions

After implementing English children songs in improving students' English, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for the reader, especially:

1. For the teacher

    English mostly known as difficult subject and pronunciation is the important thing that has to be learned by students if they want to improve their English. The use of English children songs in teaching learning is interesting media because it can attract students' interest and motivation in teaching and learning process. English teacher should be able to develop their strategy to teach the students in order to make them interest in learning the subject. Teacher can use several songs in any subjects they can choose the appropriate song with the material. They can find the song by downloading in internet in several sites such as http://www.youtube.com.

2. For the students

    Most of students have difficulties in pronunciation because most of them seldom listening the English words. Therefore, students have to develop their knowledge by studying pronunciation using appropriate media like English children songs. By using English children songs, students can improve their pronunciation more easy. They also can discuss their problems when they are listened the English children songs with the teacher.

3. For the school

   This research was carried out in SDIT Nurul Ilimi Padangsidimpuan in the Academic Year of 2017/2018. The researcher concluded that students in this school have motivation in learning, but there are limited facilities such as limited language laboratory. School should prepare and design the material based on the students need and their competence.

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APPENDIX

CURRICULUM VITAE

A. Identity

Name	: FITRI AFIFAH HSB
Reg.Number	: 13 340 0086
Place/ Birthday	: Pontianak/ September, 1st, 1994
Sex	: Female
Religion	: Islam
Address	: Pagaranbira, Kec. Sosopan, Kab. Padang Lawas

B. Parents

Father's name	: Bermawi
Mother's name	: Nur Batia and Netti

C. Educational Background

1. Elementary School : SD N 780 Pagaranbira (2007)
2. Junior High School : MTsN 1 Padangsidimpuan (2010)
3. Senior High School : MAS Al-Hakimiyah (2013)
4. Institute : IAIN Padangsidimpuan (2017)

Appendix 1

LESSON PLAN (Cycle 1)

School name   : SDIT Nurul Ilmi Padangsidimpuan

Subject   : English

Skill/focus   : Listening and speaking

Time Allotment   : 4 x 35 minutes

Theme   : Animals

Media   : Song

Technique   : The Audio- lingual Method

Meeting   : 1 & 2

A. Standard Competence   : Understanding the simple instruction and information in the classroom.

B. Basic Competence   : Understanding meaning simple instruction in the song about   animals.

C. Indicator   : By the end of the lesson, students' should be able to pronounce English children song correctly.

Teaching Learning Activity

1. Building Knowledge of the Field

   a. Teacher opens the lesson by greeting and praying together

   b. Teacher checks the roll

   c. Students answer some questions from teacher about the lesson in the previous meeting

   d. Teacher gives warming up related to the topic

2. Modeling of Text

a. Teacher gives song lyrics to students.

b. Students listen to the song carefully when teacher was playing it.

c. Teacher asks the students to sing the song together

d. The students are ask to repeat the teacher pronunciation

e. The teacher does the pronunciation drills

3. Join Construction of the Text

a. The teacher asks the students to sing the song and pause in the underlined word

b. The students pronounce the word

c. The teacher corrects the students' error and gives encouragement

4. Independent construction of the Text

a. The students are asked to come in front of the class one by one

b. Teacher records the student's pronunciation

c. Teacher gives a test

D. Assessments:

Form   : Oral test

Technique   : Individual performance

Aspect to be assessed   : Pronunciation

Scoring guidance

- Test item   : 1 Item x 5

- Score of each item   : 5

- Total score   : 20 x 5= 100

E. Sources

1. Internet; www.youtube.com

2. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis

3. Buku-buku lain yang relevan

4. Song *Script*

5. Laptop

Padangsidimpuan, September 6th 2017

English-Teacher   **Co-Teacher**

Suyono, S. Pd   **Fitri Afifah Hsb**
Nip.   **NIM: 133400086**

A. n K. a SDIT Nurul Ilmi Padangsidimpuan
WKM KURIKULUM

Appendix III

LESSON PLAN (Cycle 1I)

School name   : SDIT Nurul Ilmi Padangsidimpuan

Subject   : English

Skill/focus   : Listening and speaking

Time Allotment   : 4 x 35 minutes

Theme   : Weather

Media   : Song

Technique   : The Audio- lingual Method

Meeting   : 3 & 4

A. Standard of Competence   : Understanding the simple instruction and information in the classroom.

B. Basic Competence   : Understanding meaning of simple Instruction in the text about songs of foods.

C. Indicators   : By the end of the lesson, students' should be able to pronounce English children song correctly

Teaching Learning Activity

1. Building Knowledge of the Field

   a. Teacher opens the lesson by greeting and praying together

   b. Teacher checks the roll

   c. Teacher gives questions related to the topic

   d. Students answer the teacher's question

2. Modeling of Text

   a. Teacher writes the song lyrics in the white board and students write it too

   b. Teacher plays song and students listen carefully

   c. Students and teacher sing the meal song together

   d. Teacher asks the students to sing the song together

   e. The students are ask to repeat the teacher pronunciation

   f. The teacher does the pronunciation drills

  3. Join Construction of the Text

   a. The teacher asks the students to sing the song and pause in the underlined word

   b. The students pronounce the word

   c. The teacher corrects the students' error and gives encouragement

   d. Students make some groups, each groups contains of 5 or 6 students.

   e. Students work in groups to identify the pronounce lyrics of song

   f. Teacher gives students a chance to get reflecting from the material that was learned.

  4. Independent construction of the Text

   a. The students are asked to come in front of the class one by one

   b. Teacher records the student's pronunciation

   c. Teacher reviews the material

   d. Teacher ends the lesson

D. Assessments

 Form   : Oral test

Technique   : Individual performance

Aspect to be assessed   : Pronunciation

Scoring guidance

-    Test item   : 10

-    Score of each item   : 10

-    Total score   : 10 x 10 = 100

E. Sources

1. Internet; www.youtube.com

2. Himawan, M.Pd, START WITH ENGLISH 2, Jakarta, Erlangga, 2004

    Semarang, 15 September 2010

3. Buku-buku lain yang relevan

4. Song *Script*

5. Laptop

Padangsidimpuan,

September 6th 2017

English-Teacher   **Co-Teacher**

Suyono, S. Pd   **Fitri Afifah Hsb**
Nip.   **NIM: 133400086**

A. n K. a SDIT Nurul Ilmi Padangsidimpuan
WKM KURIKULUM

NIP.

Appendix IV
Song lyrics in The Second Cycle:
Listen this Song Carefully and then pronounce!

Weather

Today it's raining

Everything is wet

It's cold

Don't forget your umbrella

Today it's sunny

Everything is dry

It is hot

Don't forget to drink water

Today it's cloudy

Everything is dark

Appendix

<div style="text-align:center">List of Interview</div>

A. Interview to the students

Jawablah pertanyaan-pertanyaan berikut ini dengan menyilang salah satu jawaban a, b, atau c!

1. Apakah anda menyukai lagu-lagu yang diberikan?
   a. Suka
   b. Tidak suka
   c. Sangat suka

2. Apakah kata-kaata yang ada dalam lagu pernah anda dengar tetapi anda masih mengalami kesulitan untuk mengucapkannya?
   a. Tidak
   b. Kadang-kadang
   c. Sering

3. Apakah lagu yang diberikan dapat membantu anda memperbaiki pengucapan anda dalam bahasa inggris?
   a. Tidak
   b. Membantu
   c. Sangat membantu

4. Apakah kegiatan dalam menggunakan lagu ini menambah kesukaan anda dalambelajar bahasa inggris?
   a. Tidak
   b. Sedikit membantu
   c. Sangat membantu

5. Apakah kegiatan pembelajaran bahasa inggris dengan menggunakan lagu perlu dilakukan secara terus menerus?
   a. Tidak perlu
   b. Perlu
   c. Sangat perlu

B. Interview to the teacher

1. Apakah bapak menggunakan audio visual media lagu dalam mengajarkan pronunciation bahasa inggris?

Answer: Yes

2. Apakah metode yang telah bapak gunakan di dalam mengajar bahasa inggris?

   Answer: 1. Do, Look, and learn (Lakukan, perhatikan dan pelajari).

          2. Subtitution drill (latihan mengganti)

3. Apakah siswa berminat belajar bahasa inggris menggunakan lagu bahasa inggris?

   Answer: Yes

4. Apakah murid merasa kesulitan mengucapkan kalimat bahasa Inggris? Mengapa?

   Answer: Yes, because less of practice

5. Bagaimana cara bapak agar murid bagus dalam mengucapkan kalimat bahasa inggris?

   Answer: Do the exercises continuous

Padangsidimpuan, October 19th 2017

English Teacher

Suyono, S. Pd

APPENDIX

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English

Class/Semester   : IV Zubeir/ I

Cycle   : Cycle 1

No	Students	Activities				
		Student who makes noisy in the classroom	Student who goes permission	Student who sleep in the classroom	Student who walks around	Student who doesn't attend
1.	A1					
2.	A2	✓				
3.	A3					
4.	A4				√	
5.	A5					
6.	A6					
7.	A7					
8.	A8					
9.	A9	✓				
10.	A10					
11.	A11					
12.	A12					
13.	A13					
14.	A14					
15.	A15					
16.	A16					✓
17.	A17					
18.	A18					
19.	A19					

No.						
20.	A20					
21.	A21					
22.	A22					
23.	A23					
24.	A24					
25.	A25					
26.	A26					
27.	A27					
28.	A28					
29.	A29			✓		
Total		2	-	1	1	1
Condition of the classroom	The condition of cycle 1was not peaceful. 2 students (A2, A9) made a noisy in the classroom, 1 student (A29), sleep in the classroom 1 student (A4) walked around and 1 Student (A16) doesn't attend.					

Padangsidimpuan,   2017

Validator   **Teacher**

Suyono, S.Pd   **FITRI AFIFAH HSB**
                                                                                                      133400086

APPENDIX

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English

Class/Semester   : IV Zubeir/ I

Cycle   : Cycle 2

No	Students	Activities				
		Student who makes noisy in the classroom	Student who goes permission	Student who sleep in the classroom	Student who walks around	Student who doesn't attend
1.	A1					
2.	A2				√	
3.	A3					
4.	A4				√	
5.	A5					
6.	A6					
7.	A7					
8.	A8					
9.	A9					
10.	A10					
11.	A11					
12.	A112					
13.	A13					
14.	A14					
15.	A15					
16.	A16	√				
17.	A17					
18.	A18					
19.	A19					
20.	A20					
21.	A21	✓				
22.	A22					
23.	A23					
24.	A24					
25.	A25					
27.	A27					
28.	A28					
29.	A29					
	Total	2	-	-	2	-

Condition of the classroom	The condition of cycle 1was not peaceful. 1 student (A16, a21), made a noisy in the classroom, 2 students (A2, A4) walked around.

Padangsidimpuan,   2017

Validator   **Teacher**

Suyono, S. Pd   **FITRI AFIFAH HSB**
                                                                      133400086

Appendix

Picture 1

Teacher give instruction

Picture 2

Students listen song

Picture 3

The students is doing the first test

Picture 4

Researcher is giving the pronunciation about song

Picture 5

The Students sing the song together

Picture 6

The students is doing the second test

\

Picture 7

Laptop and speaker which are used to as audio media to play the songs

Nomor   : In.14/E.6a/PP.00.9/08/2016   Padangsidimpuan, 30 Agustus 2016
Sifat   : Biasa
Lampiran : -
Hal   : Pengesahan Judul dan Pembimbing skripsi

Kepada Yth Bapak/Ibu
1. Dr. Erawadi, M.A   (Pembimbing I)
2. Hamka, M.Hum   (Pembimbing II)
Di –

    Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM   : Fitri Afifah Hsb/ NIM. 13 340 0086
Jurusan   : Tadris Bahasa Inggris
Judul Skripsi : **Improving Students' Pronunciation Ability by Using Songs as Audio Visual Media of Fourth Grade at SDIT Nurul Ilmi Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.
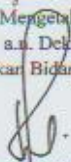
Ketua Jurusan TBI   Sekretaris Jurusan TBI

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Wakil Dekan Bidang Akademik

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Pernyataan Kesediaan sebagai Pembimbing

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