IMPROVING PRONOUNCIATION BY USING ENGLISH SONGS AT THE GRADE XI STUDENTS OFSMA SWASTA IMELDA RANTAUPRAPAT

A THESIS

Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a Parial FullFilment of the Requirement for Deegre of Education Scholar (S.Pd)
in English Program

Written By :

SITI HAWA RITONGA
Reg. Number. 1420300137

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

IMPROVING PRONOUNCIATION BY USING ENGLISH SONGS AT THE GRADE XI STUDENTS OF SMA SWASTA IMELDA RANTAUPRAPAT
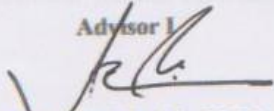
A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfilment of the requirement for the Degree of Education
Graduate (S.Pd) in English

Written By:

SITI HAWA RITONGA
Reg. Number. 14 203 00137

Advisor I

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Advisor II

Zainuddin S. S., M. Hum
NIP. 19760610 200801 1 016

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

Term : Sidang Skripsi   Padangsidimpuan, 31 Januari 2019

A.n. Siti Hawa Ritonga   To :

Lamp : Examplar   Dean Tarbiyah and Teacher Training

                                         Faculty

                                         In –

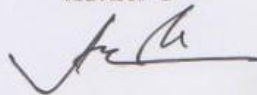   Padangsidimpuan

Assalamu 'alaikum warahmatullahi wabarakatuh.

After reading studying and giving advice for necessari revise on the thasis belong to Risna Sari Rambe, entitled **"Improving Pronounciation By Using English Song At The Grade XI Students Of SMA Swasta Imelda Rantauprapat"**, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Department of Tarbiyah and Teacher Traning Faculty of State Institute for Islamic Studies P adangsidimpuan .

Therefore, in a short time, we hope that the thesis will soon be examined in front of the Thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

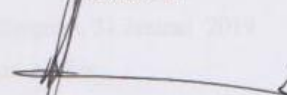*Wassalamu 'alaikum warahmatullahi wabarakatuh*

Advisor I   Advisor II

Dr. Fitriadi Lubis, M.Pd   **Zainuddin, S.S., M.Hum**
NIP. 19620917 199203 1 002   **NIP. 19760610 200801 1 016**

DECLARATION OF SELF THESIS COMPLETION

The name who signed here :

Name : SITI HAWA RITONGA

Registration Number : 14 203 00137

Faculty/ Department : Tarbiyah and Teacher Training Faculty/TBI-3

The Title of The Thesis : **Improving Pronounciation By Using English Song At The Grade XI Students Of SMA Swasta Imelda Rantauprapat**

I here by declare that i have arranged and written the Thesis by myself. Without asking for illegal help from the other side except the guidance from advisor and without doing plagiarism as it is required in students ethic code of IAIN Padangsidimpuan in article 14 verses 2.

I do this declaration truthfully, if there is deceithfulness incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, asticle 19 verses 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 31 Januari 2019

Declaration Maker

SITI HAWA RITONGA
Reg, Number. 14 203 00137

AGREEMENT PUBLICATION OF FINAL TASK FOR

ACADEMIC CAVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : Siti Hawa Ritonga

Reg. Number   : 14 203 00137

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3

Kind   : Thesis

To develop science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled:**"IMPROVING PRONOUNCIATION BY USING ENGLISH SONGS AT THE GRADE XI STUDENTS OF SMA SWASTA IMELDA RANTAUPARAPAT"** With all the sets of equipments (if needed). Based on this Non Exclusive RoyaltyRight, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own creative right.

Based on statement above all, this statement is made truthfully to be used to properly.

Padangsidimpuan, 31 Januari 2019

The Signed

SITI HAWA RITONGA
Reg. Number 14 203 00137
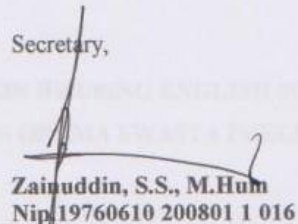
v

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : SITI HAWA RITONGA
Reg. Number   : 1420300137
Faculty/Department   : Tarbiyah and Teacher Training Faculty/TBI-3
The title of the Thesi   : **IMPROVING PRONOUNCIATION BY USING ENGLISH SONG AT THE GRADE XI STUDENTS OF SMA SWASTA IMELDA RANTAUPARAPAT**

Chief,   Secretary,
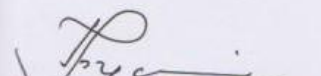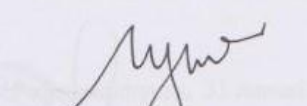
Fitri Rayani Siregar, M.Hum   **Zainuddin, S.S., M.Hum**
Nip. 19820731 200912 2 004   Nip 19760610 200801 1 016

                                   Members,

Dr. Fitriadi Lubis, M.Pd   **Zainuddin, S.S., M.Hum**
Nip. 19620917 199203 1 002   Nip. 19760610 200801 1 016

Fitri Rayani Siregar, M.Hum   **Yusni Sinaga, S.Pd, M.Hum**
Nip. 19820731 200912 2 004   Nip. 19700715 200501 2 010

Proposed :
Place   : Padangsidimpuan
Date   : January, 31th 2019
Time   : 14.00 until finish
Result/Mark   : 72, 25 (B)
IPK   : 3.1
Predicate   : Very Good

LEGALIZATION

Thesis   : **IMROVING PRONOUNCIATION BY USING ENGLISH SONG AT THE GRADE IX STUDENTS OF SMA SWASTA IMELDA RANTAUPRAPAT**
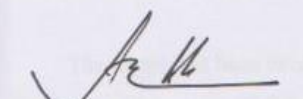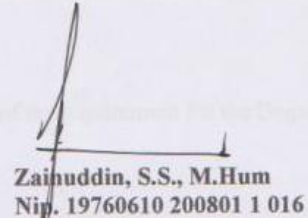
Written By   : SITI HAWA RITONGA

Reg. Number   : 14 203 00137

Faculty/ Department : TARBIYAH AND TEACHER TRAINING FACULTY/ ENGLISH DEPARTMENT

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

Padangsidimpuan, 31 Januari 2019
Dean

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

ACKNOWLEDGEMENT

Praised be to Allah Subhanahu Wata'ala (SWT)., the most Creator and Merciful who has given me the health, time, knowledge and strenght to finish the thesis entitled " The Students' Ability In Pronouncing Short and Long Vowel At III Semester of English Department IAIN Padangsidimpuan". Besides, peace and greeting be upon to the prophet Muhammad SAW who has brought the human from darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesi is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people,. Therefore, in this chance I would like to express my deepest gratitude to the following people.

1. Special thanks are due to Dr. Fitriadi Lubis, M.Pd and Fitri Rayani Siregar, M.Hum as researcher's advisor who had given researcher suggestions, ideas, critism, and guidance in writing this thesis.

2. To Dr. H. Ibrahim Siregar, M.CL., as the Rector of the State Institute for Islamic Studies (IAIN) Padangsidimpuan.

3. To Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Traini g Faculty of the State Insttute for Islamic Studies (IAIN) Padangsidimpuan.

4. To Mrs. Rayendriani Fahmei Lubis,M.Ag., as the Chief of English Education Department IAIN Pdangsidimpuan.

5. To Mr. Yusri Fahmi, S.Ag., as the Chief of Library and his staffs have borrowed the books to me in this research.

6. All lectures who have given me their valuable through in teaching English for researcher during the learning process in TBI IAIN Padangsidimpuan.

7. The exclusive thanks to my lovely parents' (Mr. Sutan Ritonga) and (Mrs. Sari Pohan) who always give me material, prays, motivation, and moral encouragement from the beginning of my study until to finish my study.

8. To my lovely brothers and sisters, they are : Rahmat Hidayat Ritonga, Ratih Kumala Dewi Ritonga, Rifa Yusnyiati Ritonga, Abdi Ritonga, Fasha Ritonga, Lulu Ritonga, Rabin Ritonga and the last my little sister and brother Fitri Ritonga, Ramon Ritonga who always support me and give me sprit to finish my study.

9. To my beloved my Aunty : Mr.Hamzah Ritonga, Mr. Naek Ritonga, Mr.Eby Rambe and my beloved unty Mrs. Dewi Muthe, Leli Muthe, Nur Muthe, who always give me sprit, stranger and support me to finish my study.

10. To my beloved friends : Marliana Hsb, Ida Rayani Rtg, Indah Mairani Sir, Riskonnudiah Hrp, Risna Sari Ray, Dewi Sartika, Fitri Sir who always support me and bring me from the dark haert until i am laugh and who always beside me in sad and happy time. I love you guys.

11. To my beloved Little sisters in Angkasa bourding house : Hotma Phn, Susti Sir, Nulan Sir, who have motivated and fight together to finish this thesis.

12. To my close friend Risna Sari Rambe and all my friends ecpesially TBI 3 who have helped, supported and motivated me in finishing y thesis and as a friends to fight together finishing our study.

13. To my brother that I has belief as my womb sister Lamsiah sir and to my friend that always keep his heart for me. Last but least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidimpuan.

Padangsidimpuan,   2019
Researcher,

Siti Hawa Ritonga
Reg. Number. 14 203 00137

Name : Siti Hawa Ritonga

Reg Number : 1420300137

Faculty : Tarbiyah and Teacher Training faculty

Department : English Education (TBI-3)

Title of Thesis : Improving Pronounciation By Using English Song at The Grade XI Students of SMA Swasta Imelda Rantauparapat

ABSTRACT

The objective of this resaerch was to improve the pronounciation at the grade XI students of SMA Swasta Imelda Rantauparapat in the academic year of 2017/2018 by using song as a Media.

This research was categorized into classroom Action Research that consisted of two cycles. This research used model proposed by Kemmis and Taggart in Burns that impolved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were 29 students in grade XI IPA SMA Swasta Imelda Rantauparapat. The focus of this resaerch was improving the students' pronounciation. The tehcniques of data collection were test, observation and interview.

Based on the result of the resaerch, resaercher found that the students' pronounciation was improved. It was supported by the result of the testing in cycle 1 was 74,27 (52.94%) and in the cycle 2 was 83,44 (82.35%). From that, resaercher conclude that most of Students has achived KKM, that is 75 score. So, hypothesis was accepted.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is universal and recognizable part of human behaviour and of the human faculties, perhaps one of the most essential to human life as we know and one of the most for reach of human bilities in relation to the whole span of mankind's achievement. Hornby says that language is the way of expressing ideas and feeling using movement, syombol and sounds. At the same time, language is imiate connected with sociaty thoroug exist without language. It means language is a set of convention of communicative signal used by human for communication in community.

However, based on the researchers pre interview, many students have less pronounciation, as a result they do not know how to pronounce sentence and they can not reach the idea of what they have read or listened, most of them say " English subject is difficult", and it also make them lazy to learning in English.

Considering, English in an important subject taught in formal education in indonesia, it is taught for elementary to university. Now days, the teaching of English takes place in every class of senior high school four hours a week. Teaching English pronounciation at senior high school is very important, because

English is taught from basic components such as pronounciation, based on the curriculum the purpose of teaching English in senior high school is to make students are able to listen, speak, read, and write some basic pronounciation in the classroom or outside the class.

Pronounciation is a set of habits a producing sounds. The habit of producing a sound is acquired by repeating it over and over again and be corrected when it is pronounced wrongly. Learning to pronunce a second language means building up new pronounciation habits and overcoming the bias of the first language. SMA Swasta Imelda is one of school in Rantauprapat that researcher observed the problems that students are difficulties to pronounciation English well. [1]It is because they did not understand how to pronounciation it well, how to make different the pronounciation of words that almost same the sound.

Song is the media to use the research. Singing gives relaxing. By singing, students can study and play. Teaching other language is very difficult. But, it is not difficult if the teacher are able to matched to the students need. Knowing the methods are matching with the students it is not be difficult. Morever, teach young students it is so difficult. They like something fun, make happy, laugh, unique, and interesting. So, the role of the teacher is very important. The teacher is one of the important in teaching learning process. If their mother teach them, they are still enjoy, stop the lesson when they bored it, sleep and hungry. Beacuse the students know if they want something and their mother do not

---

[1] *Observation result* (SMA Swasta Imelda, on October 23th, 2017 at 09.30 a. m).

angry with them. It's different with their teacher in the school. Based on the information from Mrs. Salmi Ritonga, as English teacher of SMA Swasta Imelda Rantauprapat as the place of this research, the students in this research, the students in this school are poor Pronounciation. Mrs, Salmi Ritonga said that student's value in Pronounciation is low and less of vocabulary. Those problems were because the students do not understant about the teacher's explanation and they are seldom to practice their English in class.

So the changes make students difficult to use the pronounciation especially in the text or exsercise. When their teacher gave exercises, most of the students score on pronounce is low. Based on the of value document SMA Swasta imelda, Labuhan Batu district that the students' average value of English was 67, while KKM 80.[2] It was dissatisfication and needed to be improve. The general students have learnt English starting from Elementary school fourth grade, automatically students already to study English for five years and they are have teachers trainer in field of English language and also have good facilities. But in reality did nit achieve KKM (75) in larning English, especially the using of pronounce.

Futhermore, the problem above must be solved in order to students could use pronounce and students test result on pronounce can be improved. The researcher was also to identification of the problem about what is the factor make students difficult to understanding English Pronounciation. So the researcher make

---

[2] Value document SMA Swasta Imelda Rantauprapat, Labuhan Batu, 2018

English song to improve the students in pronounciation study, with English song students can listen in another time and pleace to improve their pronounciation, and the role of English song in improving pronounciation, students can good speaking and eazy to understand what the students said.

From the explanation above, students can avalilable with materials. They get more anthusiastic in learning pronounciation. Those, the researcher is interested to improve the students pronounciation through a media that makes them fun, more enthusiastic, and also enjoy to study, that English songs. There are many reasons in favour of using English songs activities and techniques in the language classroom. First, it is entertaining and interest, and could provide motivation to learn. Second, it can provide rich experience of language for the participants.

The researcher believed the importance of conducting a Classroom Action Research which purpose to improve the students' Pronunciation at SMA Swasta Imelda Ranrauprapat. The researcher interested to chooce the location at SMA Swasta Imelda Rantauprapat that's with the topic **"Improving Pronunciation by using English Songs At The Grade XI of Students SMA Swasta Imelda Rantauprapat."**

B. The Identification of the Problems

Based on the background of the problems above, the identification of the problem was the students did not understand how to pronunce the words well and better, how to make the pronunciatoin of words that have almost same sound,

4

how to improve their pronunciation especially in intonation. By using English songs, the researcher designed activities and involved students to improve their pronunciation. Students' progress was analyzed in order to arrive at a conclussion of the effctiveness of the English songs. It was also shown that the English songs casses offer a lot of interested and creativity while students cooperate with each other to achieve their pronunciation goals.

C. Focus of the Problems

The researcher focuses on Improving Pronunciation by using English Songs At The Grade XI SMA Swasta Imelda Rantauprapat.

D. The Formulation of the Problems

There were two formulations of this research, as follow:

1. To what extent English Song improve students' pronounciation at the grade XI SMA Swasta Imelda Rantauprapat?

2. Were the English song able to improve students' pronounciation at the grade XI SMA Swasta Imelda Rantauprapat?

E. The Purpose of the Research

There were two purposes of the research are:

1. To describe the improvement of students' pronounciation by using English Song at the grade XI SMA Swasta Imelda Rantauprapat.

2. To know whether the English song improve the students' pronounciation at the grade XI SMA Swasta Imelda Rantauprapat.

F. The Significances of the Research

The significance of the research are:

1. Headmaster to plan a number of things in the school and the principal of a school or similar education institution.

2. English teacher, to apply their pronunciation more creatively, intensively, and easily for students by introduce them how to produce the different sound in English songs and introduce them how to identify the English songs with similar sound but different meaning.

3. Researcher, to improve her knowledge and to apply the theories that related to this research.

G. The Indicators of the Action

This study is classroom action research. This research was carried at SMA Swasta Imelda Rantauprapat in Agustus 2018. The sample was XI-IPA First class which consist of 29 students. This research was conducted in 2 cycles. The data of this research were obtained through planning, action, observation, reflection. To analyze the data, the researcher analyze by using qualitative data.

H. The Hypothesis of the Action

The hypothesis was needed to show the researcher's thoughts and expectation to words the outcomes of the research related this research. The hypothesis of this research was stated that "English songs can improve students' pronounciation at grade XI SMA Swasta Imelda Rantauprapat.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoritical Description

1. Pronunciation

a. The Definition of Pronounciation

According to David Nunan, Pronounciation is as the sounds make while speaking. As speaking is a language, need to able to undersand each other with relative easy. The pronounciation patterns that native speakers' uses reflect those commonly production, the Longman dictionary of Applied Linguistics emphasizes "The way sounds are perceived by way the hearer" to define pronounciation.[1] An emphasizing on hearers' perception is especially relevant. How pronunciation words, phrases, and sentences communicates to others considerable information about who we are, and what we are like, as people. In foreign language teaching, pronunciation is the one area where it is generally agreed that imitation is the essence of the learning process. Some people are better at imitation than others, but one thing is clear. In order to imitate correctly one must have heard correctly what is to be imitated.[2]

---

[1] David Nunan, *Practical English Langauge Teaching*, (New York: Mc Graw-Hill, 2003), p. 296.

[2] Geoffrey Broughton, *Teaching English as a Foreign Language* (USA: Routledge, 1980), p. 58.

Actually, pronunciation is a two folds process. It involves the recognition of sounds as well as the problem of producing the sounds.[3]Almost all English language teachers get students to study grammar and vocabulary practice functional dialogues, take part in productive skill activities and become competent in listening and reading. Pronounciation teaching not only makes students aware of different sounds and sounds feature (and what these mean), but can also improve their speaking immessurably. It is caused pronounciation is the important aspect in speaking English well.

Pronounciation also defined as the way in which a language is spoken. In addition, Echols and Sadli defines "pronounciation" in indonesia is (a) *lafal, pelafalan, penguacapan,* (b) *cara mengucapkan, ucapan.*[4] This definition is similar with another definition. Those are still focused on people's way to produce a word or words in their utterance or spoken. Sometimes, pronounciation is not easy to define by the linguistics. All the of definition has a similar aims. That is to make the hearer understand the massages received. Factually, the listener sometimes does not understand the message delivered by the spaker.

Based on explanation above, it can be know the researcher that the pronounciation is a method to explanation the pronounciation about

---

[3] Anas Syafei, *English Pronounciation: Theory and Practice* (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p. 1-2.

[4] John M. Echols and Hasan Sadily, *Op., Cit,* p. 451.

word of English language, in order to understand the aim from the word, because in English if a mistake in pronounce so will make the wrong meaning in English, so that the pronounciation is very important in English language.

b. The Purpose of Pronounciation

There are many purposes of the teaching English pronounciation. One of the teacher's goal is to help the students to pronouce English word accurately. In addition, teaching pronounciation can help students understand the speakers mean in speaking process. The teacher is not focus on teach pronounciation. They are focus on reading, writing, listening, and speaking. While, speaking consist of some element which one is pronounciation.[5]

Teaching pronounciation also has other goals. That is, ability to communicate the English language easy and efficient or accurately, ability to produce the basic contrast of the target language sound system, and ability to understand fluent speech as produced by native speaker.

[5] Diah Kristina and Zita Rarasteja, *Pronounciation 1*, (Surakarta: Sebelas Maret University Press, 2006), p. 1.

c. Classification of Sounds

1. Vowels

According to Anas Syafei vowels are sounds which are made without and kind of closure to the escape of air throug the mounth.[6] This is because there are more vowels in English than in most other languages. Many of the world's languages have only five vowels. The English vowel system is presented along with a typical five-vowel system.[7]

The words vowel and consonant are very familiar ones, but when study the sounds of speech scientifically that is not easy to define exactly what the speakers' mean. There are words in consonant from read in vowel sound, for example "hour" to be [aʊə] with vowel sound. On the other hand, there is a word with vowel from reads in consonant sound, such as university to be [juːnivɜːsəti], use to be [juːs], etc.

Vowel devided in two kinds that are:

a) **Short Vowel**

---

[6] Anas Syafei, Op. Cit.,,p. 11,

[7] Zainuddin, HRL, Anas Syafei, and Darmidjas, *English Pronounciation for Indonesiam Students*a, (Padang: Agustus 1971), hlm. 40.

Short vowel is describes lip rounding, tongue placement and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens.[8] There are eight short vowels that are:

(1) /i/ the position of the tongue, front mid high centarl vowel

Example:

(a) Religion /ri'lidʒən/

(b) Fission /fiʃn/

(c) Finch /fintʃ/

(d) Ritual /ritʃuəl/

(e) Finish /fintʃ/

(2) /e/ the height of the tongue raised, front mid high vowel

Examples:

(a) Bellows /beləʊz/

(b) Player /pleiə(r)/

(c) Rendition /ren'diʃn/

(d) Stair /steə(r)/

(e) Fellow /feləʊ/

(3) /ɛ/ the height of the tongue raised, front mid low vowel

Examples:

(a) Peg /pɛg/

(b) Snake /snɛk/

---

[8] *Ibid*,p.45

(c) Wend   /wɛnt/

(d) Leg   /lɛg/

(e) Glud   /glɛd/

(4) /æ/ this vowel is front the lips are slightly spread, front low vowel.

Example:

(a) Track   /træk/

(b) Head   /hæd/

(c) Bear   /bær/

(d) Brand   /bræd/

(e) Blank   /blæn/

(5) /ɒ/ is the shape of the lip back mid low central vowel

Examples:

(a) Stop   /stɒp/

(b) Luck   /lɒk/

(c) God   /gɒd/

(d) Folly   /ˈfɒli/

(e) Sun   /sɒn/

(6) /u/ the height of the tongue raised back mid high central vowel

Examples:

(a) Now   /nau/

(b) Book   /bʊk/

(c) Brown   /braʊn/

(d) Browser   /braʊz/

(e) Bull   /bʊl/

(7) /ə/ the position of the tongue front central vowel

Examples:

(a) Comb   /kəʊm/

(b) Load   /ləʊd/

(c) Close   /kləʊs/

(d) Smoke   /sməʊk/

(e) Note   /nəʊt/

(8) /ʌ/ the height of the tongue raised back central vowel

Examples:

(a) Cup   /kʌp/

(b) Hut   /hʌt/

(c) Duck   /dʌk/

(d) Come   /kʌm/

(e) Cut   /cʌt/

b. Long Vowel

Long vowel is the length in mounth you that vowel mind, the syllabls consist if one vowel of two does not only in leght and also in quality.[9] There are five long vowel :

(1) /iː/ is the tongue up so that is high and in the front of thr mounth

Examples:

(a) Really   /riːəli/

(b) Reason   /riːzn/

(c) Demote   /diːməʊt/

(d) Read   /riːd/

(e) Reach   /riːtʃ/

(2) /ɑː/ is this an open vowel in the region vowel in the region of cardinal but not as backas thids lip position in natural.

Examples:

(a) Smart   /smɑːt/

(b) Dark   /dɑːk/

(c) Farm   /fɑːm/

(d) Cart   /cɑːt/

(e) Calf   /kɑːf/

(3) /ɔː/ is the tongue shape mid position mid lip position as well as in lenght the mid low vowel.

Examples:

---

[9] Peter Roach, *English Phonetics and Phonology* (Cambridge: University Press, 2000), p., 19

(a) Staunch   /stɔ:ntʃ/

(b) Sprawl   /sprɔ:l/

(c) Forge   /fɔ:dʒ/

(d) Clause   /klɔ:z/

(e) Causatic   /kɔ:stik/

(4) /u:/ is the position of the tongue back of the tongue is raised for

u.

Examples:

(a) Tissue   /'tiʃu:/

(b) Presume   /prizju:m/

(c) Smooth   /smu:ð/

(d) Plumage   /'plu:midʒ/

(e) Deluge   /delju:dʒ/

(5) /ə:/ is the position of the tongue front central vowel.

Examples:

(a) Preface   /'prefə:s/

(b) Emotion   /I'mə:ʊʃn/

(c) Emphasis   /'emfə:sis/

(d) Throes   /θrə:ʊz/

(e) Empire   /empaiə:/

Long vowel symbols must be read lengthy. In pronounciation skill, there are many words with similar sound. [10] It can be differentiated by short vowel and long vowel symbols.

2. Consonants

Consonant are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air. according to Zainuddin, consonant are sounds produce by obstructing the mouth or nose. [11]Anas Syafei says the English consonants are sounds produced by obstructing the streams of air coming out from the lungs by organ of speech somewhere in mouth. There are seven places of articulation:[12]

a. Bilabial is both lips are closed. Bilabials are consonants for wich the flow of air is stopped or restricted by the two lips. Bilabials may be voiced (vocal cords vibrating during the articulation of the consonant) or voiceless (vocal cords not vibrating during the articulation of the consonant).

1) P   pie   /pai/

---

[10] Daniel jones, *The Pronounciation of English*, (New York: is the revised and anlarged fourt edition, 1956), p. 149.

[11] Zainuddin, *English Pronounciation for Indonesian Students,* (Padang: PBSS University Padang, 2002), p. 33

[12] Anas Syafei, *English pronounciation: Theory and Practice*, (Jakarta: Proyek Pengembangan Lembaga pendidikan Tenaga Kependidikan, 1988),p.9.

2)	b	book	/buk/
3)	m	me	/mi/
4)	w	win	/win/

b. Labio-dental is upper teeth touch the lower lip. Labiodentals are consonants for which the flow of air is restricted by the lips and teeth.[13] Labiodentals may be voiced (vocal cords vibrating during the articulation of the consonant) or voicelss (vocal cords vibrating during the articulation of the consonant)

1)	f	fill	/fil/
2)	v	verb	/və:b/

c. Inter-dental is tip of tongue between teeth. Interdentals are consonants for which the flow of air is restricted by catching the tongue between the teeth. interdentals may be voiced (vocal cords vibrating during the articulation of the consonant) or voicelss (vocal cords vibrating during the articulation of the consonant.[14]

1)	θ	thin	/θin/
2)	ð	then	/ðen/

d. Alveolar is tip of tongue touches hard palate. Alveolars are consonant for which the flow of air stopped or impeded by

[13] Hellen Fraser, *Teaching Pronounciation: A Handbook for Teachers,* (Sydney: Department of Education Training and Youth Affairs (DETYA), p. 33.

[14] Kristina, Diah and Zita Rarasteja, *Pronounciation 1,* (Surakarta: Sebelas Maret University Press, 2006), p. 78.

creating a block or a small aperture between the tongue and the alveolar ridge. Alveolar may be voiced (vocal cords vibrating during the articulation of the consonant) or voicelss (vocal cords vibrating during the articulation of the consonant.

1) t	take	/teik/
2) d	day	/dei/
3) n	night	/nɒit/
4) s	say	/sei/
5) z	zoo	/zuː/
6) l	low	/leu/
7) r	row	/rəu/

e. Palatal is front of tongue touches between hard palate and soft palate.[15] A palatal consonant is a consonant that is pronounced with the body (the middle part) of the tongue against the hard palate (which is the middle part of the roof of the mouth).

1) ʃ	she	/ʃiː/
2) ʒ	measure	/miːʒeː/
3) tʃ	chair	/tʃeə/
4) dʒ	general	/dʒenəel/
5) j	yes	/jez/

[15] Judy B. Gilbert, *Teaching Pronounciation* (USA: Cambridge Uneversity Press, 2008), p. 46

f. Velar is back of tongue touch soft palate. Velars are consonants for which the flow of air is stopped or impeded by creating a block or small aperture between the tongue and the volum ("sof palate"). Velars may be voiced (vocal cords vibrating during the articulation of the consonant) or voicelss (vocal cords vibrating during the articulation of the consonant.

1) h   high   /hʌi/

3. Diphthongs

According to Peter Matthews, diphthong is a vowel whose quality changes perceptibly in one direction within a singel syllable.[16]Diphthongs are represented phonetically by sequence of two letters, the first showing the starting point and the second indicating the direction of movement.[17]

So, diphthong is one of clasification of sound when a sound is made by gliding from one vowel position to another.The total number of diphthong is eight (though uə increasingly rule). :[18] So, diphthong divided in two kinds that are:

a) Centering diphthong

---

[16] Petter Matthews, *The Concise Oxford Dictionary of Linguistic*, (New York: Oxford University Press, 1997), p. 99.

[17] Daniel Jones, *Op., Cit,* p. 22.

[18] Peter Roach, *English Phonetics and Phonology a practical Course Second,* (Cambridge: Cambridge University Press, 1991), p.20-22.

The centering diphthong are diphthong which are made by making a pure vowel and then moving the tongue to the position of central vowel, the schwa /ə/.[19] There are three centering diphthongs that are:

1) /iə/ is a falling diphthong which starts at about position of the English short i and terminaters at about ə. Example:

    a) Ear   /iə:/

    b) Fear   /fiər/

    c) Clear   /kliər/

    d) Beer   /biər/

    e) Near   /niər/

2) /eə/, the position is the tip of the tongue is touching or nearly touching the lower front teeth and as in the case of all normal vowels, the soft palate is in its raised position and the vocal cords are in vibration. [20]For examples:

    a) Wear   /weər/

    b) Bear   /beər/

    c) Care   /keər/

    d) Air   /eər/

---

[19]Zainuddin, *English Pronounciation for Indonesian Students,* (Padang: PBSS University Padang, 2002), p. 45.

[20] Dr.Helen Fraser, *Teaching Pronouciation: A handbook for Teachers and Trainers*, (Sydney: Deparment of Education Training and Youth Affaairs (DETYA), 2001), p. 33.

e) Pear   /peər/

3) /uə/, is a diphthong which starts t u and terminates at a sound of the ə
type.[21] For example:

a) Poor   /puə/

b) Sure   /suər/

c) Moor   /muər/

d) Tour   /tuər/

e) Habitual   /həbitʃuəl/

b) Closing diphthong

Closing diphthong are diphthongs are made by making a pure
vowel and then moving the tongue to a hinger vowel.[22] The closing
diphthong has characteristics that all end with aglide towards a closer vowel.
The closing diphthong is consisting of five diphthongs such as:

1) /ei/, the position of ei can show from the lower keeps moving up
and down. For example:

a) break   /breik/

b) table   /teibel/

c) late   /leit/

d) plain   /plein/

[21] Judi B. Gilbert, *Teaching Pronounciation,* (USA: Cambridge University Press, 2008), p. 46
[22]*Ibid*, p. 45.

2) /əu/, the English diphthong əu, starts with a tongue position in advance of and somewhat lower than of cardinal o, and a lip position of medium rounding the speech organs then move in the direction of u. For examples:[23]

a) home   /həum/

b) load   /ləud/

c) go   /gəu/

d) low   /ləu/

3) / ai/, the tongue tip is touching the lower front teeth, and as in the case of all ordinary vowel, the soft palate is in its raised position an the vocal cords are in vibration. [24] For examples:

a) time   /taim/

b) bite   /bait/

c) buy   /bai/

d) night   /nait/

e) find   /faind/

4) /au/, the tongue tip is touching or nearly touching the lower front teeth, and as in the case of all ordinary vowels, the soft palate is in its raised position and the vocal cords are in vibration.[25]

---

[23] Garald, Kelly, *How to Teach Pronounciation*, (Essex: Person Education, 2000), p. 25.

[24] Diah Kristina and Zita Rarasteja, *Pronounciation 1*, (Surakarta: Sebelas Maret University Press, 2006), p. 11.

[25] *Ibid.*,p.15.

For examples:

    a) cow   /kau/

    b) around   /əraund/

    c) about   /əbaut/

    d) pound   /paund/

    e) house   /haus/

5) /oi/, the position mouth in diphthong oi like the back position forward to front teeth but do not touch teeth.[26] For examples:

    a) coin   /koin/

    b) boy   /boi/

    c) voice   /voiz/

    d) noise   /noiz/

    e) employs   /imploiz/

So, from explanation above can get conclution that, there are two kinds of diphthong, that is centering diphthong and closing diphthong. And centering diphthong divided in three diphthongs, then closing diphthong that divided in five diphthongs. So, all diphthongs there are eight diphthongs. Every diphthong has get position in mouth.

    d. Strees

---

[26] Daniel Jones, *An Outline of English Phonetics*, (New York: Cambridge: University press, 1983), p. 98-120.

Stress is the term used to describe the poin in a word or phrase where pitch changes, vowels lengthen, and volume increases.[27] Stress is classified into word stress and sentence stress. Word stress is the patern of stressed and unstressed syllable within the word, such as apply [ə'plai], arrive [ə'raiv], etc.

According to Danial jones stress is not prominet. Stress is one of the factors that may cause or help to cause a sound syllable to be prominet.[28]

For example:

1. Never /ne've/

2. Berackfast /brek'fast/

3. Visit /vizit'/

e. Intonation

Intonation is the tone of what we say. More specifically, it is the combianation of musical tones (pitch) on which we pronounce the syllables that make up our speech. Intonation is important grammatically in distinguisting one type of sentence of sentence from another; and it as also important in singnling the attitude of the speaker in what he is saying.

Intonation refers to the use of melody rise and fall of the voice when spoke.[29] Each langauge uses rising and falling pitches differently

---

[27] Charles,.W, Kreidler, *Op., Cit*, p. 70.
[28] Daniels jones, *The Pronounciation of English*, (New York: Is the revised and enlarged fourth edition, 1956),p.149.

and has it is own distinctive melody and intonation patterns. In fact, babies usually recognize and usestheir intonation of their native language before they learn actually speech sounds and words.

They are two types of intonation that are most common, thay are:[30]

   1) Falling intonation, is normally used:

      a) At the end of simple sentence.

         For example:

         He did it the first time.

         I have very good friends.

         He's going to fly to texas.

      b) In giving commends and making requets.

         For example

         Please see us in my office.

         Come and see me tomorrow.

         Please get some milk.

   2) Rising intonation

         Rising intonation is commonly used:

      a) At the end of questions which begin with auxiliaries.

---

[29] Paulette Dale & Lilian Poms, *English Pronounciation Simple*, (UK: Longman, 2005), p. 105.

[30] Anas Syafei, *English pronounciation: Theory and Practice*, (Jakarta: Proyek Pengembangan Lembaga pendidikan Tenaga Kependidikan, 1988),p.1-2.

For examples:

Is he a doctor?

Can you speak franch?

Did you go to New York?

b) For question with statement word order.

For examples:

He can support our project?

He was born in 1995?

c) On series with and. (the last member of the series is with falling intonation)

For examples:

I bought coffee, suger, fruit, and avocado

We went to the university library, the bookstore, and the campus center.

d) On alternatives with or.

For examples:

You can do it in writing or orally.

You can fly via Hongkong or Jakarta.

e) On direct address.

For examples:

Thanks you sir.

Come here, Yuli.

f) On question tags.

For examples:

You are hungry, aren't you?

You can go, can't you.

f. The Material of Teory Pronounciation

The material of theory pronounciation are:

Stage 1:

1. Vowels

Vowel in theory pronounciation has five but in this stage only three vowel to explain, there are: [31]

- Vowel **/a/, /i/, /e/**

/ a/	/i/	/e/
art /**a**rt/	it /**i**t/	enter /**e**nte/
calm /c**a**lm/	sit /s**i**t/	bed /b**e**d/
laugh /l**a**g/	pin /p**i**n/	said /s**e**d/
aunt /**a**nt/	rich /r**i**c/	men /m**e**n/
armi /**a**rmi/	sin /s**i**n/	pen /p**e**n/

---

[31] M. Sudarwati, *An English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2012)), p. 4-8.

Stage 2:

2. Consonats

Consonants has thirty sevent but in this stage only four consonants to expleain there are:[32]

/**p**/	/**b**/	/**t**/	/**d**/
pen /pen/	**B**in /bin/	**T**ie /ti/	**D**o /du/
Pork /po:k/	**B**at /bed/	**T**ime /taim/	Di**d** /dit**/**
Pie /pe/	**B**et /be**d**/	**T**op /top/	Da**d** /de**d**/
La**p** /le**p**/	**B**e /bi/	**T**es /tes/	**D**rink /dring/
Ca**p** /ca**p**/	Ta**b** /**tab**/	But /**b**ud/	**D**ay /dei/

4. English Song

   a. The Defenition of Song

---

[32] Ahmad Doddy, Ahmat Sugeng, Efendi, *Bahasa Inggris Develoving English Competencies*, (Jakarta: Pusat Pembukuan Departmen pendidikan Nasional; 2008), hlm. 4-20

According to Hornby that song is a place of music with words that is sung.[33] 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 any lessons. So based on the statement early, it can be said that song is a piece of music with words thatt is sung which able as the great language that bundles various knowledge and the host of language skill in entertain and education.

Almost everyone loves songs. it is a part of the language and life from before birth onewards. As a baby, human often hear her or his mother and father sing a song to deliver him or her sleep in the badroom. When young children, they play, sing, and dance to a rhymes. as adolescents, they are consumes by the beat of populer songs artis in the word. as adult they often hear song on television, moves, theater, and even nightly news. When they work, when they play, song is there to reinforece or every mood and emotion.

b. The Purpose of Song

Kevin says the purpose of using songs in the classroom are songs can be used:

---

[33] As Hornby, *Oxford Advanced learner's Dictionary of English* (New Work: University Press, 1990), p. 1133

1. To present a topic a language poin, lexis, etc.
2. To practice a language point, lexis, atc.
3. To focus on common learner errors in a more direct way.
4. To encourage extensive and intensive listening.
5. To stimulate discussion of attitudes and feelings.
6. To encourage creativity and use of imagination,
7. To provide a relaxed classroom atmosphere
8. To bring variaty and fun to learning.[34]

c. The Advantages of Using English Song

Song can help to improve pronounciation because they provide students with practice to different form and intonation and rhythm. English has a stress-timed ryhthm, for wich songs can help to establish a feeling. Murphey believes that music has the power to engrave itself into our brains, stating that "songs work on short-term and long-term memory" and therefore adequate tools for using in the language classroom.

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

a) Create a desire envirotment, students are expected to be enthusiastic in the learning process.
b) Facilitate a positive learning mood and motivate students to learning, song heps students to focus on the material discussed and raise their concentration in the learning activities.
c) Connectstudents to content topics. Students are expectedbto understand to topic that they studied through song lyrics.

[34] Kevin Shcopepp. *Reason for Using Songs in the ESL?EFL calssroom*. (The internet TESL journal, vol.VII, No.2 Februari 2001). Retrived from:*http*://iteslj.org/Articles/*Schoepp Songs.html.on June 21st 2018, at 15.00 pm.*

d) Reduce learning stress level. 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 aezy to understand the material.

f) Stimulate imagiantion and creativity. Song is good stimulus to imagine and it can explore students crativity

g) Embed new vocabualry, 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.[35]

From the adventages above, the reasercher concluded that the use of song in teaching learning process has good effect. It is gives good effect to activate understanding and make students easy to 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.

d. The Disadvantages of Using English song

However everyone know that every thecnique has limittaions the use of songs also has weakness or disadvantages as shown below:[36]

---

[35] Adi & W, Gunawan. *Genius Listening Strategy*, (Jakarta" PY Ikrar Mandiri Abadi, 2004), p.254-259.

[36] *Ibid.*,p. 265

1. It requares a lot of teaching media such as a tape recorder, cassettes, and the songs related to the topic. Futhermore, it spends a lot of time because the teacher does not only teach phrasal, but also sing the songs.

2. The teacher will have problem and undisciplined noice in class if she/he can not manage the class well. Futhermore, not all students like the selected songs.

B. Review of Related Findings

There are researchers that have ever done researchs like this research, same with the researcher. The first research was done in English Education Department in IAIN Padangsidimpuan. The researcher's name is Desi Fatmala Pohan with the title "Improving sudents' vocabulary mastery through english song at grade VII MtsN Sipirok".[37] The result was there is the significant effect the reconstructed English song on the students' pronounciation. The second was done in English Educational Department in IAIN Padangsidimpuan. The researcher' name is Mutiara Limbong with the title "Improving students' Pronounciation through Drama at grade XI Man Sibolga".[38]

---

[37]Pohan, Desi Fatmala, *Improving Students' Vocabulary mastery through English Song,* (IAIN Padangsidimpuan, 2014), p. 18

[38] Mutiara Limbong*, Improving Students' Pronounciation through Drama, (IAIN Padangsidimpuan*, 2014), p. 20.

The third was done in English Education Department in TKIP Padangsidimpuan. The researchers' name is Amnah FR with the title "The Effectiveness of Using Reconstructed English Song on the Studnts' Vocabulary Mastery. The result was there is the significant effect the reconstructed English song on the students' vocabulary mastery. The fourth was done in English Education Department in IAIN Padangssidimpuan. The researchers' name is Nova Sugyarty Siboro in her script: "An Analysis of Students' Pronounciation at state Junior high school 8 Padangsidimpuan. She used qualitative research and type descriptive method. The instrument of her reserach were test, interview and observation. The result of her research was enough categories. The mean score are 45,25%. The result was there using the picture is good to teaching pronounciation and use media in learning pronounciation make class peaceful and make the students easy to speak pronounciation. The last was done in English Education Department in IAIN Padangsidimpuan. The researchers' name is with the title "Improving Students' Pronounciation using Minimal Pairs drill at the grade VII SMA N 5 Padangsidimpuan".

So, that from the description above, the researcher concludes that many method can improved the students' pronounciation. Next, the researcher hope that English song can improved students' pronounciation. So that, the researcher interested to research about "Improving Pronounciation by using

English songs at the grade XII students' of SMA swasta Imelda Rantauprapat".

C. Conceptual Framework

In pronounciation, there is the problem between students and the teacher. The problem from the students are not interesting with the lesson, and the teachers did not know the methods made the students are interested and not friendly with them. As a teacher, very well if the teacher be friend of them. Who support, teachand ask from them to interesting in learning. Having

good fluently in pronounciation made students and teacher work together in the class. So, the purpose of teaching English can be resched.

English song is one of many ways in improving students' pronounciation. English song is considered to be effective way of teaching pronounciation because it enables the students' to communicated effectively and give them many changes to practiced target language. It needed the students' to be more active to listened, and speak in again because this method ask the students' to express their remembering into pronounciation. The teacher was collaborated with the students to found the goal of the learning. The teaching learning process is focused on the students', so students' must be active. Therefore, the researcher plans to do research based on the framework bellows:
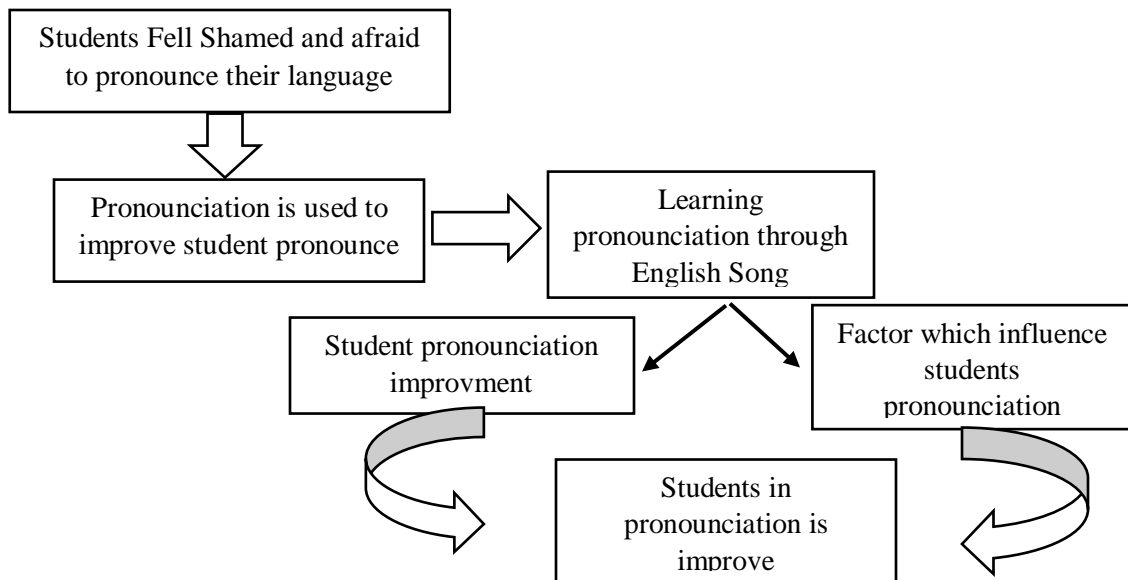
```
┌─────────────────────────┐
│ Students Fell Shamed and │
│ afraid to pronounce      │
│ their language           │
└─────────────────────────┘
```

Figure 1:1 Conceptual Framework

Based on the figure above, the students' problem is low pronounciation. It can be seen when the teacher was open the lesson, any student is cannot express or talk about the expression and understand with the lesson. English song is the method was interested the students in learning pronounciation.

D. Hypothesis of the Action

The hypothesis needed to show the researchers' thinking and expactation the outcomes of the research related to this research. The hypothesis of this research is stated that: "English Song can improve students' pronounciation at the grade XI students' of SMA Swasta Imelda Rantauprapat".

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The place of the research was done at SMA Swasta Imelda Rantauprapat. It was located in Rantauprapat, Desa Tanjung Medan. This reseach has been taken from Agustus 2018 until Finish.

B. The Research Design

In this research, classroom action research was applied. Wallace states that classroom action research is different from more convensional types of research.[1] It was focused on individual or small group professional practice and it was not concerned with making general statement. Action research is aimed to improved students' learning experience. In other word, it can be said that a classroom action research functions as a tool for the teachers toward an improvement in their teachings. Rochiati Wiratmaja explained that classroom action research is a research., which is, combined the procedure in subtantive action, be inquiry dicipline, or someone's effort to understand what was happening while included in the improving and changing. [2]In this research, the researcher join with the teacher to became a teamwork who work together to solved the students problem. Classroom action research concerned to four

---

[1] Michael J. Wallace, *Action Research for Language TeachingTeacher*, (USA: Cambridge University Press, 1998), p. 18

[2] Rochiati Wiratmajda, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005), p. 11

step; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation can not be seperated aech other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done. In addition, according to kemmis and Mc. Taggart in Suharsimi Arikunto, classroom action research can be seen from the sketch.[3]

Figure: 2.1
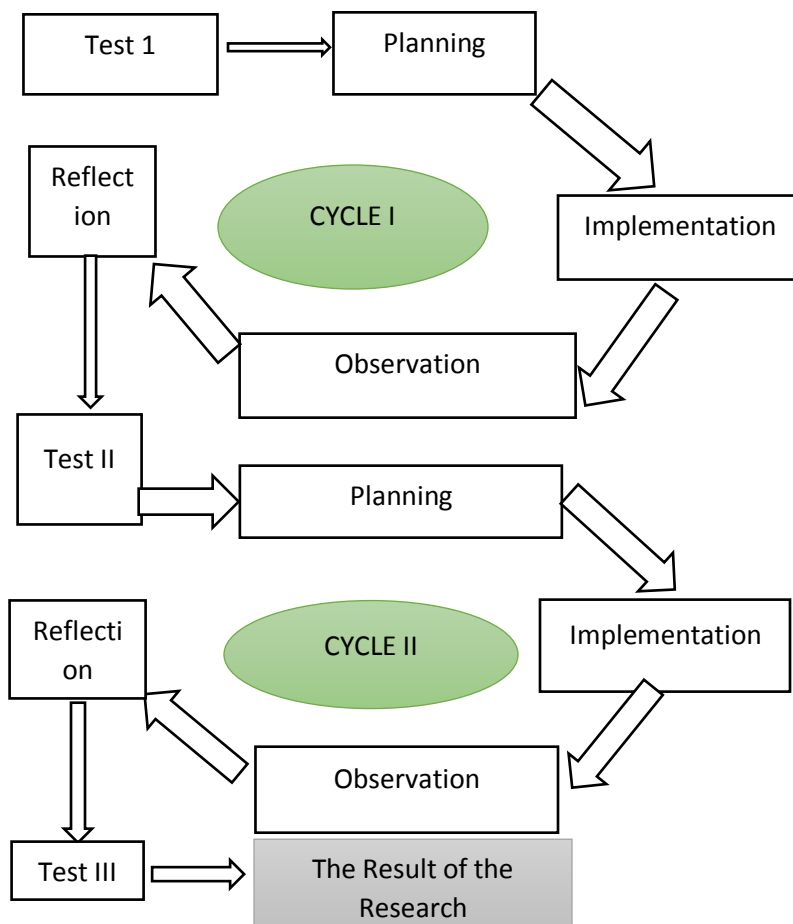
[3] *Ibid.*,p. 25

C. The Participants

The participants of this research are the XI grade students of SMA Swasta Imelda Rantauparapat. It consist of 29 students. The reason to choose this class because the researcher found the problems of students' pronounciation in this class.

Another participant in this research ia an English teacher of SMA Swasta Imelda Rantauprapat. The researcher observed the activities in the class while the teacher doing an action in this class. Then, the teacher also helped the researcher in doing this research as collaborator.

D. The Instrumentation of Collecting Data

There are three instrumentations in this research, 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 live by the participants. Researcher observed all about students' activities and their attitude in the classroom. [4]Researcher observed all about students attitude in the class such as:

a. Students who succeeds in pronouncistion

b. Students can sing in front of class with the good pronounce

---

[4] Gay peter Airasian, *Educational Resaerch: Competencies for analisys and Aplication* (USA: Prentice Hall, 2000),p. 212.

c. Student who get the main of song

d. Students who get the event on the song

e. Students who get the reflect on the song

f. Students who can get the vocabulary in the song

g. Students who are active in the class.

2. Interview

The researcher was used the interview to know condition of the students. Hornby stated that interview is to talk somebody and asked them question at a formal meeting to find out they are suitable for job or study. In this research, the researcher used the interview to got the information from the source of the data about condition of the students' in learnig English. The interview from the English teacher is about the methods and system that the are often used by the teacher to making the students' pronounciation.[5]

3. Test

Test is used for determining the students output for the lesson which is given. A test ia a method of measuring a person's ability knowledge, oe 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

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

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

the researcher to plan out what will be done for the next step or cycle. So, in this case test measured students improving pronounciation.

Table 1
Indicator in Pronounciation

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

E. The Procedures for Classroom Action Research

Before doing the research procedure, the researcher administering observation and get the license research from the school and orientations identify the basic knowledge of students about pronounciation in the school. The procedure of data collection of the study is within two cycles. First cycle is two meeting, second cycle is two meetings, so there are four meetings in the action research. Each meeting included four stages, namely, planning, action, observing and reflecting.

1. Action Research in Cycle 1

Before doing the cycle 1, the researcher tested the students' pronounciation by using English song. The researcher gave the students

some worksheet to test the students' pronounciation. After that, the researcher going to the first step of cycle 1.

a. The First Meeting

In the first meeting, the researcher implied four steps, that are;

1) Planning

Planning is the first phase/step that would be done action plan summarizes your action research thoughts in a plan that has guide you through your action work. Here, the researcher and the teacher plan the appropriate the chnique to improve the students' pronounciation at class XI of SMA Swasta Imelda Rantauprapat. In this plan, it is considered everything related to the action and it is also prepare everything that need in teaching and learning process.

There are many activities that has plan, they are;

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

b) Determining the lesson material is about pronounciation

c) Designing the procedure pronounciation by using media English 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 obseravers

2) Action

a) Arranging set formulation

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 cars

h) Discuss based on group working

i) Persentation

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

k) Encouraging and concluding learning

3) Observation

In this reseacrh, the observation focus on:

a. Observing the execution of song

b. Observing students' pronounciation 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. The Second Meeting

1) Planning

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

b) Make more 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 pronounciation procedure by using media English 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) Theacher showed several song and ordered them to choose which one they wanted.

f) Shared the song small card

g) Teacher asked the students to make their pronounciation into of song

3) Observating

In this research, the observation focus on;

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

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

4) Reflecting

The students' pronounciation must be increased. It can be seen from their score. So, the second cycle must be done to get more the improvement of students' pronounciation.

2. Action Research in Cycle 2

From the evaluation in cycle 1, the result research found the students' score. The researcher makes the plan base on the difficulties of students' pronounciation to improve their pronounciation in the second cycle.

a. The Third Meeting

1) Planning

a) Make the second lesson plan

b) Prepared the teaching material of pronounciation

c) Prepare the test.

2) **Action**

a) Give example about the English song for students

b) Teacher and the researcher explain again about English song

c) Ask the students to find out the zong of English song

d) Test the students with oral test in fron of class.

3) **Observating**

In this research, the observation focus on:

a) The researcher keeps observing every class condition, learning and teaching process.

b) Observating students' pronounciation by using test

4) **Reflection**

The students' pronounciation more accurately than thair pronounciation in the first cycle but it must be increased for the last meeting.

b. **The Fourt Meeting**

1) **Planning**

a) Prepared the teaching material of pronounciation teaching material is about English song.

b) Prepared the instruments for collecting data; observating and test.

2) **Action**

a) Explain about the English song technique.

b) Presents to students the example of English song are appropriate with indicator of action.

c) Ask them to pronounce the words in fron of class.

d) The English teacher was corrected the students' pronounciation.

3) **Observating**

In this research, the observations focus on;

a) Situation of teaching-learning process

b) Students' activities

c) Students' ability in understanding the English song of pronounciation.

d) Students' comprehending about the English song

e) The interactionn between teacher and student.

4) **Reflecting**

The researcher and the teacher note the result of observation and evaluate it to know wheter the implementing of the action process is held appropriately with the preparation or not. Then, they evaluate the students' feedback. One of the ways to evaluate it

is by giving test to the students. After doing the reflection of the fourth meeting, the researcher and the teacher agreed to stop the action if the result of the action succeed. In addition, the researcher reflected the all cycle and analysis to have conclusion of using English song technique in improving students' ability.

F. Technique of Analysis Data

In this research, the technique of data analysis is:

Count quantitave and qualitative data. The qualitative data is analysed from observation sheet. Quantitative data is used to describe the situation during the teaching process. The process of data analysis invoved making sense out of text and image data. It invoved preparing the data analysis conducting different analysis, moving deeper into understanding the data, refresenting the data, and making an interpretation of the large meaning of the data.

Quantitative data was used to analysis the score of students. The quantitative data is collected and analysed by computing the score of English song test. To know the means of students score for each cycle, the researcher was applied the following formula, the formula is:

$$x = \frac{\sum xi}{\sum N} = 100\%$$

Which:

x : the mean of students

$\sum xi$: The total score

$\sum N$: The number of students[7]

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 pronounciation of students and classifay of students pronounciation by using English Songs as media.

The Classification Quality of Students Score
Table 2

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

After the reasercher 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.[8]

---

[7] Sudjana, *Metode Statistika* ed. 6, (Bandung: tarsito, 2000), p. 67

[8] Riduan. *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian pemula*, (Bandung: Alfabeta, 2005), p. 89.

The other technique as qualitative data is used to descibe the situation during the teacing process in anayzing qualitative data, the researcher follows the technique that deveeloped by Gay and Airasian which consist 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 complementeness 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

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

4. Classifying

   This step conserns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the conection 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.[9]

---

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

CHAPTER IV

RESULT OF THE RESEARCH

After researcher has done the researcher in SMA Swasta Imelda Rantau Prapat, now researcher has describe how the research was done. It discussed about the way to improve pronounciation buy using english songs At the grade XI students of SMA Swasta Imelda Rantau Prapat in academic year 2017/2018. The descriptions are as follow:

A. The Data Description

The data description in this reserch described about all of things that have been found in the class when the teacher did the reserach with teacher. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. Researcher described that in the first cycle and second cycle started by planning the test, making learning that use media, preparing media in teaching learning, discussed about song in teaching learning. In the action, gave motivation to the students, the telling the purposes of learning, introducing the procedures of watching song activity, giving task to students, giving limited time, monitoring every step that has been planned, preparing the solution of the problem when the action was done.

In the observation, dicussed with English teacher, monitoring media that was done, discussed with the English teacher about the weakness and

factors that influence in teaching learning process during observation was done, evaluating the data gotten from the class and made any decisions for the next meeting. In the reflection, analyzing the finding during the observation was done analyzing the weakness and the teacher progress that used media to determine the follow up of activity, reflecting on media was used, reflecting the teacher learning activity, reflecting the students learning activity, evaluation or interpreting the data and make any decisions for the next meeting.

1. Students Improvement in Pronounciation Ability by Using English Songs

   a. Cycle 1

   The first cycle was done at Agustus 05 and 09 2018. In this case the cycle was conducted for two meetings. In SMA Swasta Imelda Rantauparapat the meeting was done 140 minutes. Every meeting was done for 2 x 35 minutes. It was done the classroom XI SMA Swasta Imelda Rantauprapat, consisted 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 XI IPA class. The English teacher took a seat and gave the resaercher a chance to handle the class. Researcher started the learning by making opening, impleentation 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 fowelful of English. Researcher explaind the goal of research. It focused about what English songs briefly, and why they should use songs. Second, researcher asked students to tell about their knowledge in pronounciation.

After that, reseracher explained the steps teaching-learning pronounciation by using English songs as media. Next, it would implement the learning material. First, researcher wrote the title and liryc song in whiteboard. Then, researcher showed the English songs vidio 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 nd ask what they has ready for evaluation. After resaercher explained the learning material, researcher monitored every step that has been planned in the lesson plan. Then, make the time allocation afficiently. It should conduct to all activity in learning process. Researcher managed the class. Some students were controlled and understand about pronounce the song. It was prove by their enthusiasm in the learning process. But, there were some students were uncontrollable by doing distrubance. Next, students still had difficulties to pronounce some lyric songs.

After that, researcher asks students about their difficulties in the learning process. Pronounciation would intrest 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 in front of class and test them and record their pronounciation. Then, give assesment that appripriate 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' Pronounciation in First Cycle

   The resaercher used quantitative data. In quantitative, resaercher calculated the students' score in pronounciation. In first cycle, researcher gave first test in second meetings. The test was about the pronounciation of the English songs. after researcher doing the test, resaercher would eavluate it. in fact, the result was still unsatisfied. It was proven from the data. It said that students' pronounciation wsa still low. The result of the test in first cycle would be showed as the following chart below:
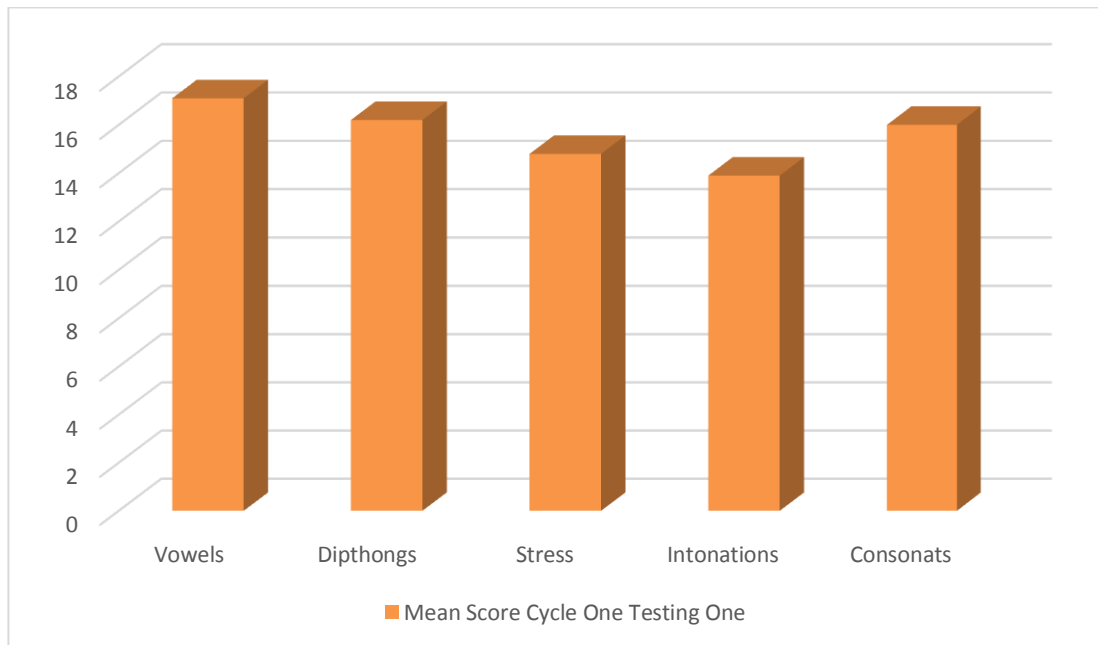
Figure.1
The Indicators' Scores Test One First Cycle

From Figure above showed the students' score for each indicator pronounciation that the students have achieve is vowels criteria, the mean score is 17,1 dipthongs criteria, the mean score is 16,2 stress criteria, the mean score is 14,8 intonations criteria, the mean score is 13,9 consonants criteria, the mean score is 16,0 from maximal score is 20. But, the students made improvement for all of the indicators of pronounciation had done previously.

Researcher make the second cycle to look improve students' in this meeting, the researcher evaluated them by giving second test about "English song " in the second meeting. The result of the second test first cycle can be seen in the chart below.
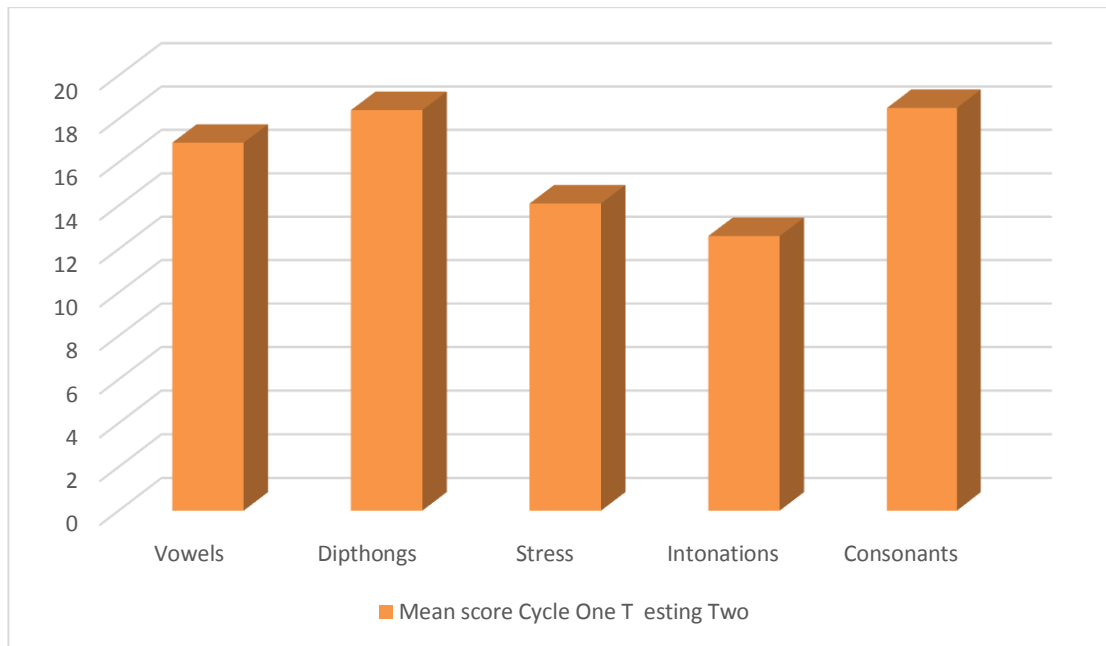
Figure.2
The Indicators' Scores Test Two First Cycle

Based on the figure above showed the students' score for each indicator of pronounciation that the students have achieve is vowels criteria, the mean score is 16,9 dipthongs criteria the mean score is 18,4 stress criteria, the mean score is 14,1 intonations criteria, the mean score is 12,6 consonants criteria,the mean score is 18,5 from maximal score is 20. But, the students made improvement for all of the indicators of pronounciation had done previously and have been improve from test 1.

1) The Mean Score and Percentage Passed KKM First Cycle

The data on students' achievement score were obtained from students' score first test and second test who are pass in the KKM are illustrated into a table as following :
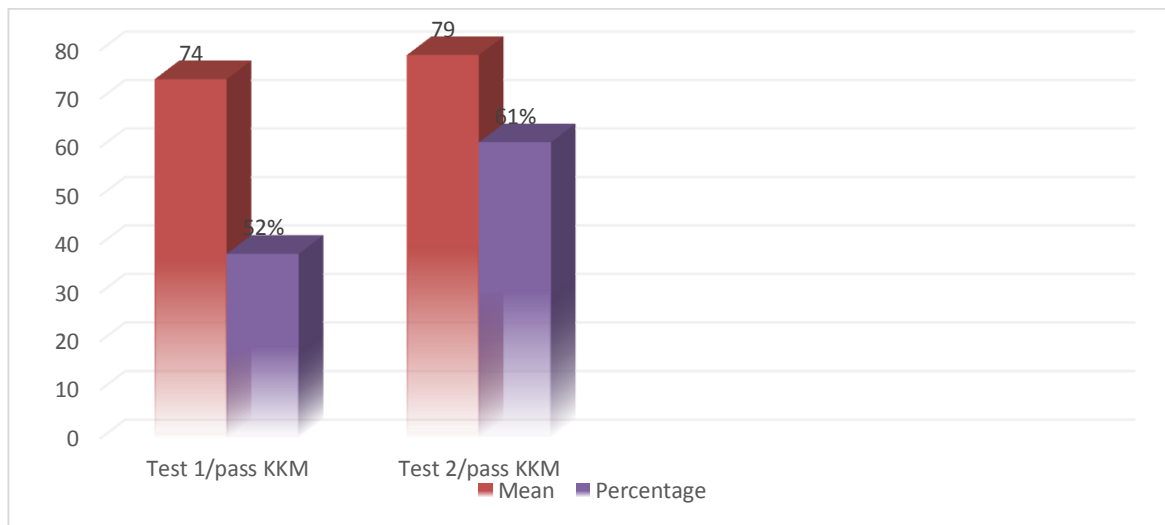

Figure.3

The Mean Score Test 1, Test 2 and Percentage Passed KKM

Based on the figure above the students' score test cycle1 and cycle 2, researcher would like to give some explanations. In cycle 1 at the first test, after getting student' score researcher analysis the data in order to know the result of testing 1. First of all, researcher wanted to know the means score of the test. The average of students' result in the test 1 was 74,27 . According to this result most of the students were less in understanding vowels, dipthongs, stress, intonations, and consonants. It means that they were less in comprehending the pronounciation well. To know percentage of

students who passed the Minimum Mastery Criterion (KKM) 75. Researcher used the calculation as following:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{29} \times 100\%$$

$$P = 62,06\%$$

From that compulation, the class percentage which passed KKM was score 62,06%. It was significant that in the testing 1 of classroom action research there were 18 students who passed the Minimum Mastery Criterion (KKM) 75.

At the second meeting and testing 2, the average of students' result was 78.97. According to this result, the researcher concluded that the students have improved from lack knowledge about pronounciation that presented in this action research. To know percentage of students who passed the KKM (75). Researcher used the calculation as following.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{29} \times 100\%$$

From that compulation, the class percentage which passed the KKM was score 65,51%. It was significant that in the testing 2 of classroom action research there were 19 students who passed the Minimum Mastery Criterion (KKM) 75.

After first cycle was completed and researcher found some problems that exist in the cycle. The researcher tried to resolve these issues to get better result. Students were more comfortable with the method the researcher used especially after a few meetings in the previous cycle.

1. **Learning Process and Students' Achievement on Cycle 2**

   a. **Learning Process of Cycle 2**

      a) Planning

         This step was based on the reflection of the cycle 1. The researcher had made some revised in the cycle 2 which helped by the collaborator. The researcher prepared the lesson plan about English Songs and changes the style in explain the material. The learning material and lesson plan of this research had been designed based on observation note sheet and reflection from the previous cycle.

      b) Action (third meeting)

         In this meeting, the researcher recalled the students' knowledge about what had been taught in the previous cycle. The researcher also asked students' knowledge about English songs. This opening was used to measure what students had learned. So that the researcher would explain what students needed.

         In this cycle, the researcher always monitored the students who were talking before going to the material. It was used to make

students focused on the researcher's explanation. In this part, the researcher focused to give clear explanation about pronounciation with material about pronounciation to do the material using English Songs. After that researcher gave evaluation to students base on learning material about English Songs.

c) Observation

In third meeting, generally the condition of the classroom while learning process was better than previous cycle. It could be seen in the observation note sheet that the students who are able to focus and followed the learning process. Then most of them more enthusiastically and focused to learn by using English Songs.

Then most of students attention more improvement and the voice of students more quietly but a little noisy. It could be seen in the students' observation note sheet, the students could understand easily the material. However some students still don't understand about pronounciation because' them noisy and disturb others.The others students good response in organize ideas.

d) Reflection

Based on observation sheet in third meeting, students showed a middle improvement in teaching pronounciation by using English Songs. The result indicated that students were a little less in the vowels, dipthongs and consonants of pronounciation.

Based on the observation above, the students problem were little less than previous cycle (first meeting and second meeting). Little students disturb and noisy but sometime still do the same thing to make learning process noisy and other friends did not understand about what researcher explain.

From the third phase meeting above, many students showed the improvement students pronounciation by using English Songs. But it more needed to improve in the last meeting. The researchers just review about pronounciation using English songs.

a) Planning

This research was planned on August 05 th 2018.This step was based on the reflection of the previous meeting in each meeting.In this meeting, the researcher recalled the students' knowledge about pronounciation.

b) Action (four meeting)

The researcher entered the class, greeted and checked absent to the student. The researcher continued by review again about English songs. Finally, the researcher gave students the test. The researchers explain to students about the instruction. Furthermore, the researcher gave time for students in 40 minutes to finish the test. And then students give interview to each students by paper of interview guidance.

c) Observation

In third meeting, generally the students more paid attention to the researcher. The students were less of talking and ask permission when teaching and learning had began. Therefore the processed of teaching and learning became more effective because almost all the students prepared themselves to study. Although, some students still talked and ask permission but they did not talk very much. The process of learning also became more effective because most students were focus following the lesson.

d) Reflection

The result of pronounce test in the cycle 2 showed a significant improvement from the previous cycle. Through the students' observation note sheet and teacher's observation note sheet, the students and the teacher were also showed better improvement. The teaching and learning process were more effective than the previous cycle.

The students were also showed a better improvement that they were more focus and active in the classroom. The teacher made a better improvement in getting the students"attention while delivering the materials. The students were also showed a

better improvement that they were more focus and active in the classroom.

b. Students' Achievement of Cycle 2

1) The Test Score on Cycle 2

After analyze the result of the test the students' pronounciation in the first meeting, the researcher evaluated them by giving a test in the first meeting. Test was pronounciation about "English Songs". The result of test 3 based on indicator test for the first meeting can be seen in chart below.
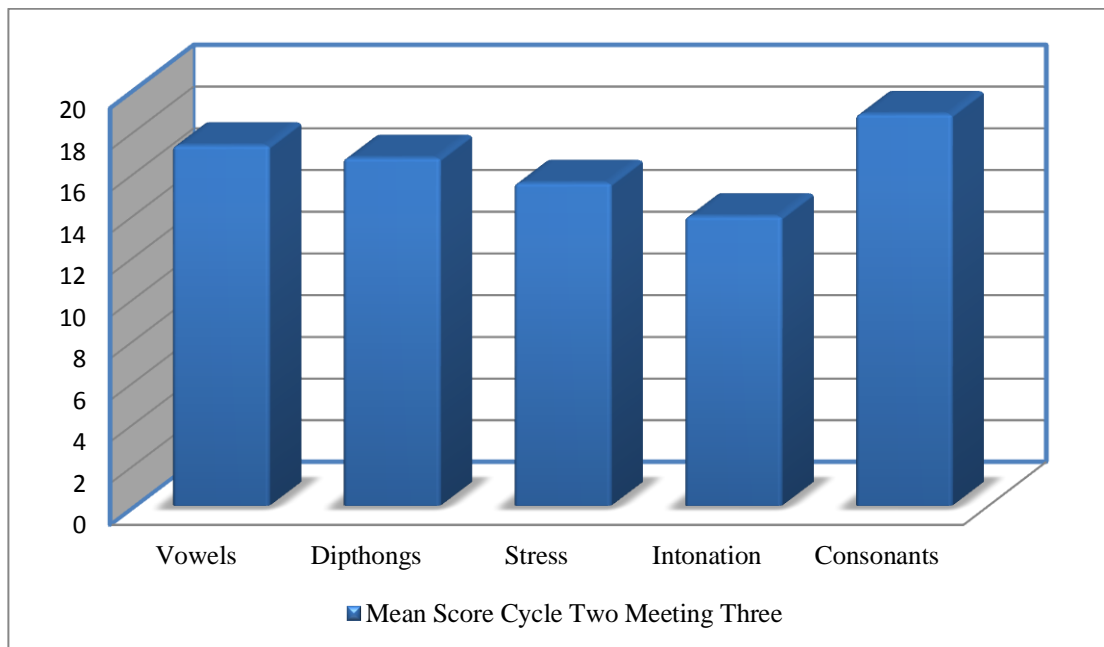

Fihure.4
The Indicators' Scores Third Test Cycle 2

From figure above showed the students' score for each indicator of pronounce that the students have achieve is vowels criteria, the mean score is 17.3 dipthongs criteria, the mean score 16,7 stress criteria, the mean score 15.5 intonations criteria, the mean score 13.9 consonants criteria, the mean score 18,8 from maximal score is 20. But, the students made improvement for all of the indicators of pronounciation had done previously.

Researcher make the second cycle to look improve students' ability in this meeting, the researcher evaluated them by giving test about "English songs" in the four meeting. The result of the second test first cycle can be seen in the chart below.
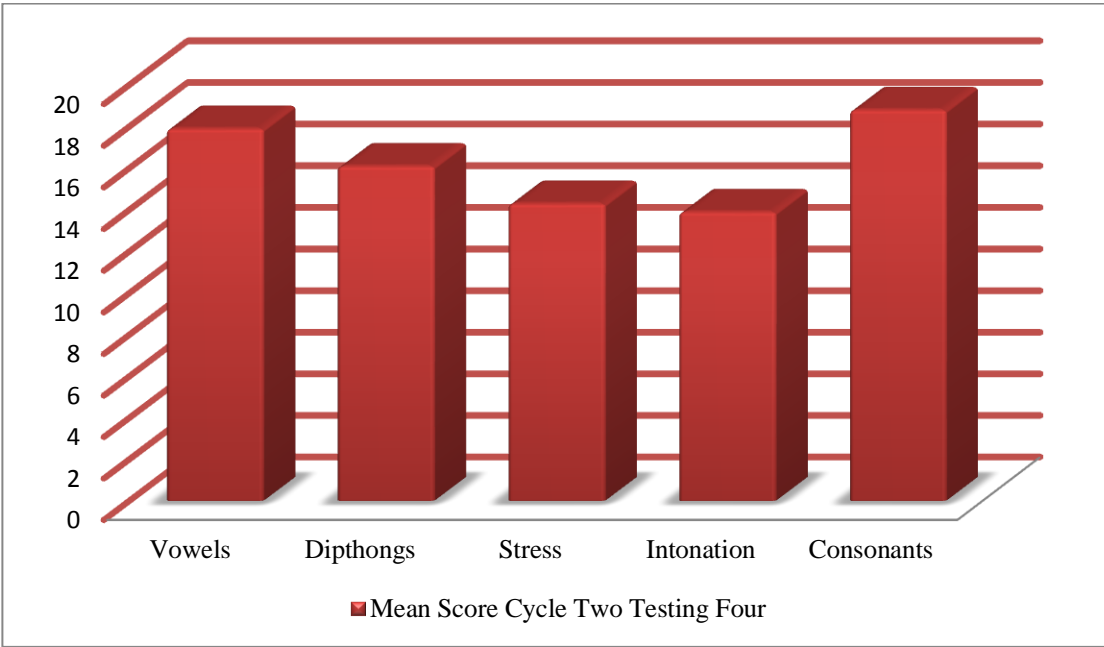

Figure.5
The Indicators' Scores Four Test Cycle 2

Based on the figure above showed the students' score for each indicator of pronounciation the students have achieve is vowels criteria, the mean score is 17.93 dipthongs criteria, the mean score 16.1 stress criteria, the mean score 14,3 intonation criteria, the mean score 13.9 consonants criteria, the mean score 18.8 from maximal score is 20. But, the students made improvement for all of the indicators of pronounciation had done previously.

2) **The Mean Score and Percentage Passed KKM Second Cycle**

The data on students' achievement score were obtained from students' score third test and four test who are pass in the KKM are illustrated into a table as following :
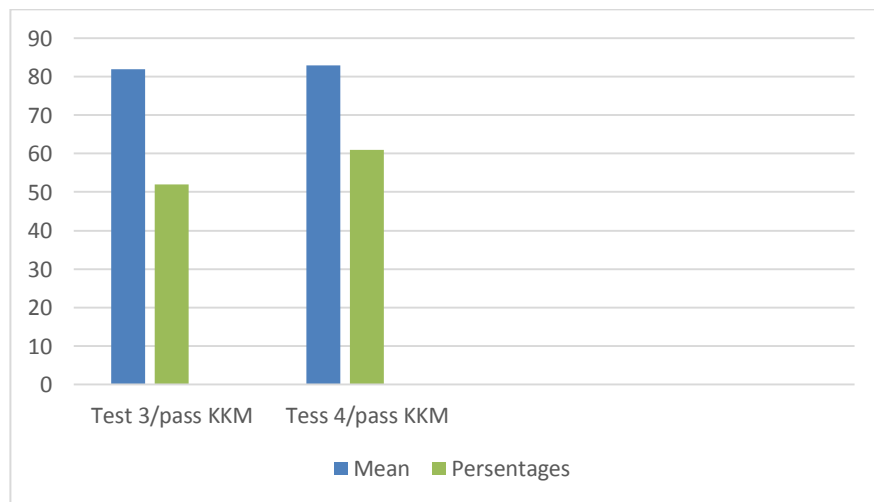

Figure.6
The Mean Score Test 3, Test 4 and Percentage Passed KKM

Based on the figure above the students' score test cycle 2, researcher would like to give some explanations. In cycle 2, researcher used the same ways to know the mean score of test in cycle 2. The average of students' result testing 3 was 81,3. Researcher also used percentage to know students who passed the KKM (75). It showed that the students' pronounciation by using English Songs still into enough categories. Then, to know percentage of students who passed the KKM Researcher used the calculation as following.

$$P = \frac{F}{N} \; x \; 100\%$$

$$P = \frac{22}{29} \; x \; 100\%$$

$$P = 75,86\%$$

From that compulation, the class percentage which passed the KKM was score 64.70%. It was significant that in the testing 3 of classroom action research there were 22 students who passed the Minimum Mastery Criterion (KKM) 75.

From that compulation, the class percentage which passed the KKM was score 50%. It was significant that in the testing 3 of classroom action research there were 22 students who passed the Minimum Mastery Criterion (KKM) 75.

At the forth meeting and testing 4, the average of students' result testing 4 was 12,35. It showed that the students' improvement scores from

the mean score of testing 1 (74.52), testing 2 (78.97), testing 3 (79.70). Then, to know percentage of students who passed the KKM. Researcher used the calculation as following.

$P = \dfrac{F}{N}$ x 100%

$P = \dfrac{24}{29}$ x 100%

$P = 82.72\%$

From the calculation, the class percentage which passed the KKM was score 82.35%. It was significant improvement from the testing 1 was 52.94%, testing 2 was 61.76%, testing 3 was 80.35%, testing 4 was 82.35% (52,94-61,76-80,35-82,35). In testing 24 students passed the KKM score.

This was shown a very good improvement between scores on the first cycle and the second cycle. So the study said quite gets satisfactory results. On the other word, English songs improved the students' pronounciation. It was indicate by a number of students who passed the KKM score.

2. **Comparison Learning Process and Students' Achievement on Cycle 1 and Cycle 2**

   a. **Learning Process Cycle 1 and 2**

Learning Proces Cycle 1	Learning Process Cycle 2
Planning 1. The researcher made lesson plan based on improving pronounciation by procedure and	**Planning** 1. The researcher prepared the lesson plan about English songs and changes the style in explain the material and prepare test three.

handbook students. **2.** Designed lesson plan that would be done in each meeting, analyzed the result data from the first meeting, and prepared the test cycle 1 for test 2 for students.	**2.** The researcher recalled the students' knowledge about English Songs and improvment pronounciation and prepare test four.
Action **1.** Researcher came into classroom with English teacher of XI, was Mrs.Salmi to execute the first meeting and done first test. **2.** Researcher focused to eliminate the problem students which was found in first meeting and done students with second test.	**Action** 1.Researcher focused to give clear Explanation aboutpronounciation to do the material using English Songs and done third test. **2.** The researcher entered the class, greeted and checked absent to the student. The researcher continued by review again about pronounciation and done four test.

Observation
   1. Researcher observe students at teaching learning process by observation note sheet.
   2. Researcher observe students at teaching learning process.
	Observation
	1. Generally the condition of the classroom while learning process was better than previous cycle.
	2. Researcher observe students again and student doesn't easy.

Reflection	**Reflection** 1.Students showed a middle improvement in

1. The researcher and the teacher collaborator discussed about the conclusion for applying the action. 2.Researcher prepare solution to solve maybe problem at second cycle.	teaching pronounciation by using English Songs. 2. Researcher solve all problem in teaching learning process.

b. **Students' Achievement Cycle 1 and 2**

The comparison between cycle 1 and cycle 2 showed that there was significant improvement of students' pronounciation. Based on pigure below it can be concluded that the researcher' hypothesis that English Songs could improve the students' pronounciation at XI grade SMAs Imelda Rantauprapat was accepted.
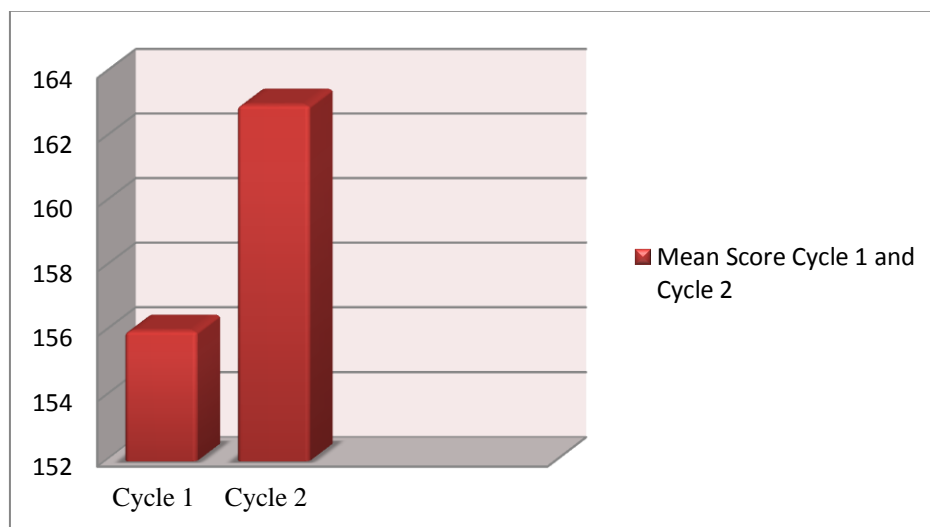
Figure.7
Comparison of Students' Mean Score in
First Cycle and Second Cycle

Furthermore, the improvement of students' pronounciation could be seen from the indicators included vowels, dipthongs, stress, intonations, consonants. The comparison of Pronounciation indicators' score can be seen in chat below:
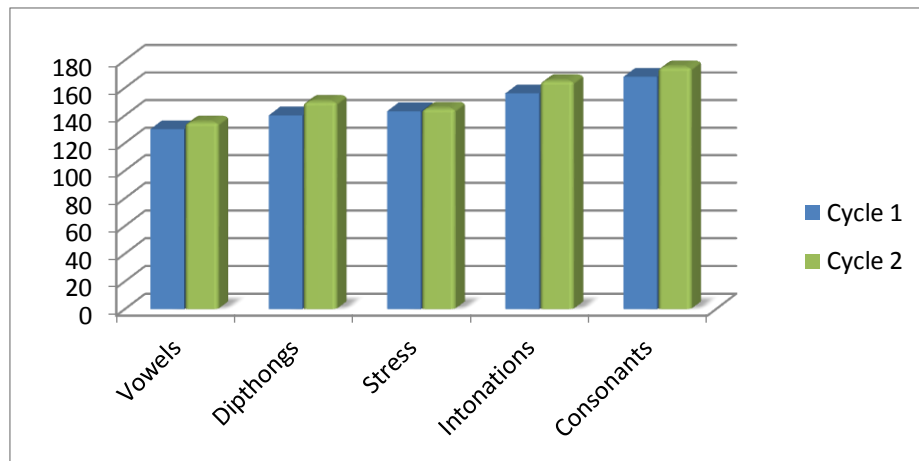
Figure.8
The Comparative of Indicators' Score between
First Cycle and Second Cycle

The highest improvement of indicator was form, from 74,27 in cycle 1 became 78,96 in cycle 2 and the lowest improvement of indicator was Fluency, from 81 in cycle 1 became 83.3 in cycle 2. Finally, all of indicators of reading test from first cycle and second cycle improved.

B. Findings

Based on data analysis above, the researcher fined the answer of formulation of the problem in chapter 1, as follows:

1. Based on the score in cycle 1 and cycle 2, the students' pronounciation score were increase. In cycle 1, the mean score test one was 74.27, test two was 78.96. Meanwhile, the mean score in cycle 2 improve became test three was 81,3 and test four was 83. It showed the students' mean score from first cycle to second cycle improved significantly.

2. There were four extrinsic factors influenced in pronounciation, they were students seen so shy, disturbance, dirty class and asking permission to the bathroom and there were five intrinsic factors influenced in pronounciation they were vowels, dipthongs, stress, intonation, and consonants. One another factors from interview influenced in pronounciation is some of students of SMAs Imelda Rantauprapat study at Outdoor.

C. Discussion

1. Students' Improvement

   The researcher findings had shown students' pronounciation 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' pronounciation by Using English Song at the Grade XI SMA Swasta Imelda Rantauprapat". In cycle 1 was 74.27 (52.94%) and cycle 2 was 78.96 (61.766%). So, cycle 2 was bigger than cycle 1.

2. Influencing Factors

Researcher had found some problems of students in pronounciation, they were; students were difficult in pronouncing the English word because students seldom trained their tongue was stiff and they were also less interested in pronounciation Engish, students were difficult in pronounciation English fluently because their utterances low, hesistant and jerky, occasionally hesistent and students were still limited.

So, for soving the students' problem the researcher motivates students to use optimal the tool to help vocabulary enrichment including how to pronounce the word. Resaercher motivated them to be diligent in training their pronounciation 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 pronounciation 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 resaercher also motivated them to practice their knowledge in their pronounciation and motivated them to practice their knowledge in their life so that it could not lose. Then, the resaercher motivates the students to practice speaking English and seeking of meaning difficult worrd and study to looking for the word difficulties and researcher gave to memoriize vocabularies such as using English Songs that could be practiced by them in the calss. Futhermore, the resaercher motivated them to try

their speaking and to record their speech so that they could know about their improvement and the teacher gave instrument when learning process was running such as using filer in theiir 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 pronounciation categorized because the teacher didi not conduct the interesting method so, it was make them lazy and bored to learn out the topic given. So, that is why the resaercher did the treatment in the resaerch.

Morever, English song media created a good environment in teaching learning pronounciation in which students became enthusiastic and active in the calssroom. English song media also created an interactive process where the students interested not only with the test, but also with the context of the song given.

This research used human instrument in English learning. Obseravation of this research and students' pronounciation were done by resaerch herself and co-teacher. So, song created good environment in teaching pronounciation assessing, focus on students critical and share their own wich made them were involved in the learning of pronounciation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data, the resaercher concluded that:

The implementation of English songs as a media to improves students' English are:

a. English Songs is stimulating, and interesting for teaching learning activities, especially in teaching pronounciation.

b. English Songs make 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 improvement to pay attention, to understand the material and to speak up their mind in order to brave to express their mind or to ask queastion.

d. English Song in teaching pronounciation can help students bohtof teacher and students to teach the objective of teaching learning process; it can engage students in a tipic or as the basis of the who leaactivity.

This reaserch shows that using of English songs as a media to improve students' English pronounciation can help the students to solve their problems. The test result indicated that the students varied in their understanding. After second cycles, there was asignificant

improvement of students' pronounciation in every cycle. Based on calculation result after getting all of the treatment using English 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 using English Songs could improve students' pronounciation. So, this hypothesis was accepted.

B. Suggestion

After implementing English 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 useful for the reader, especially:

1. For the teacher

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

2. For the students

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

3. For the school

   This research was carried out in SMA Swasta Imelda Rantauprapat in the Academic Year of 2018/2019. The researcher concluded that students in this school have motivation in learning., but there are limited facilities such aslimited language laboratory. School should prepare and design the material based on the students need and their competence.

REFERENCES

Anas Syafei, *English Pronounciation: Theory and Practice* (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988)

A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1995)

Benhaz Darban, *On the Effect using Games, Song and Stories on Young Iranian EFL Learners' Achivement*, (University of Shiraz: 2012)

Catharina Aletta Horn, *English Second Language Learners: Using Music to Enhance the Listening Abilities of grade Ones*, (University of South Africa, 2007)

Dalton, *Management Principle and Management*, Farland, 1990.

Daniel Jones, *An Outline of English Phonetics*, (New York: Cambridge: University press, 1983)

David E, Mettzer, *The Relationship Between Matematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Lowa: Department of Physics and Astronomy, 2008)

David Nunan, *Practical English Language Teaching*, (North American : Mc Graw-Hill, 2003)

Genevieve, Tanggard, *Improving teaching and Learning a Systemic approach to intutional change,* (The News masses, 1936)

Geoffrey Broughton, *Teaching English as a Foreign Language* (USA: Routledge, 1980)

I.S.P., Nation & Jonathan Newton, *Teaching ESL/EFL, Listening and Speaking ESL/EFL Linguistics Profesional Saries,* (New York: Routledge, 2009)

Jack C. Richards, *Longman Dictionary of language Teaching and Applied Linguistics*, (London: Longman, 2001)

Journal of developmental & behavioral Padiatrics, *https*: // study. Com > academiy, retrieved on 29 November 2017, 08.40 o'clock.

Kunandar, *langkah Mudah Penelitian Tindakan kelas sebagai Pengembangan Profesi Guru,* (Jakarta: PT. Raja Grafindo Persada, 2012)

Michael Ashby and John Maidment, *Introducing Phonetic Science*, (Cambridge: Cambridge Univercity Press, 2005)

Michael J. Wallace, *Action Research for Language TeachingTeacher*, (USA: Cambridge University Press, 1998)

Mutiara Limbong*, Improving Students' Pronounciation through Drama, (IAIN Padangsidimpuan*, 2014)

Neil T.Millington, *Using Songs Effectively to Teach English to Young Learners*, (Japan: Ritsumeikan Asia Pasific University, 2011)

Observation result (SMA Swasta Imelda, on october 23th, 2017 at 09.30 a. m).

Penny, Ur, A Course in Language Teaching Practice and Theory, (Cambredge: Cambridge University Press, 2009)

Peter Roach, *English Phonetics and Phonology a practical Course Second,* (Cambridge: Cambridge University Press, 1991)

Petter Matthews*, The Concise Oxford Dictionary of Linguistic*, (New York: Oxford University Press, 1997)

Pohan, Desi Fatmala, *Improving Students' Vocabulary mastery through English Song,* (IAIN Padangsidimpuan, 2014)

Rochiati Wiratmajda, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005)

Shindunatha*, Membuka Depan Anak-anak Kita*, (Yogyakarta: Kanisius, 2000)

Sudjana*, Metode Statistika* ed. 6, (Bandung: tarsito, 2000)

Suyanto, *English for young Learners*, (Bumi Aksara: Jakarta, 2010)

Zainuddin*, English Pronounciation for Indonesian Students,* (Padang: PBSS University Padang, 2002)

CURRICULUM VIATE

A. Identity

Name	:	Siti Hawa Ritonga
Reg.Number	:	1420300137
Place/Birhtday	:	Pamonoran/Juli 06st, 1995
Sex	:	Famale
Religion	:	Islam
Address	:	Rantauprapat

B. Parents

Father's Name	:	Sutan Ritonga
Mother's Name	:	Sari Pohan

C. Educational Background

1.	Elementary school	:	SD Negeri 1 Pasar sayur Matinggi (2003)
2.	Junior High School	:	SMP Negeri Pasar Sayur matinggi (2010)
3.	Senior High School	:	SMA Swasta Imelda Rantauprapat (2014)
4.	Intitute	:	IAIN Padangsidimpuan

Appendix 1

LESSON PLAN (Cycle 1)

School name   : SMA Swasta Imelda Rantauparapat

Subject   : English

Skill/focus   : Listening and Speaking

Time Alltment   : 4 x 35 minutes

Theme   : All of Me

Media   : Song

Tehnique   : Record Method

Meeting   : 1 and 2

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

B. Basic Competence   : Understanding meaning simple intruction in the song about All of Me

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

D. Procedure Teaching Learning Activity

     1. Opening

         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. Basic

    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 reapet the teacher pronounciation

    e. The teacher does the pronounciation drills

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

3. Clossing

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

    b. Teacher records the students' pronounciation

    c. Teacher gives a test

    d. Teacher closs the material

E. Assesments:

Form   : Oral test

Technique   : individual performance

Aspect to be assessed   : Pronounciation

Scoring guidance

- Test item   : 20

- Score of each item   : 5

- Total score   : 25 x 4 = 100

F. Sources

1. Buku text

2. Internet; www.youtube.com

3. Song Script

4. Buku-buku yang relevan

5. Laptop

Padangsidimpuan, Agustus 2th 2018

English Teacher   Co-Teacher

Salmi Ritonga, S.Pd   Siti Hawa Ritonga

Nip.   Nim. 1420300137

A. n K. a SMA Swasta Imelda Rantauprapat
WKM KURIKULUM

Salmi Ritonga, S.Pd

Appendix II

Song lirycs in the First Cycle:

Listen this song carefully and then pronounce!

All of Me (by John Legend)

What would I do without
Your smart mouth
drawing me in, and you kicking me out
Got my head spinning, no kidding,

I cant' pin you down
What's going on in that beatiful mind
I'm on your megical mystery ride
And I'm so dizzy, don't know what hit me,

but I'll be alright
My head's under water
But I'm breathing fine
You're crazy and I'm out of my mind

Cause all of me Loves all of you
Love your corves and all your edges
All your perfect imperfection
Give your all to me

I'll give my all to you
You're my end and my beginning
Even when I lose I'M winning

Cause I give you all of me

And you give me all of you, oh
How many times do
I have to tell you
Event when you're crying you're beatiful too

The word is beating you down,
I'm around throungh every mood
you're my downfall, you're my muse
my worst distraction, my rhythm an blues
I can't stop singing, its ringinh, in my head for you.

LESSON PLAN (CYCLE II)

School name   : SMA Swasta Imelda Rantauparapat

Subject   : English

Skill/focus   : Listening and Speaking

Time Alltment   : 4 x 35 minutes

Theme   : Jar of Heart

Media   : Song

Tehnique   : Record Method

Meeting   : 3 and 4

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

B. Basic Competence   : Understanding meaning simple intruction in the song about friends

C. Indicator   : By the end of the lesson, students' should be able to pronounce English songs 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 opic

     d. Students answer the teachers' question

2. Modelling 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 togethre

     d. Teacher asks the students to sing the song together

     e. The students are ask to repeat the teacher pronounciation

     f. The teacher does the pronounciation drills

3. Join Contruction 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 group to identify the pronounce lirycs of song

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

4. Independent contruction of the text

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

b. Teacher records the students' pronounciation

c. Teacher reviews the material

d. Teacher ends the lesson

Scoring guidance

- Test item   : 20

- Score of each item   : 5

- Total score   : 25 x 4 = 100

D. Sources

1. Buku text

2. Internet; www.youtube.com

3. Song Script

4. Buku-buku yang relevan

5. Laptop

Padangsidimpuan, Agustus 2th 2018

English Teacher   Co-Teacher

Salmi ritonga, S.Pd   Siti Hawa Ritonga

Nip.   Nim. 1420300137

A.n K. a SMA Swasta Imelda Rantauprapat

WKM KURIKULUM

Salmi Ritonga, S.Pd.

Appendix IV

Song lyrics The second Cycle:

Listen this song Carrefully and then pronounce!

Jar of Hearts (By: Maddi Jane)

I know I can't take one

More step toward you

Cause all that's waiting is regret

Don't you know I'm not your ghost

Any more?

You lost the love I loved the most

I learned to live half alive

And now you want me one

More time

And who do you think you are

Running round leaving scars

Collecting your jar of hearts

And tearing love apart

Your gonna catch a cold

From the ice inside your soul

So dont come back for me

Who do you think you are

I hear you'er asking all around

If i'm anywhere to be found

But I have ground too strong

To ever fall back in your arms

I learned to live, half alive

And now you want me

One more time

And who do you think you are

Running round leaving scars

Collecting your jar of hearts

And tearing love apart

Dear, it too so long

Just to feel alright

Remember now to put

Back the light in my eyes

I wis I had missed the

First time that we kissed

Cause you broke all

Your promisses

And now your back

You don't get to get me back

And who do you think you are

Running round leaving scars

Collecting your jar of hearts

And tearing love apart

You're gonna catch a cold

From the ice inside you're soul

So don't come back for me

Don't came back at all

Don't came back at all

Who do you think you are

APPENDIX V

<div align="center">

OBSERVATION NOTE SHEET

TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

CLASROOM ACTION RESEARCH

</div>

Subject   **: English**

Class/semester   **: XI IPA/I**

Cycle   **: I**

No	Activities	Yes	No	Notes
1	**A. Opening**			
	1. Teacher says greating			
	2. Giving the motivation to the students			
	3. Explaning the purpose of the learning outcome			
	4. Explaining the steps teaching learning process by using English song			
2	**B. Implementation of Learning Material**			
	1. Connecting learning material to the students experiance by using english song			
	2. Explaning pronounciation material by using English song			
	3. Giving the suitable example in vocabulary maaterial			
	4. Motivating all students to participate in teaching process			

	and sets down its result on paper that is provided			
III	**C. Evaluation**			
	1. Asking the students to the test			
	2. The teacher records the students pronounciation to give appropriate with the lesson			
IV	**D. Closing**			
	1. Making conclution based on learning			
	2. Asking the students about pronounciation			
	3. Giving motivation to the students in order to aplay prediction media in pronounciation			
	4. Giving the impormation about pronounciation in the next meeting			

Rantauprapat, Agustus 05th 2018

Validator

<u>Salmi Ritonga, S.Pd</u>

Nip

APPENDIX VI

OBSERVATION NOTE SHEET
TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS
CLASROOM ACTION RESEARCH

Subject   : English

Class/semester : XI IPA/I

Cycle   : II

No	Activities	Yes	No	Notes
1	**E. Opening**			
	5. Teacher says greating			
	6. Giving the motivation to the students			
	7. Explaning the purpose of the learning outcome			
	8. Explaining the steps teaching learning process by using English song			
2	**F. Implementation of Learning Material**			
	5. Connecting learning material to the students experiance by using english song			
	6. Explaning pronounciation material by using English song			
	7. Giving the suitable example in vocabulary maaterial			
	8. Motivating all students to participate in teaching process and sets down its result on paper that is provided			
III	**G. Evaluation**			

	3. Asking the students to the test			
	4. The teacher records the students pronounciation to give appropriate with the lesson			
IV	**H. Closing**			
	5. Making conclution based on learning			
	6. Asking the students about pronounciation			
	7. Giving motivation to the students in order to aplay prediction media in pronounciation			
	8. Giving the impormation about pronounciation in the next meeting			

Rantauprapat, Agustus 05th 2018

Validator

Salmi Ritonga, S.Pd

Nip

APPENDIX VII

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

Subject : English

Class/semester : XI IPA/I

Cycle : Cycle 1

No	Students	Activities				
		Students who makes noisy in the classroom	Students who goes permission	Students who sleep in the class	Students who walks around	Students 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					
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 1 was not peaceful. 2 students (A3, A9) made a noisy in the classroom, 1 student (A16), sleep in the classroom 0 student, walk around and 1 students (A25) doesn't attend				

Padangsidimpuan,   2018

Teacher

Siti hawa Ritonga

Nim. 1420300137

APPENDIX VIII

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

Subject : English

Class/semester : XI IPA/I

Cycle : Cycle 2

No	Students	Activities				
		Students who makes noisy in the classroom	Students who goes permission	Students who sleep in the class	Students who walks around	Students 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					

No.						
19.	A19					
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 1 was not peaceful. 2 students (A3, A9) made a noisy in the classroom, 1 student (A16), sleep in the classroom 0 student, walk around and 1 students (A25) doesn't attend				

Padangsidimpuan,   2018

Teacher

Siti hawa Ritonga

Nim. 1420300137

APPENDIX IX

List of Interview

A. Interview to the Students
Jawablah pertanyaan-pertanyaan berikut ini dengan tanda silang (X) salah satu jawaban a,b,c, dan d!

1. Apakah anda menyukai lagu-lagu yang diberikan?
   a. Suka
   b. Tidak suka
   c. Sangat suka
   d. Cukup suka
2. Apakah kata-kata yang ada dalam lagu pernah anda dengar tetapi anda masih mengalami kesulitan untuk mengucapkannya?
   a. Kadang-kadang
   b. Tidak
   c. Sering
   d. Sangat sulit
3. Apakah lagu yang diberikan dapt memabantu anda memperbaiki pengucapan anda dalam bahasa inggris?
   a. Tidak membantu
   b. Cukup membantu
   c. Membantu
   d. Sangat membantu
4. Apakah kegiatan dalam menggunakan lagu ini menambah kesukaan anda dalam belajar bahasa ingggris?
   a. Tidak
   b. Kadang-kadang
   c. Sedikit membantu
   d. Sangat membantu
5. Apakah kegiatan pembelajaran bahasa inggris dengan menggunakan lagu perlu dilakukan secara terus-menerus?
   a. Tidak perlu
   b. Cukup perlu
   c. Perlu
   d. Sangat perlu

B. Interview to the Teacher

1. Apakah Ibu menggunakan media lagu bahasa inggris dalam mengajarkan pronounciation bahasa inggis?

   Answer: yes

2. Apakah metode yang telah Ibu gunakan didalam mengajar bahasa inggris?

   Asnwer:

   a. Do, look, and learnn (lakukan, perhatikan dan pelajari)

   b. 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?

   Asnwer: yes, because less of practice

5. Bagaimanakah cara Ibu agar murid bagus dalam mengucapkan kalimat bahasa inggris?

   Answer: Do the exercise continous

Rantauprapat, Agustus 10th 2018

English Teacher

Salmi Ritonga, S.Pd

DOCUMENTATIONS

Picture 1

Teacher give intruction

Picture 2

Researcher giving the pronounciation about English Song

Picture 3

Students listen the song

Picture 4

Sing a song one by one in front of class

Picture 3

Students Sing a song one by one in front of class

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1305 /In.14/E.4c/TL.00/08/2018
Hal : Izin Penelitian
Penyelesaian Skripsi.

14 Agustus 2018

Yth. Kepala SMA Swasta Imelda Rantauprapat
Kabupaten Labuhan Batu

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri
Padangsidimpuan menerangkan bahwa :

Nama : Siti Hawa Ritonga
NIM : 1420300137
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Pamonoran

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "**Improving Pronounciation by Using
English Songs at the Grade XI Studenys' of SMA Swasta Imelda Rantauprapat**".
Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd
NIP. 19800413 200604 1 002

SMAS IMELDA TANJUNG MEDAN
TERAKREDITASI "B"
Jln. Besar. Pd. Laut Sigabu Julu Kec. Bilah Barat (21451)
Telp. (0852) 7129 – 6237 E-mail : smaimelda3@gmail.com Fb. Smas Imelda
LABUHANBATU – SUMATERA UTARA
NPSN : 10261516

NSS : 302070707049

Nomor   : 442.1/112/SMAS_S IM/VIII/2018

Lampiran   : -

Perihal   : Izin Melakukan Riset

Yang bertanda tangan dibawah ini , Kepala Sekolah SMAS IMELDA Tanjung Medan , menerangkan dengan sebenarnya bahwa :

Nama   : Salmi Ritonga S.Pd.I

NIP   : -

Jabatan   : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama Mahasiswa   : Siti Hawa Ritonga

NIM   : 1420300137

Tempat/ Tanggal lahir   : Pamonoran, 12 Juli 1995

Tahun   : 2017-2018

Program studi   : Tadris Bahasa Inggris

Alamat   : Pijarkoling

Yang bersangkutan telah melakukan riset disekolah SMAS IMELDA Tanjung Medan, pada tanggal 05 Agustus 2018 s/d 02 September 2018. Dalam rangka melengkapi penyusunan skripsi yang berjudul:

"IMPROVING PRONOUNCIATION BY USING ENGLISH SONGS AT THE GRADE XI STUDENTS OF SMA SWASTA IMELDA RANTAU PRAPAT "

Demikian keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya .

Tanjung Medan, 02 Sept 2018

Kepala Sekolah

SALMI RITONGA S.Pd.I

Nomor	: 37 /In.14 /E.6a/PP.00.9/ 09 /2017	Padangsidimpuan, 14 September 2017
Sifat	: Biasa	
Lampiran	: -	
Perihal	: *Pengesahan Judul dan Pembimbing Skripsi*	

Kepada Yth Bapak/Ibu;

1. Dr. Fitriadi Lubis, M.Pd   (Pembimbing I)
2. Zainuddin, S.S., M.Hum.   (Pembimbing II)

Di-
Padangsidimpuan

Assalamu'Alaikum Wr. Wb

Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jur

Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. M

dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melak

penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut

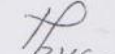| Nama	: Siti Hawa Ritonga
Nim	: 14 203 000137
Fak/ Jurusan	: Tarbiyah dan Ilmu Keguruan / TBI-3
Judul Skripsi	: IMPROVING PRONUNCIATION BY USING ENGLISH SONGS AT TI
	GRADE XI STUDENTS' OF SMA SWASTA IMELDA RANTAUPRAPA

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan
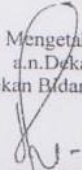
terima kasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

Ravendriani Fahmei Lubis, M.Ag.   **Fitri Rayani Siregar, M.Hum.**
NIP. 19710510 200003 2 001   NIP. 19820731 200912 2 004

Mengetahui
a.n.Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I   PEMBIMBING II