

**THE CORRELATION BETWEEN HABIT IN SINGING ENGLISH
SONG AND STUDENTS' PRONUNCIATION ABILITY
AT THE SECOND SEMESTER OF THE EIGHTH GRADE
OF MTs AL-ISHLAH SOUTH LAMPUNG IN
THE ACADEMIC YEAR OF 2017/2018**

**A Thesis
Submitted as a Partial Fulfillments of the Requirements for S1-Degree**

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LAMPUNG
2018**

ABSTRACT

THE CORRELATION BETWEEN HABIT IN SINGING ENGLISH SONG AND STUDENTS' PRONUNCIATION ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs AL-ISHLAH SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:
Neli Afifah

In this research focused on the correlation between habit in singing English song and students' pronunciation ability. The objective of the research was to know whether there was a correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018.

The research methodology used correlation research design. The population of the research was the students at the eighth of MTs Al-Ishlah South Lampung consisted of 36 students grouped in one class. The sample was chosen by doing saturated sampling technique. The sample of the research was taken 36 students. In collecting data, this research used questionnaire test consisted of 20 items for habit in singing English song and asked students one by one to pronounce word in isolation for pronunciation ability test.

After giving the test, this research analyzed the data using manual test to analyze the data. After doing the hypothesis and significant test, it was found that the value of coefficient $0.386 > 0.325$ or $r_{count} > r_{table}$ and $2.440 > 2.030$ or $t_{count} > t_{table}$. So, it can be concluded that there was correlation between habit in singing English song and students' pronunciation ability.

Keywords: *Correlation, Pronunciation Ability, Singing English Song, Habit.*



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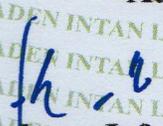
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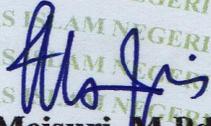
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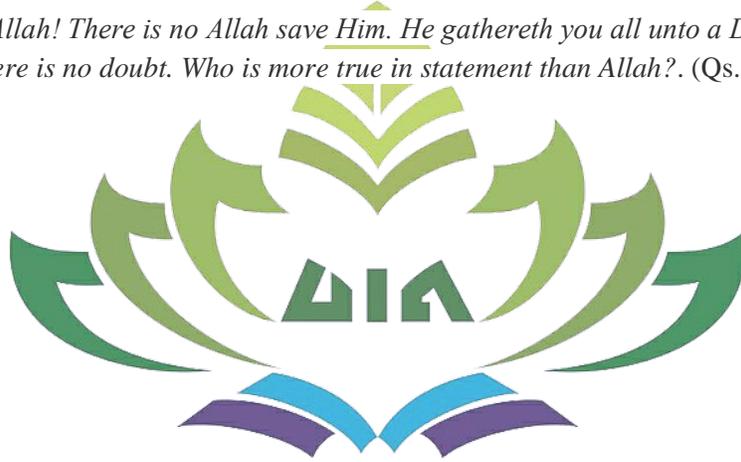

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MOTTO

اللَّهُ لَا إِلَهَ إِلَّا هُوَ لِيَجْمَعَنَّكُمْ إِلَى يَوْمِ الْقِيَامَةِ لَا رَيْبَ فِيهِ وَمَنْ
أَصْدَقُ مِنَ اللَّهِ حَدِيثًا

Meaning:

87. Say: "Allah! There is no Allah save Him. He gathereth you all unto a Day of Resurrection whereof there is no doubt. Who is more true in statement than Allah?". (Qs. An-Nisa: 87)¹



¹ Abdullah Yusuf Ali, *The meaning of Holy Al-Qur'an.*, (Maryland: Amma Publication, 1987), p. 70

DECLARATION

The researcher is a student with the following identity:

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I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

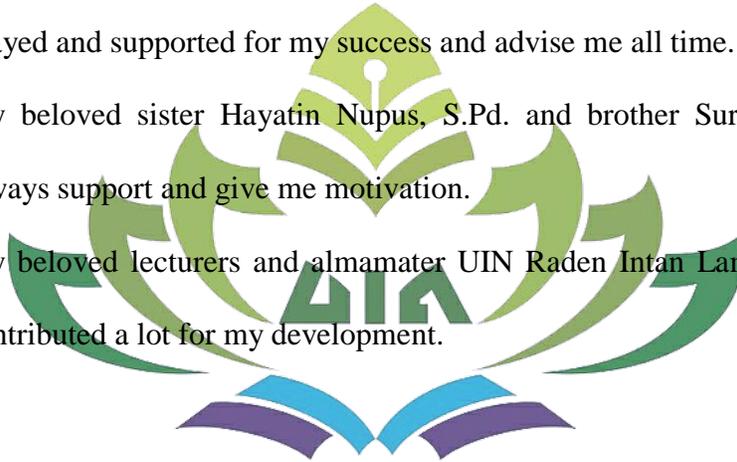
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DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Rojikin and Mrs. Lilis Setiasih who have already prayed and supported for my success and advise me all time.
3. My beloved sister Hayatin Nopus, S.Pd. and brother Suryono, S.Pd. who always support and give me motivation.
4. My beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The name of the researcher is Neli Afifah. She was born in Pringsewu on September 26th 1994. She is the second child of Mr. Rojikin and Mrs. Lilis Setiasih. She has a sister named is Hayatin Nopus, S.Pd. She lives on Desa Sinar Mulya, Kecamatan Banyumas Pringsewu.

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ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers. This thesis entitled “ The Correlation between Habit in Singing English Song and Students’ Pronunciation Ability at the Second Semester of the Eighth Grade of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the state islamic university (UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his staf, who has given and opportunity and for bearance to the researcher when on going the study until the accomplishment of this thesis.
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10. Lovely friend Riana Febrianti who support and always with me in al of condition.
11. All my best friends English Education 2013 batch, especially and good friends in class PBI who always give contribution to accomplish this thesis. especially students of class G who always cheer me up sincerely.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, August 2018

Declared by,



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CHAPTER I INTRODUCTION

A. Background of the Problem

English is an international language and the most widely spread medium of communication. Further, English can help many people to deliver ideas, opinions, messages and get information. English is a international language which is used by almost people in the world. One of the examples of the benefits are communicating with people abroad, businesses and the other. Based on the statement, it can be concluded that English is needed in our life. English plays an important role in international communication. Language is the set of the role, which is used as a tool of communication.¹ English is also the language of international air traffic control, and the chief language of world publishing, science and technology.² Allah the Almighty states in Holy Qur'an, Al- Kahfi (18): 93³

حَتَّىٰ إِذَا بَلَغَ بَيْنَ السَّدَّيْنِ وَجَدَ مِنْ دُونِهِمَا قَوْمًا لَا يَكَادُونَ يَفْقَهُونَ
قَوْلًا ۙ ٩٣

In this verse, Allah explain that human can not understand the language of others, because their language is very much different from other languages, and they also can not explain the meaning clearly because lack intelligence.

¹Sanggam Siahhan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu Press, 2008), p. 185

²Anna Wierzbicka, *English: Meaning and Culture*, (New York: University Press, 2006), p. 3

³Abdullah Yusuf Ali, *The meaning of Holy Al-Qur'an.*, (Maryland: Amma Publication, 1987), p. 789

In addition, as we know there are at least four skills in English, they are listening, speaking, reading, and writing. All of these skills should be mastered by the students and teachers. Nunan says that, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech.⁴ Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different context. It can also defined as an interactive process of making meaning that includes producing, receiving, and processing information.⁵ Haris states there are five components in speaking are follows:⁶ Pronunciation, Grammar, Vocabulary, Fluency, Comprehension. All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in good speak English.

Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language.⁷ It means that pronunciation is the way person utters a word or a language. Pronunciation is a production of speech for communication. In this case, pronunciation consists of organized sound that is produced by the air that gets through the organ of articulation. In order to master English as a foreign language, we should master in pronunciation.

⁴David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (New York: Phoenix Ltd, 1995), p. 593

⁵A. Bums & H. Joyce, *Focus on Speaking*, (Sydney: National Center for English Language Teaching and Research, 1997), p. 65

⁶David P. Haris, *Testing English as Second Language*, (New York: McGraw Hill Company, 1969), p. 83

⁷Adult Migrant English Program (AMEP) Research Centre, "Fact Sheet-What is Pronunciation?", (2001), p. 01 at www.ameprc.mq.edu.au/docs/fact_sheets/01

The sound of two languages may be similar but they are not quite the same. According to Broughton, the teacher must understand the way the sounds of English are systematically used within the sound structure of English, not in order to explain this to the students, but rather so that he can clarify his own objectives in pronunciation teaching.⁸

Based on the theory, the researcher assumes that pronunciation is very important because pronunciation is one of element of speaking. Good pronunciation can help the students to improve the skills for communication competence in form international level. Pronunciation in language learning comprises the production and the perception of significant sound of a particular language in order to achieve meaning in context of language use.

In Indonesia situation where English is a foreign language, the role of teachers as a model is very prominent. Spoken language begins by sound. Therefore, in English Language teaching, attention should be paid in teaching of pronunciation throught out all stage. According to Chan in Bahri (2011), pronunciation is usually presented by a quick run through the alphabet to illustrate the characteristic sound which other. In this case, pronunciation consists of organized sounds that are produced by the air that

⁸ Geoffrey Broughton, *et.al*, *Teaching English as a Foreign Language*, (Routledge: University of London Institute of Education, 2003), p. 50

get through the organ of articulation.⁹It means, pronunciation through the alphabet to illustrated the characteristic of sound. The purpose of teaching pronunciation is to develop ability and good pronunciation and to know the students ability.

Indonesian students are also not familiar with English word because they rarely find it in their daily speaking. The students are confused and they often pronounce English in same pronouncing bahasa Indonesia. The other problems of the students are lazy to practice pronouncing English word. Beside the environment does not support, the ignorance of students about the way how to learn pronunciation become factors which make students lazy.



Based on the preliminary research by giving questionnaire to the students at the second Semester of Eighth Grade of MTs Al-Ishlah South Lampung. There are various factors that may become to reason of the failure in teaching pronunciation. For example the students are lazy to practice pronouncing English words. By interviewing to the English teacher of school Miss Suhartini. A. Md, the researcher found that student's pronunciation ability is still low. They have a problem with their pronunciation ability because they have low motivation in practice pronunciation. So they are lazy to practice pronouncing word. It automatically influences their achievement in English score. Based on the practice English score the students' pronunciation ability score can be seen in the following table:

⁹Saipul Bahri, "The Use of Tongue Twister Towards Students Pronunciation Ability", (S1 Thesis IAIN Lampung, Bandar Lampung, (Unpublished, 2011), p. 4, quote Chan, *The Book of Pronunciation* (New York: Delta Publisher, 2000), p. 4

Table 1
Students' Score of Pronunciation Ability at the Second Semester of Eighth Grade of MTs Al-Ishlah South Lampung

No	Score	The Number of Students	Percentages
1	≥ 70	16	55.56 %
2	< 70	20	44.44 %
Total		36	100 %

Source: dokument of students' score for Pronunciation Ability at the second semester of eighthgrade students of Mts Al-Ishlah South Lampung.

Based on the table above, the total number of students at the eighth grade of MTs Al-Ishlah South Lampung is 36, and the students' pronunciation ability in MTs Al-Ishlah South Lampung is still low. It can be seen that achievement from students is still yet optimal, that are 55.56 % students quality from criteria of minimum mastery (KKM) score, while 44.44% of them is not yet complete. The KKM score is 70, it can be seen that many students are weak in pronunciation ability.

Besides interviewing the English teacher, the researcher also interviewed some students of the eighth grade of MTs Al-Ishlah South Lampung. As a result of interview to English teacher, it is known that students find some difficulties in pronouncing English word. Because the learning condition is unpleasant and less attractive, students' become unmotivated to learn pronunciation.

There are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation.¹⁰ Therefore student interest in English songs can lead them to sing English songs more often, and more repetition in an activity might form habit. A student who likes singing English songs usually will listen and practice to sing to those songs again and again. By doing so, the habit in singing English songs will form in her/himself. If they find some difficult words they will ask other persons who have good English or they can open the dictionary and find the meaning by themselves. The kind of activities will help them improving their English. Even when they only sing the song, the habit in singing English song could help their lips and mouths to pronounce English words.

Covey states that habit is the intersection of knowledge, skill, and desire. Knowledge is the theoretical paradigm, to do and the why. Skill is the way how to do. And desire is the motivation, the want to do.¹¹ Carter says that habit is an action practiced continuously until it becomes a patterned behavior, and it is usually performed without conformed unconsciously because practice has become familiar and easy.¹² Habit is needed to improve students' pronunciation ability. In other way, the students can practice their pronunciations by singing English song in their habits. It will make students enjoy and fun in practicing their pronunciation. The researcher

¹⁰Riswanto & Haryanto. E, "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia. International Journal of Humanities and Social Science". Vol. 2 No. 21; November 2012, pp. 82 http://www.ijhssnet.com/journals/Vol_2_No_21_November_2012/10.pdf

¹¹Stephent. R. Covey, *The Seven Habits of Highly Effective People: Powerful Lesson in Personal Change*, (New York: Simon and Schuster, 1989), p. 22

¹²Good. V. Carter, *Dictionary of Education*, (New York: McGraw Hill Book, 1973), p. 247

was interested to find out a correlation between habit in singing English song and students' pronunciation ability.

Another research in this matter was conducted Yulianto in his thesis entitled "A Correlational Study between Habit in Singing and Listening to English Songs, Vocabulary Mastery, and Speaking Skill of the Eleventh Grade Students of SMKN 3 Surakarta in the Academic year 2009/2010".¹³ This research is published by University of Surakarta. The result of the research is $r_{\text{observed}} 0.848 > r_{\text{table}} 0.344$ or 0.442 . it also has been conduct by Siswanto in State Islam College of JuraiSiwo Metro with the title, "The Influence of Songs toward Students' Pronunciation Ability at the Tenth Class of SMA Kartikatama Metro in the Academic Year of 2008/2010".¹⁴ The result of the research shows that $t_o=71.53 > t_{\text{table}} 2.010 > t_{s_{0.01}} 2.000$, so H_0 is rejected and H_a is accepted. It means that there is significant influence of songs toward students' pronunciation ability. The other research was conducted KanlayaneePimwan with the title, "The Effect of Teaching Pronunciation through Song of Prathomsuksa 4 Students at Watrachaphatigaram School".¹⁵ This research

¹³Yulianto, *A Correlational Study between Habit in Singing and Listening to English Songs, Vocabulary Mastery, and Speaking Skill of the Eleventh Grade Students of SMKN 3 Surakarta*, Published, Surakarta, SebelasMaret University, 2010. <https://eprints.uns.ac.id/6230/>

¹⁴Siswanto, *The Influence of Songs toward Students' Pronunciation Ability at the Tenth Class of SMA Kartikatama Metro*, Unpublished, South Lampung, State Islam College of JuraiSiwo Metro, 2010.

¹⁵KanlayaneePimvan, *The Effect of Teaching Pronunciation through Song of Prathomsuksa 4 Students at Watrachaphatigaram School*, Published, Bangkok, Srinakharinwirot University Bangkok, 2012. [http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan\(M.A.\)/Kanlayanee_P.](http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan(M.A.)/Kanlayanee_P.)

published by Srinakharinwirot University Bangkok with the result the student was enhanced after learning pronunciation through song. It approved with significantly different at level of 0.01. The mean score of pre test was 13 with standard deviation 2.62. The mean score of the pos test was 24.77 with standard deviation 4.94.

However, there are differences between researcher research and the previous related research. The difference is put on the dependent variable and the subject who used. The difference also exists on the focus of the research. In the previous related research, the researchers using many variables and looking for the influence whereas in this research, the researcher was conducted a research entitled: The Correlation between Habit in Singing English Song and Students' Pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018.

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problem as follows:

1. The students' pronunciation ability is still low.
2. The students have problem in Pronunciation.
3. The students are lazy to practice pronouncing English words.
4. The students are not accustomed singing English song in their habit.

C. Limitation of the Problem

Based on the identification above, the researcher limits this study to correlation between habit in singing English song and students' pronunciation ability especially in pronounce word in isolation at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018.

D. Formulation of the Problem

In this research, the formulation of the problem: Is there a correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018.

E. Objective of the Research

The objective of the researcher was to find out whether there was a correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018.

F. Use of the Research

The uses of the research are as follows :

1. Theoretically

This research hopefully provide more theories for further research in correlation between habit in singing English song and students' pronunciation ability, especially in pronounce word in isolation.

2. Practically

a. For the teachers

The result of this research can give information for the teachers about the correlation between habit in singing English song and students' pronunciation ability.

b. For the students

The result of this research can motivate the students in learning English especially in pronunciation ability.

c. For the researchers

The finding of the research can be useful as the source of their reference and it is also useful to inform the readers about the correlation between habit in singing English dong and students' pronunciation ability.

G. Scope of the Research

1. Subject of the research

The subject of this research is the eighth grade students' of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018.

2. Object of the research

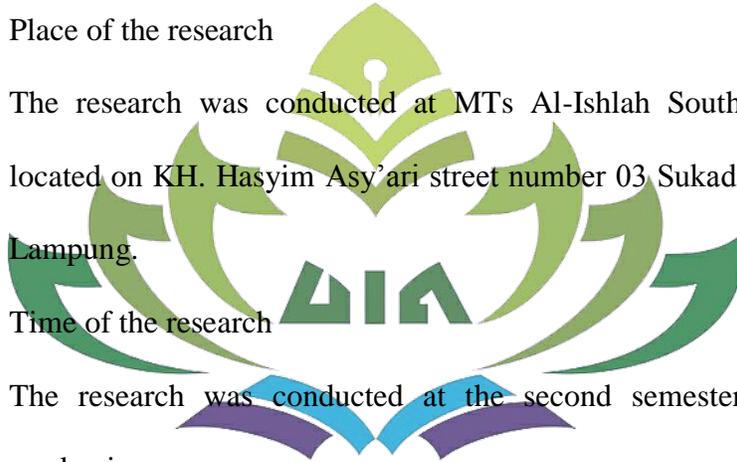
The object of this research is the correlation between habit in singing English song and students' pronunciation ability.

3. Place of the research

The research was conducted at MTs Al-Ishlah South Lampung. It is located on KH. Hasyim Asy'ari street number 03 Sukadamai Natar South Lampung.

4. Time of the research

The research was conducted at the second semester of 2017/2018 academic year.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

English is the first foreign language in Indonesia and it has been taught starting from the Junior High School up to the Senior School. English must be taught in order that the learners are able to compete in this global era. There are four skills in English that the students must master, they are listening, speaking, reading, and writing.¹ And the purpose of teaching learning process is to develop the skills above. But in fact, most students who learn English do not use English for daily communication but they only use English when they have English class because English is not their mother tongue.

One factor that influences the successes in teaching and learning English are teachers. Teachers should be able to make the students understand about the lesson. They have to find the way how to make the students enjoy the lesson. The students can easily lose their spirit and willingness to study if the teachers are uninteresting.

Harmer states, one of main task for teacher is to provoke interest and involvement in the subject even when the student are not initially interested in it. It is by their choice of topic, activity and linguistics content that they may be able to turn a class around. It is by class attitude by their participation, they conscientiousness, their humor and

¹Jeremy Harmer, *The Practice of English Language Teaching*(4th Ed), (London: Longman, 2007), p. 265

their seriousness that they may influence the students. It is by their own behavior and enthusiasm that they may inspire².

According to the statements above, the researcher assumes that teaching is the process of transferring the teacher's knowledge to the students in order to make the students understand the lesson. It is clearly stated that the teacher should be creative in teaching, so the students will not lose their spirit in learning.

B. Concept of Pronunciation Ability

Dalton says that pronunciation is the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use.³ In other words, pronunciation is the way to sound languages so that meaningful.

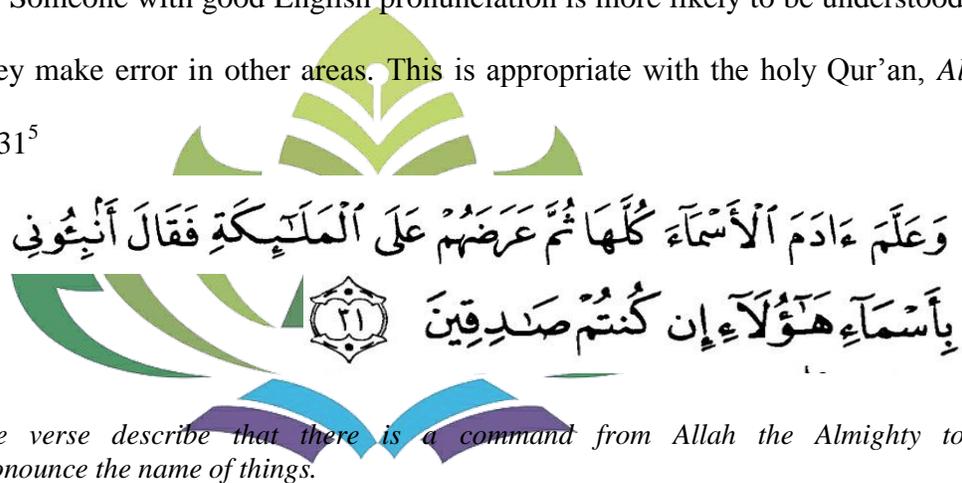
Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in

²Jeremy Harmer, *How to teach English*. (London: Longman limited, 2007), p.28

³E Dalton, *Teaching Pronunciation*, (London: Longman Group Ltd, 1989), p. 3

its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.⁴

Based on the explanation above, it can be inferred that pronunciation is the ability of speaker to pronounce word or sentence in order to make listener understand clearly what speaker said. In other word pronunciation is the way person utters a word or a language. The way we speak also conveys something about ourselves to the people around us. Someone with good English pronunciation is more likely to be understood even if they make error in other areas. This is appropriate with the holy Qur'an, *Al Baqarah*: 31⁵



وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The verse describe that there is a command from Allah the Almighty to pronounce the name of things.

There are six basic components of pronunciation which include intonation, stress and rhythm, vowel and consonant, initial sounds and final sounds, and voiced and voiceless sounds.⁶

⁴ David Nunan, *Practical English Language Learning Teaching*, (New York: McGraw Hill, 2003), p. 112

⁵ Abdullah Yusuf Ali, *The meaning of Holy Al-Qur'an.*, (Maryland: Amma Publication, 1987), p. 6

⁶ Celce-Murcia, M, *Teaching Pronunciation*, (New York: Cambridge University Press, 1987), p. 8

1. Intonation

Intonation is rise and fall of voice in speaking. In other hand intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. Intonation conveys and performs grammatical function in sentence. Intonation in English also conveys involvement in a conversation, as well as the desire to take part or not take part in conversation.

2. Stress and rhythm

The second area of importance is stress. Where emphasis is placed in words and sentences, the stress syllable is the part of a word or phrase which has the greatest emphasis because the speaker increase the volume or changes the pitch of their voice when saying the syllable like ‘important’, ‘complain’, ‘medicine’ etc. stress can fall on the first, middle or last syllables of words, as is shown here:

Table2
The Example for Stress

Ooo	oOo	ooO
SYLlabus SUBStitute TECHnical	enGAGEment baNana phoNETic	Usherette Kangaroo underSTAND

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group are stressed on the second syllable, and those in the third group are stressed on the third syllable.⁷ If students are first made aware of stress, and then

⁷ Gerald Kelly, *How to Teach Pronunciation*, (New York: Pearson Education Limited, 2000), pp. 66-67

given practice in identifying stressed syllables, they will be better able to work towards using it appropriately when speaking.

3. Vowels

A vowel are sounds in spoken language that is characterized by an open configuration of the vocal tract so that there is no build-up of air pressure above the glottis. Vowel sounds are produced by air from the lungs which vibrate when the air in the mouth is not blocked. There are five vowels in English (a, e, I, o, u) which compose the different vowel sound and are made by lowering the jaw and by changing the position of tongue.

A vowel sound is a speech sound produced without significant constriction of the air following through the mount. According to Jones, Vowel sounds is some of continuous voiced sounds produced without obstruction in the mouth are what may be called ‘pure musical sounds’ unaccompanied by any frictional noise.⁸ Similarly, Ogden says the vowel sounds are syllabic sound made with free passage of air down of midline of the vocal track and without friction.⁹

According to Jones, the qualities of vowels depend upon the position of the tongue and lips. It is convenient to classify them according to the position of the main part of the tongue, they are:

⁸ Daniel Jones, *The Pronunciation of English*, (London: Cambridge University Press, 1958), p.12

⁹ Richard Ogden, *An Introduction of English Phonetics*, (Edinburgh: Endinburgh University Press, 2009), p. 56

1. Front Vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate, example i:in fi:d (feed)
2. Back vowels, in the production of which 'back' of the tongue is raised in the direction of the soft palate, example u: in fu:d (food)
3. Central vowels, vowel intermediate between front and back, example /ɜ:/ in /bɜ:d/ bird.
4. Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
5. Open vowels, when the tongue is held as low as possible as in /a:/ in /fa: ðə / father.

4. Consonant

Consonant are formed by interrupting, restricting or diverting the air flow in a variety of ways. There are three ways of describing the consonant sounds:¹⁰

- a. The manner of articulation refers to the interaction between the various articulators and the airstream. For example, with plosive sound sounds, the articulators act in such a way that the air is temporarily trapped, and then suddenly released.

¹⁰Ramelan, *English Phonetic*. (Semarang: UNNES Press, 2003), p. 12

- b. The place of articulation give more information about what the various articulators actually do. The example term ‘bilabial, for example, indicates that both lips are used to form a closer.
- c. The force of articulation, the following terms are used: fort is or strong, and lenis or weak.

The English consonants consist of twenty-four. Those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/. It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English.

In pronunciation we have to paying attention to the indicators of pronunciation. According to Djiwandono in Herman, there are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-like.¹¹

1. Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
2. Fluency is as a whole of text can be pronounced fluently.
3. Accuracy is words and parts of text are pronounced accurately.
4. Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

¹¹Herman, “Students’ Difficulties in Pronouncing the English Labiodental Sounds.*International Journal of Communication and Linguistics Studies*”. Vol. 2, No. 1 October 2016, (Pematangsiantar: University of HKBP Nommensen Indonesia, 2016), pp. 1-5<http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=357&doi=10.11648/j.cls.20160201.11>

C. Assessing Pronunciation

Assessment is a long process of establishing student's outcome, ensuring that student has sufficient opportunities to achieve those outcome, systematically gathering, analyzing, and interpreting students to determine how well their learning in teacher's expectation, using the information to understand and improve student learning.¹²

According to Broughton, etc the structure of the sound system involves not only the vowels and consonants, the segmental features, but also stress and intonation, the supra-segmental features". Its mean that Pronunciation consists of segmental and supra or non segmental features or phonemes. Segmental phonemes consist of vowels and consonants. Non segmental phonemes consist of stress, pitch, intonation, and juncture.¹³

Gilbert states that there is a focus word – the most important word in the thought group. Within the focus word, one syllable is given the main stress. That syllable functions as the peak of information within the thought group. It is sometimes called the nucleus, or the peak. The sounds in this syllable must be clear and easily recognized, because this is the center of meaning of the thought group. All

¹² Linda, Suskie and Banta, *Assessing Students Learning: A Common Sense Guide*. (United State of America: Josey Bass a Wiley Imprint, 2009), p. 4

¹³Broughton, Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*. (New York: Routledge, 1980), p. 52

the processes of spoken English work together to make this syllable easy for the listener to notice and recognize.¹⁴

Based on the theories, there are many aspects in assessing pronunciation. They are vowel, consonant, stress, intonation, pitch and juncture. However, some of aspects above not happen in assessing pronunciation in this research, because they only use in normal speech whereas the way how to assess pronunciation in this research is only word by word separately in a sentence. The aspects which will not use in the research are pitch, intonation, and juncture. Because in this research the researcher only ask students to pronounce word in isolation, the researcher only focuses on stress, vowel, and consonant aspects in assessing pronunciation. Aspects like pitch, intonation and juncture not happen in this research. It only happens in natural setting. According to Suraprana, in the previous chapter to get the good pronunciation, it can be measured by some aspects such in table 3. The formula is:

$$\text{Score} = \frac{\sum B}{N} \times 100$$

Notes :

$\sum B$: Total of the test which is correct

N : Total of the test.¹⁵

Based on this oral rating sheet, there are three aspects to be considered: stress, vowels and consonant.

¹⁴Gilbert and B. Judy, *Teaching Pronunciation Using the Prosody Pyramid*. (New York: Cambridge University Press, 2008), p. 10

¹⁵Sumarna Suraprana, *Panduan Penulisan Tes Tertulis Implementasi Kurikulum*, (Jakarta: Rosda, 2004), p. 176

Table 3
The Rating Sheet Score of Students' Pronunciation Ability

No	Aspect	Rating Score	Comment
1	Stress	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistake and disturb the meaning
		2	Many mistake with the result that hard understanding
		1	Too much mistakes until the words harder understanding
2	Vowels	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistake and disturb the meaning
		2	Many mistake with the result that hard understanding
		1	Too much mistakes until the words harder understanding
3	Consonant	5	Almost complete
		4	There is a mistake but do not disturb the meaning
		3	There are some mistake and disturb the meaning
		2	Many mistake with the result that hard understanding
		1	Too much mistakes until the words harder understanding

Source: H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: University Press; 2004), p. 172-173

Criteria of the score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor.

In this research, to help researcher in assessing pronunciation the researcher uses electronic Cambridge advanced Learner Dictionary as barometer. The dictionary has reference more than 170.000 words, phrase and example to explain. This dictionary

also consists of British and American English. The sound how to pronounce word is also exists in this dictionary. Base on that explanation and suggestion from advisor so that the researcher decides to use the dictionary as reference in assessing students' English pronunciation.

D. Concept of Songs

Song is a musical composition and contains vocal parts that are performed with the human voice and generally feature words or lyric, commonly accompanied by other musical instrument. Griffie stated that song expresses the feelings or reflects the experience of the composer through the use the word and rhythm. Songs may also be instrumental in helping students to teaching pronunciation. Songs can be broadly divided into many different forms. There are: art songs, popular songs and folk songs.¹⁶

1. Art Songs

Art song are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author(s) and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

¹⁶T. D. Griffie, *Songs in Action*, (Hertfordshire: Phoenix, 1995), p.5

2. Folk songs

Folk songs are songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk songs exist in almost every culture.

3. Popular songs

Modern popular songs are typically distributed as recordings, and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs may be called pop songs for short, although pop songs or pop music may instead be considered a more commercially popular genre of popular music as a whole. English songs, therefore, is groups of English words performed in rhythms called music.

According to Harmer, songs are powerful stimulus for students' engagement precisely because songs speaks directly to people's emotions while still allowing people to use their brains to analyze them and their effects.¹⁷

From the explanation above, it can be said that song can change the atmosphere in a classroom and prepare the students for a new activity. Song can amuse and entertain, and also make good connection between the world of leisure and the world of learning.

E. Habit in Singing English Songs

Singing is one form of typical communication. Therefore, singing is implemented in this study as a strategy to enhance the ability to speak.¹⁸ A person who is singing is called a singer or vocalist. Singers perform music known as songs that can either be sung *a cappella* (without accompaniment) or accompanied by musicians and instruments. Nearly anyone who can speak can sing, since in many respects singing is merely a form of sustained speech. It can be informal and just for pleasure, for example, singing in the shower or karaoke; or it can be very formal, such as singing done professionally as a performance or in a recording studio.

According to Stevens, singing is participatory activity that has been evident in Australian schools since colonial times. Historically, singing has been an activity

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge: Longman-elt, 2001), p. 242

¹⁸Lidya. Ndaru. Kristyana, "Singing as a Strategy to Enhance the Ability to Speak for Early Childhood". *Journal of Arts Research and Education*. Vol.14, No. 2. November, 2014, (Semarang: Departemen of Music, Universitas Negeri Semarang, Kampus Sekaran, Indonesia, 2014), pp. 123-130.

associated with musical learning.¹⁹ A Song is a short piece in one concise movement for the medium of solo voice and piano.²⁰ According to Parto, a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions.²¹

Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there are usually several lines of the song, which are repeated twice, or more what a so called “refrain” when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

Covey states that habit is the intersection of knowledge, skill, and desire. Knowledge is the theoretical paradigm, the to do and the why. Skill is the how to do. And desire is the motivation, the want to do.²² Carter says that habit is an act, movement, or pattern of behavior that through practice has become easy and familiar, and is performed without conscious thought, hesitancy, or construction. Habit is a repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. After wards, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related with hobby,

¹⁹S. R. Stevens, *Music in State-Supported Education in NSW & Victoria 1848-1920*, (Melbourne: University of Melbourne, 1978).

²⁰Simms. R. Bryan, *The Art of Music An Introduction*, (London: Harper Collins College Publishers, 1993), p. 29

²¹ S. Parto, *Seni Music Barat dan Sumber Daya Manusia*, (Yogyakarta: Penerbit Pustaka Belajar, 1996), p. 99

²² R. Stephent. Covey, *The Seven Habits of Highly Effective People: Powerful Lesson in Personal Change*, (New York: Simon and Schuster, 1989), p. 22

talent, favorite activity or personal preference continuously, though it is done unconsciously.²³

Habit is habituated routines of behavior that are repeated regularly, tend to occur subconsciously, without directly thinking consciously about them. Habitual behavior sometimes goes unnoticed in persons exhibiting them, because it is often unnecessary to engage in self-analysis when undertaking in routine tasks. This is appropriate with the holy Qur'an, *An-Nahl* : 92²⁴



And do not be like she who untwisted her spun thread after it was strong [by] taking your oaths as [means of] deceit between you because one community is more plentiful [in number or wealth] than another community. Allah only tries you thereby. And He will surely make clear to you on the Day of Resurrection that over which you used to differ.(QS. An-Nahl : 92)

Habit in singing English songs is an activity by practicing singing English songs continuously. So, the student can practice to sing everyday, everytime and everywhere they want. It makes them will be fun and enjoy when they practice singing song.

²³Good Carter, *Dictionary of Education*, (New York: McGraw Hill Book, 1973), p. 247

²⁴Abdullah Yusuf Ali, *The meaning of Holy Al-Qur'an.*, (Maryland: Amma Publication, 1987), p. 809

Furthermore, while students sing English songs, they practice their pronunciation at once. According to Murphey there are three indicators of the Habit of Listening and Singing English Songs:²⁵

1. Repetitive action
2. Attention
3. Getting the meaning

From the definition above the researcher concluded that singing English songs habit is repetitive action of producing English words and music with their voice, paying attention and trying to get the pronounce groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced.

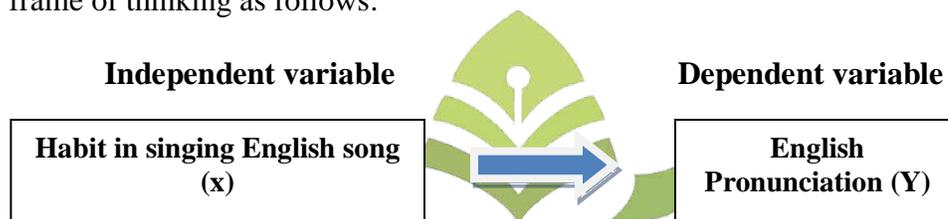
F. Frame of Thinking

Teaching and learning English is the process to help the students to master English both spoken and written. In mastering English the students should understand the component and skill in English. Component and skills of language are very important to be taught by the teacher and to be learnt by the students to increase their ability in language. One of the languagescomponent is pronunciation. Pronunciation is the ability of speaker to pronounce word or sentence in order to make listener understand clearly what speaker said. In other word pronunciation is the way person utters a

²⁵ T. Murphey, *Music and Song*, (New York: Oxford University Press, 1992), P. 14

word or a language. The students are lazy to practice pronouncing English words. They are not motivated to learn English.

Habit in singing English song needs to improve students' pronunciation ability. It was make students enjoy and fun in practicing their pronunciation. Based on the theory review and preliminary research, the researcher assumes that habit in singing English song has correlation with English pronunciation. Then, the researcher tries to make frame of thinking as follows:



G. Hypothesis

Based on the theories and assumption above, the researcher proposed the hypotheses as follows:

1. Alternative Hypothesis (H_a): There is correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung.
2. Null Hypothesis (H_0): There is no correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung.

CHAPTER III RESEARCH DESIGN

A. Research Design

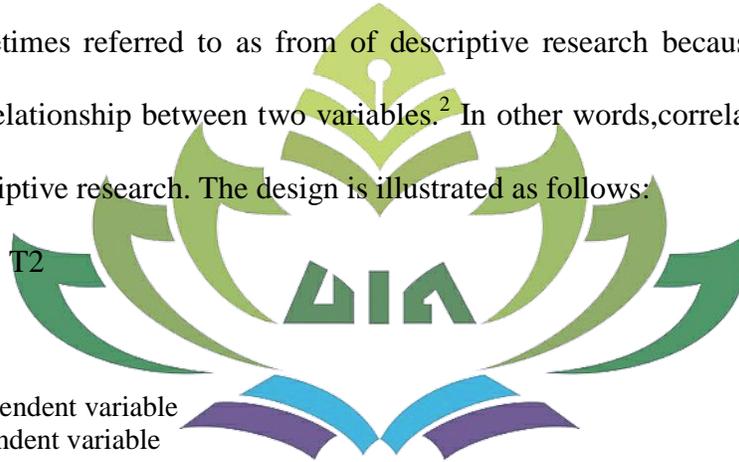
In this research, the researcher employed correlation research. Correlation research is a quantitative method designed to show the relationships between two or more variables.¹ It means that correlational research is one research designed that show the relationship of variables. According to Fraenkel and Wallen, correlational research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two variables.² In other words, correlational research is also descriptive research. The design is illustrated as follows:

T1 T2

Where:

T1 = Independent variable

T2 = Dependent variable



The symbol T1 is an instrument of measure to obtain the data from the first variable and T2 is an instrument to the data the second variable. So there are three possible relationships between data from T1 and T2. The first possibility, the first variable affects the second variable. The second possibility, the second variable affects the first variable. The third possibility, there are variables that the unidentified

¹Marguerite G. Lodico, Dean T. Spaulding and Katherine H. Voegtler, *Methods in Educational Research: From Theory and Practice*, (San Francisco: Jossey-Bass, 2006), p. 14

²Jack R. Fraenkel and Norman E. Wallen, *How To Design and Evaluate Research In Education*, (New York: McGraw-Hill Book Co, 1993), p. 328

affect first and second variable.³It means that between the first and second variable have a relationship that affects both variables. Therefore, the research was focused on whether there is any correlation between habit in singing English song and students' pronunciation ability or not.

B. The Variable of the Research

Variable is characteristic or attribute of an individual or an organization that (a) researchers can measure or observe (b) varies among individuals or organizations studied. It means that variable is everything that can be observed and learned by researchers. Then, Fraenkel *et al* classified the variables into two categories. Namely: Independent variable and dependent variable.⁴

In this research, there were two variables, namely:

1. The independent variable is Habit in Singing English Songs (X)
2. The dependent variable is Pronunciation Ability (Y)

C. Population, Sample and Sampling Technique

1. Population

2. A population is the large groups to which one hopes to apply the result.⁵ It means that population is all of the total number of research subject. In this research, the population was taken from all the students of MTs Al-Ishlah South Lampung at

³Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 145

⁴Fraenkel, J. R, *Op. Cit.* p.42

⁵Jack and Norman *Op.Cit.*, p. 90

the second semester of the Eighth Grade in 2017/2018 Academic Year. The number of population is 36 students in the eighth grade. It can be seen in the table below:

Table 4
The table of population based on the number and gender at the second Semester of Eighth Grade of MTs Al-Ishlah South Lampung in the academic year of 2017/2018

Class	Gender		Total
	Female	Male	
VIII A	26	10	36
Total			36

Source: the data of total students at the second semester of eighth grade of MTs Al-Ishlah South Lampung in the academic year of 2017/2018.

3. Sample

Arikunto said that sample is part of population research.⁶ There is 1 class of the eighth class consisting of 36 students. The sample of this research is students at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the academic year of 2017/2018.

4. Sampling Technique

In this research, the researcher used saturated sampling technique where is all of population become sample. According to Sugiyono, saturated sampling or the census is a technique of the determination of the sample when all members of the population

⁶Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 131

is used as the sample. Another term of saturated sampling is the census.⁷Based on the definition, it can be known that the saturated sampling or the census technique is the determination of the sample using all members of the population. In this research because of the number of population a little (limited) so it is not possible to use the sample so that the researcher took the number of sample same with the population with total 36 students. Arikunto stated, if the subjects are less than 100 people, all subjects are used but if the subjects are more than 100 people, the subjects are used just 10–15% or 20-25% more.⁸ Total numbers of students at the second semester of the eighth grade of MTs Al-Ishlah are 36 students then the researcher took all students at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the academic year of 2017/2018 as the sample.

D. Data Collecting Technique

To collect data in this research the researcher used steps as follows:

1. Giving questionnaire

The researcher gave questionnaire to get more information and to get data from students about their habit in singing English song. From this result the researcher knew which are they like or dislike English song and how often they sing them.

⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p. 85

⁸Suharsimi Arikunto, *Op.Cit*, p. 134

2. Conducting pronunciation test

In this research, the pronunciation test was conducted after the researcher got data of students' habit in singing English song. The way how to conduct the test was by asking students one by one to pronounce word in isolation in front of class. By recording students' pronunciation and check it later carefully.

E. Research Instrument

1. Instrument of Students' English Pronunciation

a. Conceptual Definition

Pronunciation is the ability of speakers to pronounce some words or sentences in order to make listener understand clearly what speakers said. In another word, pronunciation is really important in speaking because the message of speakers was delivered clearly when the speakers speak using good pronunciation.

b. Operational Definition

Pronunciation is scored by asking the students one by one to pronounce the word orally in isolation. The test consists of four aspects, they are verb, noun, adjective, and adverb. The test consists of 20 words which has to be pronounced. I chose 20 words from the song because 20 words contain in four aspects, they were verb, noun, adjective, and adverb. Most of the words were taken from English song "I Have A Dream" by Westlife. I chose this song because it has a good meaning.

c. Specification of Research Instrument

Because this research focuses in pronouncing the words in isolation, the researcher focused on three aspects of scoring pronunciation, they were stress, vowel and consonant. The explanation of pronunciation instrument was described in the table below.⁹

Table 5
Table assessing pronunciation lattice

Task	Aspect	Indicator	Score
Pronounce words in isolation.	Stress	Students are able to harden and soften sound when pronouncing the word	40
	Vowels	Students are able to imitate vowels words from electronic Cambridge Advance Dictionary correctly	30
	Consonant	Students are able to imitate consonants words from electronic Cambridge Advance Dictionary correctly	30

⁹Marianne. Celce-Murcia, *Teaching Pronunciation*, (New York: Cambridge University Press, 1987), p. 8

2. Students' Habit in Singing English Song

a. Conceptual Definition

Habit is something which usually people do is students' action. Singing is the act to make musical sound with the voice in form of song or tune. So, students' habit in singing English song is the act of students to sing the song, which the language is English, continuously.

b. Operational Definition

In this research the researcher used the questionnaire to know students' level of habit in singing English song. The researcher used a close questionnaire, because close questionnaire can clarify information quickly and concisely and focus the speaker on the relevant facts and issues. The questionnaire is a multiple choice form and consists of 20 items. In each item there are four answers which must be chosen by the students. The questionnaire contained positive and negative statement used four alternative answers for each item: (1) never, (2) sometime, (3) often and (4) always. High or low the students' scores indicate the level of students' habit in singing English song. Because the questionnaire consisted of positive and negative statements, there was a different scoring. For positive statements, the students were given score 1 for never, 2 for sometimes, 3 often and 4 for always. Differently for negative declaration, the students were given score 4 for never, 3 for sometimes, 2 for often, and 1 for always.

c. Specification of Research Instrument

No	Aspect	Indicator	Number of Items
1	Repetitive action	The student sing a song every time they want	1, 2, 3, 4, 5, 6, 7, 8, 9, 11
2	Paying attention and pronounce the word contained in the song	The student try to pronounce words correctly	10, 12, 13, 14, 15
3	Intersection of knowledge, skill, and desire	The student low motivation has singing English song	16, 17, 18, 19, 20
6	Total number of questionnaire		20

In scoring the questionnaire, the following rule is used:¹⁰

1). For the positive items

2). For the negative items

Option a is scored 4

Option a is scored 1

Option b is scored 3

Option b is scored 2

Option c is scored 2

Option c is scored 3

Option d is scored 1

Option d is scored 4

The score is ranging from 0 – 100.

¹⁰William Wiersman, *Research Method in Education: An Introduction*, (Boston: University of Toledo, 2000), p. 305

3. Validity of the Instrument

An instrument is valid if the instrument can value what the researcher wants and can show the data of the variable which is researched accurately. According to Setiyadi, validity related to the use of measurement in a research and related to reliability of measurement.¹¹ In this research, the researcher chosen construct validity. It is the validity based on the indicators that the researcher used as the measurement tools. So that the researcher not used try out and calculation validation of the instrument, there are 20 items of questionnaire instrument and 20 items of English pronunciation test.

A test said to be valid when it can measure what is intended to be measured. According to Cohen in his book "*Research Methods in Education*" with regard to validity, it is important to note here that an effective test will ensure adequate:

- a. **Content validity** is adequate and representative coverage of program and test objectives in the test items, a key features of domain sampling,
- b. **Construct validity** is the clear relatedness of a test item to its proposed construct/unobservable quality or trait, demonstrated by both empirical data and logical analysis and debate, i.e. the extent to which particular constructs or concepts can give an account for performance on the test.

¹¹Ag. Bambang Setiyadi, *Op. Cit*, p. 21

4. Reliability of the Instrument

Reliability is one that produces essentially the same result consistently in different occasion when the condition remains the same. According to Setiyadi, reliability is consistency of a measuring instrument or the extent to which the instruments could measure the same subject at different times but show relatively similar results.¹²

To measure reliability coefficiently of students' habit in singing English song questionnaire, it is used alpha formula.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma^2_t} \right)$$

Notes :

r_{11} = reliability instrument

k = number of items

$\sum \sigma_b^2$ = count variance grain

σ^2_t = totalvariance.

Whereas to measure pronunciation test, the researcher used inter rater reliability. Inter rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions. The formula to estimate inter rater reliability as follows:

$$r_{xx'} = \frac{(S_S^2 - S_e^2)}{S_S^2}$$

¹²Ibid, p. 16

Direction:

r_{xx} : coefficient reliability x

s_s^2 : variant between subject that is influenced by rating

s_e^2 : variant interact between subject and rater

The formula to calculate s_e^2 and s_s^2 are:

$$S_e^2 = \frac{\sum i^2 - \frac{(\sum R^2)}{n} - \frac{(\sum T^2)}{k} + \frac{(\sum i)^2}{nk}}{(n-1)(k-1)}$$

$$S_s^2 = \frac{\frac{(\sum T^2)}{k} - \frac{(\sum i)^2}{nk}}{n-i}$$

Direction:

I : Rating number which is given by a rater to a subject

T : The number of rating which is received by a subject to all raters

R : The number of rating which is given by a rater to all subject

N : Total subject

K : Total raters

After the result the researcher of the calculation is found by those following formula above, $r_{\text{calculation}}$ is interpreted to the r_{score} table to know how far the reliability of the test instrument; constructing English pronunciation test. According to Ridwan, table interpretation of reliability can be shown from the table below:¹³

¹³Ridwan, *Metode & Teknik Menyusun Proposal Penelitian*, (Jakarta: Alfabeta, 2009), p. 98

Table 7
Interpretation of reliability

Score	Interpretation
0.800—1.000	Very High
0.600—0.800	High
0.400—0.600	Enough
0.200—0.400	Low
0.000—0.200	Very Low

F. Data Analysis

1. Prerequisite Test

a. Normality Test

Normality test is used to know whether the data of the sample which is used in the research have normal distribution. According to Sudjana, normality test is conducted to know the data from the sample are normal or not.¹⁴ In testing the data, the researcher used *liliefors* formula with the following steps are:

- a) Determine the raw number by using the formula

$$Z_i = \frac{x_i - \bar{x}}{S}$$

Note:

Z_i = Number of raw
 x_i = The values obtained
 \bar{x} = Average
 S = Standard Deviation

- b) The opportunities in each raw numbers with the formula:

$$F(Z_i) = P(Z \leq Z_i)$$

¹⁴Nana Sudjana, *Metode Statitika*, (Bandung: Tarsito, 2005), p. 466

c) Verify proportion using this formula:

$$S(Z_i) = \frac{\text{Numbers } Z_1, Z_2, \dots, Z_n \text{ that } \leq Z_i}{n}$$

d) Calculate the absolute number using the formula

$$F(Z_i) - S(Z_i)$$

e) Determine the largest absolute value, which is called L_0 , and then compare L_0 with L_{table} .

f) Normal criteria if $L_0 < L_{\text{table}}$ so, the group has normal distribution.

d. Homogeneity Test

Before the data was processed needs to be done homogeneity test because it needs to be known if samples were taken completely homogeneous. To test the homogeneity of the two groups, it was used homogeneity test with the biggest variance compare to the smallest variance. Requirement of homogeneous test was the second data must have normal distribution.

$$F_{\text{calculate}} = \frac{\text{The highest variance}}{\text{The lowest variance}}$$

The steps to measure homogeneity test:

The first step : looking for values of the biggest variance and the smallest

Variance with the formula above

The second step : comparing the value $F_{\text{calculated}}$ with the F_{table} , using the

formula:

df numerator = $n - 1$ (for the biggest variance)

df denominator = $n - 1$ (for the smallest variance)

significant level (α) = 0.05, then look at F_{table} with the testing criteria as follows:

if $F_{\text{calculated}} \geq F_{\text{table}}$, it means the data was not

homogeneous

if $F_{\text{calculated}} \leq F_{\text{table}}$, it means the data was homogeneous.

2. Hypothetical Test

The researcher used hypothesis tests using Product Moment correlation. Product Moment is used to describe the strength of the relationship between two variables; they are students' habit in singing English song and students' pronunciation ability.

The formula of product moment correlation like as described below:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

where:

r_{xy} = correlation between X and Y.

N = the number of samples.

$\sum X$ = the number of independent Variable (X).
 $\sum Y$ = the number of Dependent Variable (Y).
 XY = the number of multiplication between X and Y

The researcher used the Product Moment Formula, and than the researcher used t-test for test significant. The formula of t-test as follow:

$$t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

Note:

t : t-test

n : the totalnumber of students in the class

r : correlation between two samples

The testing criteria is if $t_{observed} > t_{table}$, so the correlation is significant,

$t_{observed} < t_{table}$, so the correlation is not significant.

Hypothesis was be proved is:

H_0 : There is no correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the academic year of 2017/2018.

H_a : There is correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the academic year of 2017/2018.

CHAPTER IV RESULT AND DISCUSSION

A. The Data of Students' Habit in Singing English Song

Students' habit in singing English song was obtained from questionnaire which was administered to 36 respondents. The questionnaire consisted of positive and negative statements. The high and low score indicated level of students' habit in singing English song. The frequency of students' habit in singing English song score could be seen on the table below (see table 8).

Table 8
The frequency of students' Habit in singing English song

NO	INITIAL NAME	LEVEL OF STUDENTS' HABIT IN SINGING ENGLISH SONG
1	AS	54
2	DS	53
3	IA	65
4	LP	63
5	PSR	62
6	TY	60
7	DF	56
8	FIA	65
9	AF	58
10	AAK	65
11	TNH	63
12	TSN	68
13	IS	64
14	MBS	58
15	UTH	54
16	TS	56
17	SM	68
18	AWF	52
19	AS	50
20	HMA	63
21	FHP	50
22	BS	68

23	LAA	68
24	PAS	49
25	ES	66
26	EN	56
27	SA	53
28	AAZ	53
29	DAA	47
30	AN	46
31	DDS	47
32	ATH	53
33	DF	49
34	OTR	43
35	NS	44
36	LH	39

Furthermore, after getting the frequency of students' habit in singing English song, the researcher analyzed the descriptive statistics to find out the mean, median, mode, standard deviation, variance, minimum score, maximum score, and range of the data. The result of the analysis can be seen on the following table.

Table 9
Descriptive Statistic of Students' Habit in Singing English Song

STATISTIC	SCORE
MEAN	56.33333333
MEDIAN	56
MODUS	53
STD. DEVIATION	8.07111251
VARIANCE	65.14285714
MAX	68
MIN	39
RANGE	29

Table 8 above showed that the mean score of students' habit in singing English song was 56.33, median was 56, mode was 53. Furthermore, the table also showed

that the data of students' habit in singing English song score has standard deviation = 8.07, variance = 65.14, maximum score = 68.00, minimum score = 39.00, and range = 29.00.

B. The Data of Students' English Pronunciation

To collect the data of students' English Pronunciation, the researcher conducted a test. The researcher took some words from song which was still popular and asked students to pronounce it one by one in front of the class. So, the test consisted of familiar word and one song which was made randomly then it did not look like a song. Based on the test, the description of students' English pronunciation score was presented on the following table (see table 10).

Table 10
Frequency of Students' English Pronunciation

No	Initials' Name	Rater		Mean Score
		I (Teacher)	II (Researcher)	
1	AS	31	30	30.50
2	DS	54	55	54.50
3	IA	65	65	65.00
4	LP	65	65	65.00
5	PSR	64	62	63.00
6	TY	67	66	66.50
7	DF	64	65	64.50
8	FIA	58	58	58.00
9	AF	61	60	60.50
10	AAK	62	64	63.00
11	TNH	63	60	61.50
12	TSN	60	62	61.00
13	IS	60	60	60.00
14	MBS	60	60	60.00
15	UTH	62	60	61.00

16	TS	55	55	55.00
17	SM	65	65	65.00
18	AWF	63	65	64.00
19	AS	30	30	30.00
20	HMA	53	50	51.50
21	FHP	50	50	50.00
22	BS	45	45	45.00
23	LAA	54	55	54.50
24	PAS	65	63	64.00
25	ES	43	40	41.50
26	FN	40	40	40.00
27	SA	63	60	61.50
28	AAZ	46	45	45.50
29	DAA	45	45	45.00
30	AN	44	45	44.50
31	DDS	47	46	46.50
32	ATH	45	46	45.50
33	DF	45	44	44.50
34	OTR	47	45	46.00
35	NS	55	55	55.00
36	LH	50	50	50.00
Number		1946	1931	1938.50
The Biggest score				66.50
The Smallest score				30.00
Mean				53.85
Standard deviation				9.94
Variant				98.85
Median				55.00
Modus				65
Range				36.50

Based on the table above, it was known that the mean score of students' English Pronunciation was 53.85. Next, standard deviation of this data was 9.94, variant of the data was 98.85, median was 55.00, mode of this data was 65.00. Moreover, maximum score was 66.50, minimum score was 30.00, and range was 36.50.

C. Validity, Normality, Homogeneity, and Hypotheses Test

a. Validity

Validity is a tool that showed the level of validity of an instrument. Thus, the validity data was did not different from the data which were reported by the researcher and the factual data which happened in the object of the research. In this research the researcher did not calculated the validity of the instrument. The researcher used questionnaire test from previous research Siswanto, 2010, The Influence of Songs toward Students' Pronunciation Ability at the Tenth Class of SMA Kartikatama Metro, South Lampung: Unpublished: State Islam Collage of Jurai Siwo Metro. Siswanto used expert judgment from the experts in English pronunciation, there were Sigit Suharjono, M. Pd, Nasrul Ahmad, M, Pd and Elis Susanti, M. Pd.

b. Normality Test

This test was used to know whether the data on both groups were normally distributed or not. The criteria of the normal distribution test were H_0 was accepted if $L_{\text{calculate}}$ was smaller than L_{table} (the distribution of the data is normal). Whereas H_a was accepted if L_0 was higher than L_{table} (the distribution of the data is not normal). The data were supposed to be normal if L_{table} was higher than L_0 at the significant level of 0.05. To know the normality of the data, it was used Lilliefors's formula. The result of the normality test can be seen in table 11.

Table 11
Summary of Normality Test of Students' Habit in Singing English Song (X)
and Students' Pronunciation (Y)

Variable	$L_{observed}$	L_{table}	Interpretation
X	0.0725	0.1477	Normal
Y	0.1209	0.1477	Normal

Based on the table above, the result of normality test of habit in singing English song (X) resulted $L_{table} = 0.0725$, while the result of normality test of students' pronunciation ability (Y) resulted $L_{observed} = 0.1209$. If it was looked on *Liliefors*'s table in degree of significant 0.05 with $N = 36$ subjects it was obtained $L_{table} = 0.1477$. Based on the data analysis, it was found that $L_{observed} < L_{table}$ for both data of habit in singing English song and the data of students' pronunciation ability. Therefore, it can be concluded the data of habit in singing English song (X) and students' pronunciation ability (Y) have normal distribution.

c. Homogeneity Test

Before analyzing the students' score into hypothesis test, it was necessary to know whether the data on both groups were homogeneous or not. To know the homogeneity, the researcher used F-test. The criteria for the homogeneity test, H_0 was accepted if $F_{calculated}$ was lower than F_{table} . In other words, H_a was rejected. Otherwise, H_a was accepted since the variable of the data was not homogeneity if $F_{calculated}$ was bigger than F_{table} . In other words, H_0 was rejected. For further description, it can be seen in table 12.

Table 12
Summary of Homogeneity Test of Students' Habit in Singing English Song (X) and
Students' Pronunciation Ability (Y)

Confident Level	$F_{observed}$	F_{table}	Interpretation
0.05 (5%)	1.518	1.689	Homogeny

Based on the calculation of homogeneity test by using homogeneity formula, it was found resulted $F_{\text{observed}} = 1.518$ with the significant level 0.05 (5 %) and $F_{\text{table}} = 1.689$. Based on the data analysis, it was found that $f_{\text{observed}} < f_{\text{table}}$. It means that H_0 was accepted. So, it can be concluded that the samples come from a homogeneous population.

d. Hypothesis Test

After finding that the data were in normal distribution and homogenous, it was continued by hypothesis test by using Product Moment Formula. The testing criteria of hypothesis test if $r_{\text{observed}} > r_{\text{table}}$, H_0 was rejected and H_a was accepted meaning that there was correlation between students' habit in singing English song and students' pronunciation ability, in which the hypotheses in this research were as follows:

Table 13
Summary of Hypothesis

X	Y	X ²	Y ²	XY
2269.34	1884	174467.40	121392	145258.96

The table above showed that the amount of students' habit in singing English song was 2269.34 and the amount of pronunciation ability was 1884. From that table the researcher using Pearson Product Moment to calculate the hypothesis. The summary of hypothesis test can be seen in the following table.

Table 14
Summary of Hypothesis Test Using Pearson Product Moment Formula

$r_{observed}(r_{xy})$	r_{table}	Ho	Ha
0.386	0.325	Rejected	Accepted

From the data calculation by using Pearson Product Moment formula above, it was found that the correlation between variable (X) and (Y) was 0.386. In short, $r_{observed} > r_{table}$ or $0.386 > 0.325$, so H_0 was rejected and H_a was accepted, meaning that there was correlation between students' habit in singing English song and students' pronunciation ability.

e. T-test

The hypothesis test only showed coefficient correlation between two variables, so the researcher needed significant test to find out whether the correlation was significant or not. To test the significant of the correlation t-test formula was used. The testing criteria of significant test was if $t_{observed} > t_{table}$, the correlation was significant. The summary of significant test was described on the following table.

Table 15
Summary of Significant Test Using T-Tes Formula

$t_{observed}$	t_{table}	Ho	Ha
2.440	2.030	Rejected	Accepted

Because $t_{observed}$ (2.440) $>$ t_{table} (2.030) with $\alpha = 0.05$, so it can be concluded that there was significant correlation between students' habit in singing English song and students' pronunciation ability.

D. Discussion of Finding

Based on the previous chapter, at the beginning of the activity, the test was administered to know level of the validity, normality, homogeneity and hypothesis of the instrument. After knowing the normality, homogeneity and hypothesis of the instrument, the researcher gave the habit in singing English song questionnaire and pronunciation test to know the correlation the variables.

Furthermore, in habit singing English song and pronunciation test, the researcher gave different test to the students'. In habit singing English song, the researcher gave 20 items of questionnaire. Besides that, in pronunciation test the researcher gave the students' about 20 vocabularies from English song "I Have A Dream" by Westlife. She chose this song because it has a good meaning and students' class eighth in MTs Al-Ishlah South Lampung know about this song. The students' read vocabulary in front of class. The researcher recorded students' pronunciation after that checked it later carefully. The pronunciation test was done in pair. Next, the researcher and the teacher got the score and calculated it to got the result of the test.

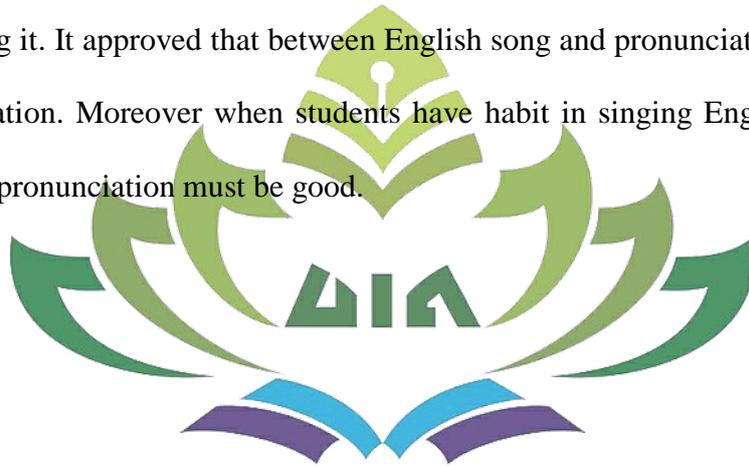
The result of the data analysis showed the coefficient correlation between the two variables was $0,386 > 0.325$ or $r_{count} > r_{table}$ and $2.440 > 2.030$ or $t_{count} > t_{table}$. So, it can be concluded that there was correlation between habit in singing English song and students' pronunciation ability at the second semester of the eighth grade of MTs Al-Ishlah South Lampung in the Academic Year of

2017/2018. In other words, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

The result of this research is relevant with the previous research by Yulianto (2012) in his research entitled “A Correlational Study between Habit in Singing and Listening to English Songs, Vocabulary mastery, and speaking skill of the Eleventh Grade Students of SMKN 3 Surakarta”. He reported that there is significant correlation between students’ habit in singing and Listening to English song and their English vocabulary and speaking skill.

Besides, the result of the research is also relevant with a previous research of KanlayaneePimwan (2012) in his research entitled “The Effect of Teaching Pronunciation through Song of Prathomsuksa 4 Students at WatrachaphatigaramSchool”. He reported that there is significant Effect of Teaching Pronunciation through Song . Additionally, another research conducted by Siswanto (2009) in State Islamic College Of JuraiSiwo Metro with the title, “The Influence of Songs toward Students’ Pronunciation Ability at the Tenth Class of SMA Kartikatama Metro in the Academic Year of 2009/2010”, also results the same finding as the previous two researches mentioned above in which he reported that there is significant Influence of Songs toward the Students’ Pronunciation Ability.

In addition, Marianne, Carter (1973: 247) defined habit as a repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. After wards, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related with hobby, talent, favorite activity or personal preference continuously, though it is done unconsciously. According to the theory, it can be seen that habit in singing English song have a big influence in someone's pronunciation ability. Habit is some thing that we do often and regularly, sometimes without knowing that we are doing it. It approved that between English song and pronunciation ability have a correlation. Moreover when students have habit in singing English song, their English pronunciation must be good.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the hypothesis and significant test in the previous chapter, it was found that the value of coefficient $0.386 > 0.325$ or $r_{count} > r_{table}$ and $2.440 > 2.030$ or $t_{count} > t_{table}$. So, it can be concluded that there was correlation between habit in singing English song and students' pronunciation ability.

B. Suggestion

The researcher gave suggestion for students and next researcher to support this thesis. She also suggested this research can help students and next researcher to achieve teaching and learning process in the school about pronunciation ability.

a. For Students

1. The students are suggested to get used to singing English song, in their spare time to support them in learning English pronunciation.
2. The students should build their confident to practice pronunciation ability.
3. The students should be more creative and have motivation to learn their pronunciation ability.

b. For the Next Researcher

The researcher focused on the correlation between habit in singing English song and students' pronunciation ability. Therefore, it is suggested for the next researcher to investigate the correlation between pronunciation ability and the other skills.



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