THE EFFECTIVENESS OF USING ENGLISH SONG TOWARDS STUDENTS' PRONUNCIATION MASTERY AT THE SECOND SEMESTER IN THE SEVENTH GRADE OF SMPN 35 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020

A Thesis Proposal
Submitted as a partial fulfillment of the requirements
for S1 Degree

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ABSTRACT

In the case of this research gives an idea to make the media track language English which hope would be solution for the students to improve skill of students' pronunciation mastery. English song as media expected becomes a thing that build the creativity of students. The researchers used quantitative research and take sample with random then researcher using a method quasi-experimental design . the population of this research in seven grade of second semester at smp n 35 Bandar lampung. Afterward, test of pronunciation to analyzed by Raviz formula in SPSS 16.0 version.

Then, after doing hypothesis test, results of the test showed the difference between students who use English song and textbook . based on analysis data in SPSS , showed that sig (p value) = 2:33 and a = 1.67. showed alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected because sig (p value = 2.33 >a = 1.67, based on this research, there is effect of using English song toward students' pronunciation mastery at the second semester in the seventh grade of smp n 35 Bandar Lampung academic year of 2020.

Keywords: English songs, Pronunciation, the Effectiveness of media.

DECLARATION

I declare that this thesis entitled "The Effectiveness of using english song towards students' pronunciation at the Second Semester in The Seventh Grade of SMP N 35 Bandar Lampung in the Academic Year of 2020" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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MOTTO

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝٥(الأنشرة :٥)

So verily, with the hardship, there is relief .(Al-Insyiroh : 5)[1]

[1] Depatemen agama RI, *Mushaf Alqur'an dan Terjemah,* (jakarta: pustaka al-

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and love 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. Sukiman and Mrs. Maryam who always love me and keep on praying for my life and succes.thanks for all the motivation. I love you forever
3. My beloved brother and sister, Santoni and Supriyah who love, care support and cheer me up untill the completion of this thesis. Than, my beloved grandmother masliyah who loves me so much. I do love you.
4. My beloved lecturers in english education study program and almamater raden intan state islamic university lampung, who made me grow up and have contributed much for my self-defelopment

CURRICULUM VITAE

The researcher's name is A.Sobari. He was born in Pesawaran on July 23, 1997. He is the fifth child of six siblings. His father named Mr.Sukiman and his mother Mrs.Maryam. He has two older sisters and three brothers, his sister's name is Sufriyah and Munawaroh, and her brother's name is Sahrudin, Ahmad Susanto, and Santoni, S.pd.

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The researcher is fully aware that he cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, August 2nd 2020
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CHAPTER I
INTRODUCTION

A. Background of the problem

English is one of the universal languages that all the people in this world have known it. Then English today is the native language of nearly 400 million people and the second language of many others scattered all over the world.[1] In Indonesia, English is a foreign language that becomes one of the subjects that present in Indonesians' school. The Obstacles of students in learning English are during pronunciation. Pronunciation is one component of language that must be mastered by learners of languages besides reading, writing, listening, andspeaking which are needed to be good pronunciation.[2]

Pronunciation in English can be said very difficult especially for those who are not used to speak English in their daily conversation. Usually students read English sentences or words like reading in Indonesian. So, the articulation given by students is wrong. Students fear or shame in performing in front of the class to pronounce words or English sentences is due to the students' low ability to recite and lack of media or teaching techniques that are still less effective.

Based on interviewed with Ms. Iskadina Eka Putri as English teacher SMPN 35 Bandar Lampung, on February 10th,2019. She said that the students are very low in the pronunciation of English words or sentences. This is due to the habit of students using Indonesian's language and the lack of media from the teacher to their students. For those reasons, there are some needed actions that the teacher should do for making the students to be more active during teaching learning process and it can impact the students to be more effective than before. Researcher applied the media English song to enhance

[1] Charles W. Kreidle,*The Pronunciation of English a Course Book* (Australia: Blackwell Publishing Ltd,2004) p.1

[2] Siti Muningah, *Efektifitas Penggunaan Lagu Bahasa Inggris Dalam Mengajar Pengucapan Bahasa Inggris*, Fakultas Guru dan Pendidikan Guru Universitas Muhammadiyah Purwokerto 2014, p.2

students' pronunciation mastery in segmental aspect, especially in vowel aspect.

Beside the researcher interviewed the English teacher about the ability of students' pronunciation, the researcher also asked the students' score to the English teacher. Due to, the English teacher did not have any score in pronunciation test, the researcher asked to the English teacher about students' speaking score, hence the pronunciation include in the part of speaking score. Regarding to the students' speaking score are still low in their pronunciation.

Table 1

Speaking score of the students at the first semester of SMPN 35 Bandar Lampung in academic year 2019/2020

No	Class	Score(x)		Total
		x < 73	x ≥ 73	
1	VII A	20	9	29
2	VII B	22	8	30
3	VII C	16	11	27
4	VII D	24	8	32
5	VII E	22	8	30
6	VII F	18	10	28
Total		**122**	**54**	**176**
PERCENTAGE		**69,32%**	**30,68%**	**100%**

Source: students' speaking score at SMPN 35 Bandar lampung[3]

[3] Iskadina Eka Putri, The English Teacher Of SMPN 35 BANDAR LAMPUNG, Data of Students' Speaking Score at the First Semester of 7th Class of Academic Year 2019/2020,(February 10th,2019), Unpublished

The minimum completion criteria(KKM)in English subject at SMPN 35 Bandar Lampung are 73. The students are declared complete in English learning of the score obtained are at least 73. But students' skill in speaking get score very low, because student feel difficult in learning speaking. Hence percentage shows that 69,32% of student did not pass the minimum score, when the rest of the students claimed as successful as passing the standard score. This is partly implies that students' speaking mastery is still low.

To make sure the data that researcher got from the interview of English teacher, researcher also conducted interview to the some students, they said that they are difficult to pronounce the English words because from the written and spoken, the English words are quite different. They also said that the media that used by the teacher is not interested enough, so it can be difficult for them to enjoy the lesson.

Based on the results of students' and teacher's interviewed, it can be said that the teacher needs effective method to boost students' pronunciation to be better. So, the researcher wants to look for the effective method that can be used as media in teaching pronunciation. The effective method that can be applied is listening to the English song. By using English songs students able to listen to how to pronounce the English word. Then Researcher employed this media to know that this media can give the students impact or not. The researcher thinks that by applying English song in teaching pronunciation, it is able to make the students did not be bored. Hence, students can listen and try to follow it.

The researcher attached some researchers who have conducted such kind of this research. First, Ayuningtyas with her thesis Improving Vocabulary Mastery through Listening to Songs for the Students of SMKN 2 Depok Sleman Yogyakarta". From the result of her thesis, she said that through listening to the English song for students, it is able to improve their vocabulary mastery. From the study, it was revealed that learners gained an improvement in their vocabulary mastery and in their listening proficiency. It was obvious

that songs help the students memorize the meaning of the words better. The result showed that most students admitted that they were able to memorize the words better appeared in a song. Students were motivated in learning vocabulary using songs and their memorization improved through listening to a song.[4]

Second, Kurniarti with her thesis The Effectiveness of Song Lyrics to Teach Student's Vocabulary (An Experimental Research) for First Grade Student of MAN Sukoharjo in the Academic Year of 2016/2017. From her thesis, she looked for the effectiveness by using song lyrics to teach students' vocabulary mastery. Regarding to her thesis, she concluded that by using song lyrics to teach vocabulary for students, there was effectiveness. It can be seen from the result of her theses that A Song lyric is effective to teach vocabulary. The students who taught using song lyrics can enrich and explore the new word in the song. It can be seen from the test hypothesis shows that the value of Sig.(2-tailed) is 2.33> 0.05, in significance 5% is 0.05. Then, the appropriate basis of a decision in a test independent of sample t-test, it can be concluded that Ho was rejected and Ha accepted which means that there is a significant effect students' achievement in vocabulary which is taught using song lyrics and without song lyrics.[5] The parallel of this research with the previous research is using song as media, But the different of this research with the previous research is this research wants to know the effectiveness the media toward students' pronunciation mastery.

From the results of the research that has been done above, it can be drawn the conclusion that using English language songs can improve students' vocabulary mastery. So, in this study the researcher wants to look for about the effectiveness of using song in students' pronunciation ability. Therefore, researcher is interested in conducting

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[4] Prames Ayuningtyas, Thesis, Improving Vocabulary Mastery Through Listening to Songs for The Students Of SMKN 2 Depok Sleman Yogyakarta (Yogyakarta: Sanata Dharma University, 2008)

[5] Dwi Kurniarti, The Effectiveness of song Lyrics to Teach Student's Vocabulary (An Experimental Research) For First Grade Student of Man Sukoharjo In The Academic Year Of 2016/2017 (Surakarta: The State Islamic Institute of Surakarta, 2017)

research entitled "The effectiveness of using english song towards students' pronunciation mastery at the second semester in the seventh grade of SMPN 35 Bandar Lampung in the academic year of 2019/2020".

B. Identification Of Problems

Based on the background description of the problem above, the various problems identified are as follows:

1. The lack of media used by teacher
2. The students' pronunciation mastery is still low the english words
3. The Students difficult in pronunciation mastery of segmental aspect especially vowel aspect.

C. Limitation of the Problem

Based on the formulation of the problem above, the researcher focussed on the Effectiveness of Using English Song Toward students' Pronunciation mastery at the second semester in the seventh grade of SMPN 35 Bandar Lampung in the academic year 2019/2020. Moreover, the researcher focussed on the use of English song to specifically effectiveness the kind of segmental aspect exactly vowel aspect of students' pronunciation mastery.

D. Formulation of the Problem

Based on the limitation above, the researcher found the research question about the, is there any the effectiveness of Using English Song Toward students' Pronunciation mastery at the second semester in the seventh grade of SMPN 35 Bandar Lampung in the academic year 2019/2020?

E. Objective of the Research

The objective of the research is to know the effectiveness of Using English Song Toward students' Pronunciation mastery at the second semester in the seventh grade of SMPN 35 Bandar Lampung in the academic year 2019/2020.

F. Use of the Research

1. Theoritically

   It may support the theory that using English song can be applied to teach pronunciation.

2. Practically

   It may inform English teacher how to teach pronunciation by using English song.

G. Scope of research

Every human being has different opinions on certain things. To avoid misunderstanding and to make it easier for the reader to understand this title, the researcher limits the scope so that it does not extend too far. The scope of this research is as follows:

1. Scope of Material

   However, the material in this study is an English subject in speaking material at SMPN 35 Bandar Lampung .

2. Object Scope

   The object that the researcher was the effectiveness of English song on students' Pronunciationat the second semester in the seventh grade of SMPN 35 Bandar Lampung in the academic year of 2019/2020.

3. Subject Scope

   The research subject is something that becomes a research study. So that the subject under study is students at the second

semester in the seventh grade of SMPN 35 Bandar Lampung in the academic year of 2019/2020.

4. Scope of Time.

   The study take place of the second semester in the seventh grade at SMPN 35 Bandar Lampung in the academic year of 2019/2020.

5. Scope of Location

   The location of the research was conducted at SMPN 35 Bandar Lampung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Pronunciation

As we know, English has four skills such as listening, speaking, writing and reading. Beside those skills, there is the important point that the learners' should master too, that is pronunciation. Pronunciation is the way how people speak the word. In English, pronunciation is the worst thing for students because it is one of the difficult things that the students face in learning English. As stated by Gracia, et.al in Gilakjani that English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation.[1] Pronunciation is a key aspect in the development of oral skills. Proper pronunciation is inherent to any competent speaker but this competence can (and must) be trained in any non-native speaker.[2]

There are a lot of experts who deliver about the definition of pronunciation. In Hornby's book, he says that Pronunciation is defined as the way in which a language is spoken.[3] Cook in Gilakjani states that pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. [4]

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[1] Abbas PourhoseinGilakjani, English Pronunciation Instruction: A Literature Review, *International Journal of Research in English Education*, Vol. 1, No. 1, 2006., p. 1

[2] Nuria Edo Marzá, Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Proposals, *Journal of Language Teaching and Research*, Vol. 5, No. 2, March 2014., p. 263

[3] Albert Sidney Hornby, *Oxford Advanced Learners Dictionary* (Oxford: Oxford University Press, 1995), p. 497

[4] Abbas PourhoseinGilakjani, *Op., Cit*, p. 2

In addition, Kristina, et al. in Handayani said that pronunciation is the act or manner of pronouncing words; utterance of speech. Another words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood.[5] Meanwhile, Kelly in Handayani defined that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language.[6]

Regarding to the theory about the definition of pronunciation before, it can be concluded that pronunciation is the way a word or a language is usually spoken, or the manner in which someone utters a word. If someone said to have correct pronunciation then it refers to both within a particular dialect.

Theoretically, in learning English pronunciation there are two aspects of pronunciation such as segmental and suprasegmental. Segmental is the attention to the particular sounds of a language. While, suprasegmental is the aspects of speech beyond the level of the individual sound like: intonation, stress, and rhythm. It is also almost similar with the statement who delivered by Munro and Derwing who said that effective English pronunciation training should encompass both segmental and suprasegmental aspects, such as phonemes, stress, and intonation.[7] Those aspects are the important thing to require to be able to good in English pronunciation mastery.

1. Segmental Aspects

In speech, segmental refers to a phonological property of more than one sound segment. The definition of sound itself, according to Marine that sound is a vibration or pressure wave that transmits energy from its source through a medium such as air

[5]Dyah Indri FitriHandayani, Teaching English Pronunciation Using Film, *Journal of English and Education*, Vol. 5 No. 2, October 2017., p. 195

[6]Dyah Indri FitriHandayani, *Loc., Cit.,* p. 195

[7] M. J. Munro and m. T. Derwing, The Functional Load Principle in ESL Pronunciation Instruction: An Exploratory Study, An *International Journal of Education Technology and Applied Linguistics*, Vol. 34, No. 4, 2006, p. 522

or water.[8] Peter and Susan add that speech sound is made by air moving outward from the lungs trough the mouth or nose.[9] So, it can be said that sound is the vibration that comes out from a medium. In the segmental aspects, there are three types of speech sounds, the explanation is written bellow:

a. Vowel

Vowel is one of the speech sounds that are always produced by people. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth.[10]Vowels are those units which functions at the center of syllable.[11]From a phonetic point of view, vowels are articulated with a relatively open configuration of the vocal tract: no part of the mouth is closed, and none of the vocal organs come so close together that we can hear the sound of the air passing between them. Vowels typically involved the vibration of the vocal cord (voicing), and their distinctive resonances are made by varying the shape of the mouth, using the tongue and lips.

In English, there are no vowels whose chief characteristic is the use of nasal resonance. English vowels are all oral vowels, and take on a nasal quality only when they are being influenced by an adjacent nasal consonant, as in no, long, and man. The chief task in describing the articulation of vowels, accordingly, is to plot the movements of the tongue and lips.

The most widely used method of doing this was devised by Daniel Jones, and is known as the cardinal vowel system. The cardinal vowel (CV) diagram was devised to provide a set of

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[8] Marine Environment, The Voice of Geophysical Industry, *International Association of Geophysical Contrast*, 1971., p. 1

[9] Avery Peter and Erlhich Susan, *Teaching American Pronunciation*, (New York: Oxford University Press, 1992), p. 11

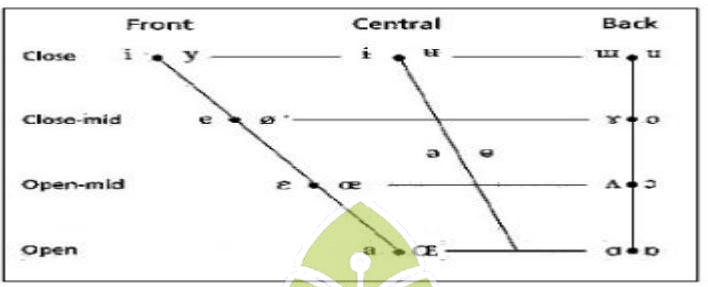
[10] Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), p. 29

[11] David Crystal, *A Dictionary of Linguistics and Phonetics (2nd ed.)* (New York: Basil Blackwell: 1985), p. 330

reference points for the articulation and recognition of vowels. Its dimension corresponds to the vowel space in the center of the mouth where these sound are articulated. The position of the front, center, and back of the tongue, are represented by vertical lines.[12]

Figure 1

The Cardinal Vowel (CV) System



At the front of the mouth, [a] represents the lowest point that it is theoretically possible for the body of the tongue to reach, and [ɑ]represents the correspondingly lowest point at the back of the mouth. Vowel in the region of [a] or [ɑ] are called open or low vowels. [i], represents the highest point at the front that the body of the tongue can reach while still producing a vowel sound (anything higher and the tongue would come so near to the roof of the mouth that the consonant sound would result). [u], similarly, represents the highest point at the back of the mouth. Vowel in the region of [i] and [u] are called close or high vowels.

Two horizontal lines are divided the space between [i] and [a] into equal areas. Vowels made in the region of the higher of these lines, represented by [e] and [o], are called mid-close or half-close. Vowels are made in the region of the lower of these lines, represented by [ɛ] and [ɔ] are mid-open or half-open. The

[12] David Crystal, *The Cambridge Encyclopedia of the English Language*, (London: Cambridge University Press: 2003), p.238

term mid is often used to describe the whole of the area between these two lines.[13]

Lip position is an important factor in the description of vowels, and three main types are recognized.[14] First is rounded, where the lips are pushed forward into the shape of circle. Second is spread, where the corners of the lips are moved away from each other, as in a smile. Third is neutral, where the lips are not noticeable rounded or spread.

There are two mind branches of vowel in English, as they follow:

1) Short Vowels

The definition of short vowel itself is when the word that comes out from someone relatively short. To make this clear, the kind of short vowels can be seen into the table below:

Table 2

An English Short Vowel

No	Short Vowel	Example of Vowels	Lips' Manner
1	ɪ	list, kiss, fish	Slightly spread
2	ɛ	neck, men, met	Slightly spread
3	Æ	mask, man, sad	Slightly spread
4	ʌ	but, rush, some	Neutral
5	ʊ	put, pull, push	Rounded
6	A	cross, pot, gone	Slightly spread

Source: Peter Roach's book[15]

[13] David Crystal, *Loc. Cit.*, p.238

[14] David Crystal, *Loc. Cit.*, p. 238

[15] Peter Roach, *English Phonetic and Phonology* (Cambridge: Cambridge University Press, 1991), p. 14-15

2) Long Vowels

Long vowels are sounds which length longer relatively than short vowels. It is symbolized by the one vowel with length-mark double dot ':' as shows in the table below:

Table 3

An English Long Vowel

No	Long Vowels	Example of Words	Lips' Manner
1	i:	seat, lead, beat	Slightly spread
2	3:	tern, pursue, fern	Neutral
3	ɑ:	star, fart, card	Neutral
4	u:	mood, good, cool	Moderately rounded
5	ɔ:	corn, lord, broad	Strong lip-rounding

Source: Peter Roach's book[16]

b. Consonants

No matter what language it is, there is a prevailing consensus among phoneticians around the world. Consonants are classified basing on three main dimensions: voicing, place of

[16]*Ibid.*, p. 18-19

articulation and manner of articulation.[17] According to Harris in Ningsih that Consonants are sounds which are produced with some blocks in the air-stream.[18] Nurhadi in Ningsih states that consonants are speech sounds which are produced with some obstruction of the air-stream in the mouth cavity.[19]

In addition, According to Ramelan, there are three the differences such as, consonants can be distinguished from one another by describing their (1) place of articulation (that is, where two organs of speech come close to each other); (2) the manner of articulation (i.e. the way these organs control the air passage); and (3) voicing (that is, the vibration of the vocal cords) .[20] The explanation is written bellow:

1) Place of Articulation

Consonant sounds depend on which two organs of speech take part in producing each of them. Based on the place of articulation for each, English consonants can be classified into at least eight types. They are:

i. Bilabial (the lips come together as in [p], [b], [m], [w]),

ii. Labiodental (the lower lip and the upper teeth come together e.g. [f], [v]),

iii. Dental (the tip of tongue and the upper teeth come together e.g. [θ] and [ð]),

iv. Alveolar (the tip of the tongue and touches alveolar ridge e.g. [t], [d], [s], [z], [n], [l], [r]),

[17]Thien Sao Bui, Pronunciations of Consonants /Đ/ And /Θ/ By Adult Vietnamese EFL Learners, *Indonesian Journal of Applied Linguistics*, Vol. 6 No. 1, July 2016., p. 125

[18]NinikSuryatiningsih, A Study on the Students' Ability in Pronouncing Diphthongs at STKIP PGRI Pasuruan, *JurnalDimensiPendidikandanPembelajaran*, Vol. 3 No. 2 Juli 2015., p. 4

[19]NinikSuryatiningsih, *Loc., Cit.*, p. 4

[20]Ramelan, *English Phonetics* (Semarang: IKIP Semarang Press, 1994), p. 99

v. Alveo-Palatal (the tip of the tongue and the alveolar ridge e.g. [ʃ], [ʒ], [tʃ], [dʒ]),

vi. Palatal (the front of the tongue and the hard palate e.g. [y]),

vii. Velar (the back of the tongue and the soft palate or velum e.g. [k], [g], [ŋ]), and

viii. Glottal (between the vocal cords opening, such as [h]).

2) Manner of Articulation

The types of consonants are also determined by the way or manner in which the outgoing air is obstructed by the articulators. Based on the manner of articulation, English has the following types of consonants:

i. Plosives are sounds produced with a complete closure, forming pressure; then the air is released suddenly with a plosion, e.g. [p], [b], [t], [d], [k], [g],

ii. Affricates start as plosives with a complete closure, but are followed by slow release with friction through a narrow passage e.g. [tʃ] and [dʒ] as in "church" and "judge",

iii. Fricatives are produced by an incomplete closure; the air passage is narrowed producing an audible friction, e.g. [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h],

iv. Nasals are formed through a complete closure of the mouth, as the uvula is lowered allowing air to pass through the nose, e.g. [m], [n], [ŋ],

v. Laterals are produced through a partial closure, where the air passage is blocked by the tip of tongue but is allowed to escape around the sides of the tongue, such as [l] in "light" and "full"),

vi. Rolled are sounds produced through a closure with less pressure such as [r] in English (unlike the Arabic trill), and

vii. Gliding Consonants are formed without a closure, e.g. [y] and [w]).

3) Voicing (the Activity of the Vocal Cords)

As mentioned above, the vocal cords can assume different positions, modifying the sound produced. When opening slightly, they vibrate producing voiced sounds such as [b], [d], [g], [dʒ], [v], [z], [ð], [ʒ], [ŋ], and all English vowels. On the other hand, when producing othersounds, the vocal cords open widely without any vibration, thus producing voiceless sounds, e.g. [p], [t], [k], [ʃ], [tʃ], [θ], [s], [f].

The types of English consonants can be summarized in the following table:

Table 4

Types of English Consonants

	Point of Articulation															
	Bilabial		**Labio-Dental**		**Dental**		**Alveolar**		**Palate Alveolar**		**Palatar**		**Velar**		**Glottal**	
Manner of Articulation		Vd	VI	Vd		Vd		Vd		Vd		Vd		Vd		
Plosive		B						D		dʒ				G		
Fricative			F	V		Đ		z, r		ʒ						

Affricative										(d)					
Nasal		M						N						ŋ	
Lateral								I						(I)	
Rolled								(r)							
Flapped															
Approximant or Semivowel		W										y		(w)	

Source: Ramelan's book[21]

c. Dipthongs

The last step in the segmental aspect is dipthongs. Dipthong is a combination involving a movement from one vowel sound to another.[22] As stated by Rowe and Levine that dipthong is a double vowel sound that stars with one vowel sound and gradually moves into another vowel sound (glide).[23] So, it can be drawn that dipthong is the combination between two vowels. In English, there eight kinds of dipthong, here the table:

[21] *Ibid*., p. 112

[22] Gerald Kelly, *Op. Cit*., p.2

[23] M. Rowe and Diana P. Levine, *A Concise Introduction to Linguistic (4th ed)*, (New York: Routledge, 2014), p. 46

Table 5

Dipthongs

Dipthong	**/ɪə/**	**/**	**/ʊ**	**/**	**/**	**/ɔ**	**/**	**/a**
Example of Word	Beard	A	M	M	T	N	G	H

Source: Peter Roach's book[24]

2. Suprasegmental Aspect

Suprasegmental aspect, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.[25]

a. Intonation

The term intonation, refer to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level.[26]

b. Stress

All of words have each identifiable syllable, and one of the syllables in each word will sound louder than the others. The syllable indicated with louder sound, are the stressed syllable. Each stressed syllable, in a word in isolation, also has change in

[24] Peter Roach, *Op. Cit.* p. 20-22
[25] Gerald Kelly, *Op. Cit.*, p.3
[26] *Ibid*., p.86

the pitch, or the level of thespeaker's voice, and the vowel sound in that syllable lenghtened. Stress can fall on the first, middle or last syllable of words.[27]

c. Connected speech

Connected speech Connected speech refers to spoken language when analyzed as a continuous sequence, as in normal utterances and conversation.[28] Vowel and consonant segments combine into syllables; syllables combine into words; words combine into phrases and sentences.[29]

Based on the explanation about segmental and suprasegmental aspects before, the researcher used segmental aspects, especially any aspect inside segmental aspect that is vowel aspect to conduct the research in teaching pronunciation to the students. By choosing the vowel aspects as the item in teaching pronunciation by using songs. The researcher wants to know the effect of using an English song in teaching pronunciation.

B. Concept of Pronunciation Mastery

The essence of communication is a matter of transferring information from the sender to the receiver or the opposite way. by this way, the ability to understand the manifestation of language should pay more attention. Nonetheless, it has been challenging process to somehow understanding. Applying and mastering the language without knowing the system or knowledge of it. And so it can cause disorientation while communicating. And, one of the mayor problems faced by most language students is the ability to deliver their ideas verbally. This existence of problems relating on the speaking skill can probably be caused by absent of the proper the resources, and attitude of pushing the

[27] *Ibid.*, p.66-67
[28] David Crystal, *Op. Cit*., p.66
[29] David Crystal, *Op. Cit*., p.247

speaking practice away. However, it is important that students should be able to naturally use the language and practice it in various conditions.[30] Yet, the student have a difficulty to speak English, because they have no such experience of learning it is done so their speaking ability is not improved. In addition, the students are less contaminated by the authentic learning, because the resource may not be provided or may not be appropriate for the students to have with. It is such a vital problem, as learning foreign language, to be neglected. Henceforth, practicing speaking skill is crucial, in every condition and with a good strategy and effective as an active skill achieved.

Having the ability to utter in supposedly good relates to the manner of how language is spoken. It is undeniable factor that mastering pronunciation is highly Important in speaking ability. Nevertheless, in reality a vast difference of manners in pronunciation is naturally existed. There have been some factors that play role in it, such as social surroundings, locality, listening influence, and mother tongue_ cultural influence. As well as absence of effective an appropriate resources for the student are taken place as the major effects for mastering pronunciation. Nevertheless, mastering English pronunciation is a matter of that the students are not only capable of producing an exact pronunciation, but also how they finely understand when someone speaks in different pronunciation(at lest not standard). And the capability or state to understand and produce English pronunciation properly in every condition is sum up into terms called as pronunciation mastery

To measure the students pronunciation mastery, the researcher applied the derivation of scoring rubric of speaking skill. the assessment pronunciation scale is presented in the table below:

[30] Geoffrey broughton,teaching English as a foreign language (2nd ed),p.82

Table 6

Pronunciation Scoring

Pronunciation	Scale	Description
	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by aducated native speaker.

Pronunciation Scoring:[31]

C. Concept of Media

1. Definition of Media

Generally, Media used by the teacher for teaching learning to effective and give motivate the student in learning. Chan defined media as a system of communication, information or

[31] H. Douglas brown, language assessment: principle and classroom practices,(NY: Pearson Education ESL, 2010). P.173

entertainment.[32] In educational area, media is frequently utilized to help the students gain insightful knowledge by facilitating the easy of absorbing the abstract materials. Chalkboard and text book are the well known samples of media used in classroom. Cd, Audio, Animation are also the representative as well when it talks about multimedia technology. Simply, they bridge students to get to the target of learning and easy them with various way. Henceforth, Media is any components used to distributed, connect or bridge students to gain knowledge that student need. And then so, Researcher use English song as the media in experimental class, and use textbook as control class. The Researcher applied these media to teaching and learning in the classroom activity.

2. Types of Media

There are six basic of media.[33] They are as follows:

a. Text

Text is commonly used in teaching and learning. it consist of alphanumeric character which may be displayed in any form such as books, posters, newspaper, magazine etc.

b. Audio

Audio is another type of media that is most often used in teaching and learning. It consist of direct of sound or recorded voice that is audible such as audio book, songs, teachers' voice , noises and so on.

c. Visual

Visual media deal through seeing. It consist of media such as drawing picture, still pictures, cartoons, comics etc.

d. Motion

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[32] Meng Chan, Wai, et al.media in foreign language teaching and learning.(germany: De Gruyter Mouton,2011)p.2

[33] Yuliana. "the influence of using audio visual media towards students' listening comprehension at the elevent grade of MAN Central Lampung in the academic year 2014/2015". Thesis of education study program of uin raden intan lampung,Lampung,2015)p.22-23

Motion is one of type of media that provides a moving medium. motion media covers the example such as video, animation, films and so on.

e. Manipulative

Manipulative media is a term that refers to real object and models. It proposes three-dimension and is touchable by sense.

f. People

The final type of media is people. People here mean everybody that related to teaching and learning process: Teacher, Students, or anyone.

3. Advantage of Using Media

There are some advantages of applying media in the classroom activities. Here is the list:[34]

a. Increasing students' experience
b. Giving an exposure between students and their environments
c. Helping the student to understand instructional materials.
d. Reinforcing students comprehension
e. Arising students motivation of learning
f. Creating systematic teaching and learning

D. Concept of song

There are some definition about song who delivered by experts. One of them is Jamalus. Jamalus says that songs can be said as art works if they are sounded (sung) with the

[34] Nuhung ruis Et Al, instructional media, (Jakarta: Center for development and empowerment of teacher and education personnel,2009)p.17

accompaniment of musical devices.[35] In other definition, the song is a set of words, short poem, etc. to be sung, usually with accompanying music. Meanwhile, Hornby states that a song as 'a short poem or a number of verses set into music and intended to be sung.[36]

Through some definitions that related about the song above, the researcher concludes that song is a kind of art works that is intended to be sung either with or without instrumental accompaniments. It is also stated that a song is a musical composition that contains vocal parts (lyrics) that are performed (sung), commonly accompanied by musical instruments (exceptions would be a cappella songs).

The lyrics of songs are typically of a poetic, rhyming nature, although they may be religious verses or free prose. Colloquially, song is sometimes used to refer to any musical composition, including those without vocals; however this usage is, by definition, incorrect. In music styles that are predominantly vocal-based, such as popular music, a composition without vocals may be called a song but is often called an instrumental.[37]

1. Elements of Song

When a song is played, the listeners will not only listen to its lyric, but also its melody. They are enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. The elements of music are divided into two categories, those are main elements and expression elements.

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[35]Jamalus, *PengajaranMusikMelaluiPengalamanMusik* (Sribd: 1988), p. 5. Retrieved on February, 17, 2010 from http://www.scribd.com/doc/37575165/6/A-Musik.

[36] Hornby, A.S, *Oxford Advanced Learners Dictionary* (Oxford: Oxford University Press, 1995), p.56

[37]NCCS, Elements of Music and Vocabulary Terms, *The Compositional Building of Music*. Retrieved on January 20, 2019 at 10.00, p. 2-3

The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word. There will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics; it can be said as musical sentences. The second category is the expression elements. It is how the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.[38]

2. Kind of song

There are many kinds of music that exist in this world. To classify the kinds or genres of the music, see on the explanation below:

a. Pop

Pop music is a genre of popular music that originated in its modern form in the United States and United Kingdom during the mid-1950. The terms "popular music" and "pop music" are often used interchangeably. Pop music often borrows elements from other styles such as urban, dance, rock, latin, and country.[39]

The characteristic of pop music includes an aim of appealing to a general audience, rather than to a particular sub-culture or ideology, and emphasis on craftsmanship rather than formal "artistic" qualities. There are some examples of singer in the field of pop music, such as Adele, Michael Jackson, Westlife, and etc.

[38]Jamalus, *Op. Cit*., p. 7

[39] Catherine Schmidt and Jones, *Understanding Basic Music Theory* (Rice University: Houston, 2007), p. 93

b. Jazz

Jazz is a musical from that relies on improvisation and rhythmic urgency. Improvisation is a primary way that jazz musicians express themselves, requiring them to be inventive and create music on the spot.[40]

The characteristic of jazz music include improvisation, syncopated, rhythms, individual tone color, and swing feeling. Jazz musicians by using the existing chords in a song to produce short melodies or riffs to accompany the harmony. In Jazz music itself, there are some singers in Indonesia who has ability in singing jazz song like Indra Lesmana, Bubi Chen, Pra Budi Dharma, and etc.

c. Rock

Rock music is a type of music that has a simple tone and a fast beat, played and sung by a group of people with an electric guitar and drums. There are some characteristics of rock music, they are: electric guitar playing that is dominated by feedback and big effects; hovering musical themes; complex song structures such as chords or tempo that do not fit the pattern; and dark lyrics such as death, murder, loneliness, etc, or absurd lyrics that tell the experiences of the musicians.[41] In Rock music, there are some singers who sing in Rock music such as Ahmad Albar, Judika, and Elvis Presley.

d. Hip-Hop

Hip-hop music or it can be called as rap music consists of a stylized rhythmic music that commonly accompanies rapping, a rhythmic and rhyming speech that is chanted.[42]The characteristic of hip-hop music is a beat music, the lyrics that contain yelling protest and the most distinctive and important of hip-hop music is

[40]*Ibid*.p. 91
[41]*Ibid.* p. 92
[42]*Ibid*. p. 91

the bottom line of rap.There are some singers who sing hip-hop song, they are:Nas, Dr. Dre, J. Cole, Drake, and etc.

Based on the explanation about the kind of song, actually there many kinds of song that can be classified but the researcher just write 4 kinds of song. In choosing kind of song, in this research the researcher chooses pop song. The researcher choose pop song because students like and love pop songs. To deal with the explanation, the researcher has written on the next explanation. In this case, the writer prefers to choose English songs. Because, that song is very easy listening for students. The researcher only focuses on the one kind of song because it made students to be easier to understand about the message of the song and it is also supported by Trapp who reminds that the more repetition you give your students the more likely it is that they will retain the message.[43] Moreover, the writer feels that song is more understandable to learners, and have clear pronunciation.

E. Concept of English Song

English Songs are important in learning besides using songs in a classroom environment to entertain students, this helps students feel relaxed while learning through songs.[44] According to Pimwan that songs are authentic materials that can motivate students to learn English.[45] Songs can inspire great motivation during lessons because songs stimulate a positive emotional attitude towards language learning.

[43] Trapp, E.A, The Effects of Songs in the Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal. A Dissertation of Claudia Smith Salced, Louisiana State University (2005). Online at http.etd.lsu.edudo.[accessed 01/20/2019]

[44]AdeliaYusmita, et.al, The Effects Of English Songs On The Seventh Grade Students' Pronunciation Achievement In SmpSrijaya Negara Palembang , *JurnalBahasa Dan Sastra*, Vol. 6 No.1 Juli 2017 , p. 15

[45]*Ibid*

English Songs are teaching materials that can be used by teachers with young students. Songs can be used in various manner. Lo and Li stated that songs play an important role in motivating students to learn English.[46] Singing songs and listening to music are very fun for students.

They are more relaxed and attentive than usual and therefore easier to receive learning. Songs can be motivated and captivate the attention of foreign language students. They can support the development of students' abilities to read, write, listen and speak and provide opportunities to learn pronunciation.

Through songs, students get material easily, and it can be an alternative way to improve their pronunciation. Everyone likes to listen to music and songs is not only fun for students. When it's fun, students can find English is not a difficult subject so that it can be used effectively for students at school.

That explanation gives us some conclusions that music is a universal language and children respond very much to songs. Singing along with other children, a teacher or another adult, is a fun activity for children. This is a fun way for children who learn English to improve their skills in English.

This can be a valuable resource to help teach language and share culture at the same time. Music is a powerful source that helps create positive feelings about English. While songs function as useful teaching tools for students, they also contribute to helping create a positive and warm atmosphere in the learning environment of English. The use of songs in the learning process is considered as an effective medium to stimulate students to improve their language skills and also students can learn actively.

[46]Hermansyah, *Op.Cit.* p. 44

F. Advantage and Disadvantage of using English Song

There are several advantages and disadvantages of teaching speaking by using song. 1.Advantages

The following advantages:

1. Song makes teaching learning process fun and enjoyable.
2. Song is familiar among students.
3. Song makes it possible to be in control of the Audio, because the teacher and students can reflect and analyze every question from Audio lyric by pausing the video clip or music audio.
4. Students can listen to the songs at home and revise the language by them self.
5. Song makes moving in time easy.

2. Disadvantages

The following disadvantages:

1. Teaching Speaking by using Songs takes an extra time in the regular meeting. It can be an ineffective time for the learning process while the teachers want to give the materials appropriate their syllabus.
2. It is also seen an enjoyable activity for student, it might create a threat to classroom atmosphere which can lead to destruction of normal discipline of the classroom. As a matter of fact, every strategy, media, technique, or step bears some advantages and disadvantages. Therefore, it is important for the teacher to consider each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective and successful.

G. Procedure of teaching pronunciation using English song towards pronunciation mastery

In practicing speaking by using popular English song, the researcher follows the following procedure:

1. Previewing

Any pre viewing activity will be associated with developing learner's comprehension strategies or stimulating student's background. Teacher tell to the students that they are going to discuss about popular English song then the teacher ask them about what is the most favorite singer that they are like to listen and why they like it. While viewing In this step, song play more than once. The aims for listening song in the first time and further time will be different.

First viewing is global understanding. Playing the song once and the teacher ask the students to response. In this step, the teacher asks the student to response what on their thought about the title of the song by their own answer. Ex: Song by Westlife –I have a dream. A: what is you dream? Second viewing is presentation of language. The teacher asks them to make a group discussions and discusses about the lyric, difficult words and message of the song. After the student reads the lyric and discusses with their friend for the second time and also answer the teacher questions that relating to the topic. Then, the teacher asks all students in pairs to come in front of the class to perform their speaking in form of transactional dialogue. Post viewing Post viewing activities are connected the way of using language that came from the students. The teacher asks their opinion one by one about that song in order to make the students' express their ideas and also check the students' comprehension about the meaning of vocabulary, verse or sentence, story and message that includes on song in oral form and also it is recorded by the researcher. The teacher comments on students' performance especially in five aspect of speaking and also ask the students difficulties and discusses the ways to solve the difficulties together with the

students. Based on procedure above, the researcher surely it can help the teacher and the students more active, creative and also enjoyable in delivering and accepting the material by using song as a media in teaching-learning process.

H. Concept of Textbook

Textbook is the crucial instrument for the teachers to teach their students. A textbook is defined as a book that teaches a particular subject and that is used especially in schools and colleges.[47] Meanwhile, Pingel argued that Textbooks are one of the most important educational inputs: texts reflect basic ideas about a national culture, and textbooks are often a flashpoint of cultural struggle and controversy.[48]Another argument about textbook who delivered by Cunningsworth in Tok that a textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence.[49]

In addition, according to Hummel in Mahmoodthat the textbooks have significant role as they are considered as primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class.[50] Yuliantiin Rynanta and Ruslan also stated that "A textbook is an instructional material which consists of content and material of the subject that is well

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[47]Biljana B. Radić-Bojanić and Jagoda P. Topalov, "Textbooks In The EflClassroom:Defining, Assessing And Analyzing", *University of Novi Sad Faculty of Philosophy Department of English Studies*, on September 29, 2016, p.138

[48] Falk Pingel, UNESCO Guidebook on Textbook Research and Textbook Revision 2nd Revised and Updated Edition, (Paris: Braunschweig, 2010), p.7

[49]HidayetTok, "TEFL textbook evaluation: From teachers' perspectives", *Educational Research and Review*, Vol. 5 (9), September 2010, p.510

[50]KahledMahmood, "The Process of Textbook Approval: A Critical Analysis", *Bulletin of Education & Research*, June 2006, Vol. 28, No. 1, p.171

organized in written form and has a great contribution in the teaching and learning process."[51]

Beside of that, Kalmus in Mahmood showed that Text is designed to teach students what the educators believe ought to exist in other words, textbooks "tell children what their elders want them to know".[52] In the same source of Mahmood, Hamilton told that A textbook may be any book or a book substitute, including hard-covered or paperback books, workbooks designed to be written in and used up, certain newspapers, news magazines and manuals which a student is required to use as a text or a text-substitute in a particular class or program as a primary source of study material intended to implement a major part of the curriculum.[53]

So, from the definition of textbook above, it can be conclude that textbook is one of the crucial thing for the teachers when they want to teach their students, because the textbook can be useful as the guidance for them during teaching and learning process, and also the textbook can make the teachers to be easier when they convey the knowledge to the students.

In teaching pronunciation, textbook usually provide kinds of text with various topics and give some instruction to read aloud the text. Practicing students' pronunciation through reading aloud the text, it can have some advantages. Kelly defines that the advantages of reading aloud the text can give students chance to study spellings, stress, intonation, linking sound, and connected speech.[54] Hence, textbook can be used as media in teaching pronunciation through administering strategies such as reading aloud the text.

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[51]ReinildisAtjnaCyntiaRynanta, SuharmantoRuslan, "Content Analysis on the English Textbook Entitled English In Mind Starter (Student's Book)", *State University of Malang,* 2015, p.2

[52]KahledMahmood, "Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan", *Journal of Research and Reflections in Education*, Vol.5, No.2, December 2011,p.2

[53]KahledMahmood, *Loc. Cot*., p.2

[54] Gerald Kelly, *Op. Cit*., p. 22

In giving the material by using textbook especially in teaching pronunciation, the teachers should consider about the appropriate of textbook being used. There are some criteria to be considered as good textbook, as they follow:

a. Observing

In language learning, observing refers to reading and listening texts. By reading and listening, students are asked to comprehend the text with a list of items they need to know.

b. Questioning

The students have a list items of text they have learnt, thus they formulate questions based on identified items.

c. Experimenting

In order to answer their formulated questions, the students have to collect data and information. Collecting data can be done through observation, interview, and reading books.

d. Associating

In this stage, students analyze data or information to answer the formulated questions and summarize the conclusion. Teachers' guidance play important role in this stage.

e. Communicating

After answering the questions, it is time for students to present their results in the form of written or spoken work. In communicating stage, they get feedback from their partners and the teacher to improve their knowledge.

f. Creating

Learning language does not end only by learning its features. The students should regularly practice and create texts to

assess their achievement. By having such opportunities, the students are expected shape their thoughts.[55]

I. Advantages and Disadvantages of Using Textbook

1. Advantages of Using Textbook

According to Harmer "many good textbooks are attractively presented and they are prepared with a good structure that offer a coherent syllabus, satisfactory language control and motivating texts and tapes"[56]. Furthermore, many students like textbooks because they feel that they have achieved something when they finish chapter after chapter, and then finally the whole book, because progress encourages them in a positive way. This has also been observed by T. Woodward emphasizes that using textbooks saves the teacher a great deal of time.[57] Teachers can use this time for teaching instead of producing material themselves. Similarly, Woodward claims that teachers feel that it would be very difficult, impossible sometimes, to teach and give instructions from one day to the other without the help of textbooks and teachers´ guides.[58] Lastly, Christenbury claims: To expect today's teachers, already overburdened and overwhelmed, to create original curricula not driven by textbooks requires an institutional investment of time and money which few school systems will commit. It is just simpler to put together a textbook

[55]ElokPutriNimasari, "Evaluating an EFL Textbook: To What Extent Does The 2013 Curriculum-Based Textbook Accomplish Pedagogical Aspects?" *Prosiding ICTTE FKIP UNS 2015,* Vol. 1, No. 1, Januari 2016, p.273

[56] Harmer, Jeremy. 2001. (The Practise of English Language Teaching. Essex: Pearson education) p.304

[57] McKenzie, Jaime. 1997. In Defense of Textbooks, Lectures and Other Aging Technologies. < http://www.fno.org/may97/defense.html> (2006-03-15)p.46

[58] Woodward, Tessa. 2001. Planning Lessons and Courses. Cambridge: Cambridge university Press.P.511

selection committee and let them, essentially, choose a pre-packaged curriculum.[59]

There are also other advantages of textbook use. Firstly, if a teacher uses the same textbook in all of his or her classes the students will work with the same material and content. As a consequence, teachers can test their students in a similar way. Secondly, teachers who are not so experienced and need some kind of teacher training can benefit from textbooks due to the fact that they can function as initial training for them to develop their teaching. Thirdly, Richards points out that all teachers do not have English as their first language and textbooks can help them to use the language properly in class.[60] Finally, McKenzie further points out that schools, teachers and students need textbooks because they are full of knowledge which editors have compacted and controlled. Editors try to make sure that all material is at a proper quality level.

2. **Disadvantages of Using Textbook**

There are also disadvantages of using textbooks and Harmer points out that some teachers do not approve of textbooks at all. These teachers claim that both they and their students are bored by using textbooks due to the fact that they many times contain material that is not interesting enough. Furthermore, they claim that there is little variation in textbooks, which makes teaching and learning stifling.[61] Teachers who do not approve of textbooks like to use their own imagination, alternative material such as pieces from books and magazines and

[59] Christenbury, Leila & Kelly, Patricia P. 1994.(What Textbooks Can - and Cannot – Do)p.77

[60] Richards, Jack. 2001. The Role of Textbooks in a Language Program. < http://www.professorjackrichards.com/pdfs/role-of-textbooks.pdf > (2006-03-20)

[61] Harmer, Jeremy. 1998. (How to Teach English. Essex: Pearson education)p. 116-117

ideas that students give them etc. The risk of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material. As a consequence, the textbook will control the teaching and learning in the classroom. Richards claims that teachers who base their teaching on textbooks can become deskilled. If they cannot decide what instructions to give themselves and let textbooks do this for them, their function as teachers has become reduced because then they only present what others have written.

Another disadvantage of using textbooks is that their content is not always 100 per cent genuine and objective. There is a lack of representation of real issues due to the fact that editors exclude topics that are controversial so that the textbooks will be more widely accepted. As a consequence, Richards claims, "an idealized white middle-class view of the world is portrayed as the norm". In comparison, Johnsen notes some examples of discrimination in textbooks, for example what Helga Stene observed in textbooks already in the 1950. She proved that women were depicted in a way which was discriminating. For example, in one arithmetic textbook they were clearly underrepresented. Out of all exercises in the book, women only had an active part in two per cent of them.[62] Similarly, in 1977, another study that Hjørdis Heide published proved how women were depicted as inferior to men in a number of social science textbooks.[63] Another example of bias in textbooks is an article in Svenska Dagbladet that remarks that some textbooks in social studies contain biases against immigrants. This is

[62] Johnsen, Egil Børre.1993. Textbooks in the Kaleidoscope. (A Critical Survey of Literature and Research on Educational Texts. Oslo: Scandinavian UP) p.1993:109.

[63] Ibid.109

insulting for students and they may feel uncomfortable reading this. Lastly, Grant emphasizes that many textbooks used for language learning are deficient due to the fact that they do not contain any genuine communicative activities at all. Other textbooks contain some communicative exercises, but not enough.[64]

J. Procedure of Teaching Pronunciation Using Textbook towards pronunciation mastery

There are steps in which the song is being used in the classroom:

1. The teacher give the student some vocabulary from the text in the textbook before starting the material
2. The teacher reach them and asks the students to repeat
3. The teacher begin the material and asks students to read aloud the text
4. The teacher chooses one or two paragraph to be practiced, and asks them to read aloud together
5. The teacher assesses the students' performance

K. Frame of Thinking

The ability to speak in other languages is not as easy as we assume, it takes a long time for people to understand it deeply. This is not an instant process, but gradually in many ways and techniques. One technique that can be used is by using English songs. By using songs students become more interested in practicing and memorizing. Unconsciously, students able to memorize faster when using songs. Using a student song

[64]Grant, Neville. 1990. (Making the Most of your Textbook. New York: Longman) P.1990: 38

definitely repeat the song that he sings so that without realizing it the student is able to say word for word properly and correctly.

In teaching pronunciation by using song, it can be one of the alternative ways for the teacher to make his/her students to be faster to master English pronunciation. Meanwhile, in applying textbook in teaching pronunciation it will make the students feel bored, because they just read the word without imitate from someone who has capable in pronouncing English word well.

L. Hypothesis

Based on the frame of thinking, the researcher formulated the hypotheses as follow:

Ha :There is a significant effectiveness of using English song towards students' pronunciation mastery at the second semester of the seventh grade of SMPN 35 BANDAR LAMPUNG.

Ho: There is no a significant effectiveness of using English song towards students' pronunciation mastery at the second semester of the seventh grade of SMPN 35 BANDAR LAMPUNG.

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