

**STUDENTS' PERCEPTION ON THE IMPACT OF ENGLISH POP SONGS
TOWARD THEIR ENGLISH PRONUNCIATION'S SKILL AT UIN AR RANIRY**

THESIS



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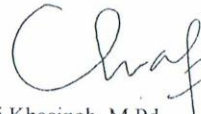
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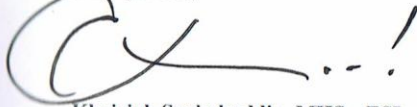
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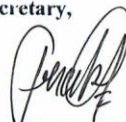
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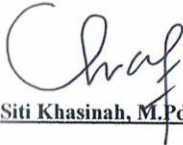
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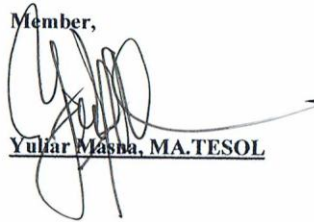
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Banda Aceh, December 14th 2017

Raja Iqbal

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DECLARATION LETTER

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Students’ Perception on the Impact of English Pop Songs toward Their English Pronunciation’s Skill at UIN Ar-Raniry”, adalah benar-benar karya asli saya sendiri, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2017

Yang menyatakan,


(Raja Iqbal)

ABSTRACT

The use of English songs seems cannot be separated from learning English pronunciation process. English pop songs, for instance, have become ones of popular media implemented by almost all students to support their material and resource in learning English pronunciation. This research aimed at finding out students' perception on the impact of English pop songs toward their English pronunciation skills. The research was conducted by using qualitative approach. The respondents of this research were five students of English Language Department, Ar-Raniry State Islamic University. The result showed that all students perceived that English pop songs could bring a good impact for them toward their English pronunciation because English pop songs provided the way to pronounce English words. Students perceived that singer' accent, rhythm speed and unclear pronunciation terms have become their constraints in listening to English pop songs. The result suggested that lecturers should consider the level of English pronunciation contained in English pop songs and filter the difficulties of English pronunciation based on students' capability in regards to teaching pronunciation and vocabulary.

Keywords: English pop songs; English pronunciation

CHAPTER I

INTRODUCTION

A. Background of Study

In life, people certainly have a social interaction which always involve or require to other people. Social interaction is a connection between an individual to another individual, an individual to a group, and a group to another group. First example is about social interaction between an individual to another individual such as a doctor takes care to the patient. This social interaction requires one person who does an interaction to another person. Second example is about an individual to a group such as a president does a speech to society. In this situation, one person has an interaction to many people. Third example is about social interaction in a group to another group. In this case, the social interaction is applied by many people to other people such as a basketball team challenges other basketball teams to play a game. Murdiyatmoko & Handayani (2004) say that social interaction is a correlation between people which produce an interplay process of fixed connection to develop a social structure. The conclusion about social interaction is an activity which involves a connection between people that influences a process of the responds in interaction systems.

The common tool that is used by people in social interaction is a communication. Communication is a delivery and acceptance process of information or message between individual to individual or group to group so that the information or the message can be understood easily by listeners. The most important thing in communication is a language. Language is a medium in communication. It is because language has a function as a tool to send a thought, an idea, a concept or a feeling. Abdul & Agustina (2010) say that in sociolinguistics, language is arbitrary, productive, dynamic, diverse and humane. Language

as arbitrary means the relationship between symbol and a symbolized which is not consistent, it can change and it cannot be explained why a symbol conceptualizes a certain meaning. Language as productive means element or word of language is limited but it can be developed into unlimited sentences. Language as dynamic means transformation of the use of word can change because a new word can show up by the time and the old word is not used anymore. Language as diverse means the same phonologically or morphologically of words can have different meanings in different places. Language as humane means language as a tool of verbal communication that only human has it while animal not. It can be concluded that language is a tool in communication which has specific characteristics and it holds very important role in communication system. Imagine if world has no language it will be no songs, no books, no letters, no poetries and poems. People cannot speak, sing, write, or even study. People will be stupid because they never go to school for the impact there is no knowledge or science. People can die easily because there is no medical science, no doctor or nurse. This is why language holds very important role of communication system in life.

Every country has its own Language, Indonesia has a national language which is called as Bahasa Indonesia. Meanwhile, United State of America or England has a national language that is called as English language. English language now is an important language in the world, because it is an international language. The reason why English becomes important and international language is British has many colonies in the past so that their language automatically spread in the British colonies. Then, English language becomes a standard language in many international events such as sport events, conference, or tourism events. Every job requires English language ability. Even in final examination, English language is one of special tests.

English language becomes a trend that influences every single person in every country. In Indonesia, almost all of its citizens have ever learned English language. However, there are

a lot of people think English language is difficult to be learned and its pronunciation is hard to do. Pronunciation is an important part of language. When someone transfers knowledge and information to others, they have to say every single word clearly enough to be understood by the listeners to avoid misunderstanding. According to Ur (1996), pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds. And Otlowski (1998) says that pronunciation is a way that is accepted or generally understood. From those statements above, pronunciation is the way of someone produces a sound as a sign that is accepted or generally understood. It refers to the use of pronunciation in a language.

People think pronunciation especially English pronunciation is hard to be learned because as passive speakers to pronounce some of English words are difficult to do. That becomes a problem which disturbs the English language learners. As solution, English language learners go to the courses to enhance their English pronunciation skills and their abilities in practicing English language. People search a method how to learn English pronunciation easily and effectively. Learning English pronunciation is not always meant the learners have to study at English language courses. Because English pronunciation can be learned in autodidact way such as people can download an application that provides English books and stuffs that consisted of English pronunciation on smartphones or computers. Additionally, there are many ways in learning English pronunciation. Many people learn English pronunciation by watching to English movies because they can practice and follow how the native spoken. It is an easy method because English movies can be downloaded freely in some sites but it takes many times way because English movies cannot be watched in every single time.

In fact there is a short and an easy way in learning English pronunciation that is listening to English pop songs. English pop songs can be listened not only in everywhere

such as in bus station, library, or maybe on a road but also English pop songs can be listened in every situation such as in spare time, when waiting for a class, or even when studying. It is because English pop song is easy to be accessed via smartphone and there is a supporting tool which is called as headset to listen English pop songs quietly. Based on the writer's experience, English pop songs are always used and listened by people includes the writer. In fact, English pop songs provide listeners not only a good feelings because sometimes English pop songs represent the feelings of the listeners but also become a medium in learning English language pronunciation. But the method is relative, because it includes the impact of the perception from many people. To know if it were an effective and an efficient method or not in learning English pronunciation, the writer did a research to find out the students' perception on the impact of English pop songs toward their English pronunciation's skill at UIN AR RANIRY.

Some related studies have been conducted. Regarding this Abdul, Patuan & Sudirman in 2014 did a research entitled, "Teaching English through Popular English song at first year of SMAN 14 Bandar Lampung." The goal of this research was to find out was it English pop songs could increase students' speaking skill, and to find out the aspects which could influence students' speaking skill by using English pop song as a medium. The respondents of this research were students at first year of SMAN 14 Bandar Lampung. In this study the writer used two instruments namely pre-test and post-test.

The result showed that Popular English Song was a good media of teaching to increase students speaking ability. In different year exactly in 2015, Imliyana, Suhartono & Husin did a research entitled "The effectiveness of the use of English pop song in teaching Vocabulary to the eighth grade of SMPN 16 Pontianak." The goal of this research was to find the effectiveness of English pop song in teaching vocabulary. The respondents of this research were eight grade students of SMPN 16 Pontianak. The research used a pre-experimental

study. The result of this research was teaching vocabulary through English Pop Songs that has been proved as an effective media to teach vocabulary to the students. In the same year exactly 2015, Rusmiati & Siti did a research entitled “Teaching listening by using English pop song.” The purpose of this study was to find out the problem faced by students’ in listening, and to know the improvement of students’ listening skill. The respondents of this research were second year students of SMPN 17 Banda Aceh. This research was an experimental teaching. The result of this research was the use of English pop song was an effective way to improve the students’ ability in mastering listening skill. Those three previous studies used the same aspect that was about English pop songs but in different years, different places, different respondents and different methods of research.

Based on three related studies above the writer takes a title “Students’ Perception of The Impact of English Pop Songs toward Their English Pronunciation’s Skill at UIN Ar Raniry”, it is almost the same case but it has three different aspects from others. Those are the participants who consist of College students, English pronunciation as the special aspect to be tested, this writer collected data by using qualitative method, and this research did in 2017.

B. Research Question

What are English students’ perceptions on the impact of English pop songs toward their English pronunciation’s skill?

C. Significance of Study

To find out English students’ perception of the impact on English pop songs towards their pronunciation’s skill at UIN Ar Raniry.

D. Terminology

There are several terms used in this research that should be defined in order to avoid misunderstanding. Those are as follows:

1. English pop songs

English pop songs are English songs that played by a pop genre and in this research the writer uses English and pop song singer from British

2. Pop

Pop is a stream genre of song and music and Pop song is a song that uses a pop genre and it uses very simple harmony between music and lyric.

3. English pronunciation's skill

English pronunciation is one of elements in English language that has important role in learning English language. English pronunciation's skill is the ability in saying an English word as well as native does.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on explanation about perception, English pronunciation, the concept of pronunciation, factors affecting pronunciation, elements of pronunciation, definition of song, elements of songs, types of song, and the role of English songs in learning pronunciation.

A. Perception

According to Altman, Valenzi, & Hadgetss (1985), perception may be influenced by four factors, those are selection of stimuli, organization of stimuli, situation, and self-concept. Those factors are defined as;

1. Selection of stimuli. On this side, according to Altman et al. (1985), people select and perceive things differently, commonly they focus on small number which makes every person has different way to perceive things. That is why perception is relative. For example, in a family there are a father, mother, brother, and sister. Even one family has one type of blood but the taste of interest about something might be different from each other. Such as the father likes fried noodle, the mother more prefer boiled noodle, but the sister even do not like noodle she prefers fried rice while the brother likes sate (typical food from Indonesia). That is one a little case that commonly happen in social life. Imagine if the god were two, maybe the shape of human is not like human. The eyes would be three and it located in the neck. It is because viewpoint of someone is different from others and it is caused by selection of stimuli.

2. Organization of stimuli. On this side, according to Altman et al. (1985), after the information is collected, the information organized to make it become meaningful. The mind tries to set up the random data by selecting certain data and putting them together. The way someone thinks and sees about something it is different from others. It is caused by background of someone. For example, an environment factor influences the way someone think and the way someone solves and faces a problem. Educated people differ from people who never taste an education. When educated one gets a clue of one situation, they try to find what happen and it happens by remember they previous knowledge that is suitable with the situation. Sure they are wise in solving a problem and think how it happens. While uneducated people when gets a confused situation, they have no idea about what is happening and how it happens.
3. Situation of stimuli. On this side, according to Altman et al. (1985), the situation which influences someone to analyze can be in form of someone's familiarity with, expectation about, a situation, as well as their past experiences. It is almost the same variable with organization of stimuli. It enclosed people with their previous experiences. People who love adventure activity differ from people who use to waste almost of their time to stay at house. The adventurers use to get a problem and solve the problem easily because they have a lot of experiences when adventure activity. While the home-based one, when they get a problem they feel awkward because when stayed at house they never face a problem or serious situation.
4. Self-concept. On this side, according to Altman et al. (1985), it is about the way people feel or look themselves. That image is important to help them to look things outside. People who has self-concept, it will guide them to get positive perception about certain things from outside. For example, people who have self-concept differ

with people who have no self-concept in facing a problem. Un-smoker who has self-concept and identity or pride is not easily influenced by the smoker. Even they are friends and often waste their time together the un-smoker who has self-concept does not effected easily by his smoker friend because he can control his mood and curiosity while someone who has no self-concept he is easily influenced by someone else. Because people who has no self-concept also no pride and identity.

B. English Pronunciation

Pronunciation is one of the most important things that someone has to master. Otherwise, people cannot receive the message someone says. According to Hornby (1995), pronunciation is defined as 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. While Richard and Rodgers (1998) state that, pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds. That is why pronunciation is always necessary. Not only for beginners of student but also to the teachers. As passive speaker it is very important for English learners to always increase the pronunciation skill, wherever and whenever just always practice and it will be improve by the time even never good as native speakers do. Pronunciation will also be supported by listening method because listening is one of English skills that support the speaking skill. As Nunan (1991) says that, it can be seen that pronunciation and listening are in a complimentary relationship. In class situation the teacher gives and introduces new words the students must to listen and analyze what they are hearing. It means the good hearing makes students are easy in understanding the meaning of words and it is the principle of learning pronunciation by using English songs.

However, learning English pronunciation is not easy. Because as passive speakers it is unusual to speak English in daily conversation and always there are some difficult situation that is effected by some factors. Ramelan (1985) states some factors why students do not succeed in pronouncing the foreign language. The factors are; firstly, the existence of a given sound in the foreign language which is not found in the native language. Secondly, sound which have the same phonetics features in both language but differ in their distribution. Thirdly, similar sounds in two languages which differ only slight in their phonetics features. Fourthly, sounds that have the same qualities in both languages may constitute some learning problem if they occur in cluster or sequences of sounds. Pronunciation is always important even it is complicated but people have to speak English clearly enough to be understood. Pronunciation is more important than phonetic. Stress and intonation are as important as the sounds themselves and should be taught from the very beginning.

C. The concept of pronunciation

The concept of pronunciation includes the sounds of language or phonology and stress and rhythm. It is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic as the term phonetic which used to refer to transcriptions of the sounds of all human languages which make distinctions between sounds that may not be distinguished in a given language system. Phonemic is used to refer to transcriptions of a particular sound system representations. The phonemic alphabet shown in picture from Google may be helpful.

| VOWELS | monophthongs | | | | diphthongs | | Phonemic Chart voiced unvoiced | |
|------------|--------------|--------------|------------|-------------|---------------|------------|---|-----------------|
| | i: sheep | ɪ ship | ʊ good | u: shoot | ɪə here | eɪ wait | | |
| | e bed | ə teacher | ɜ: bird | ɔ: door | ʊə tourist | ɔɪ boy | | |
| | æ cat | ʌ up | ɑ: far | ɒ on | eə hair | aɪ my | | |
| CONSONANTS | p pea | b boat | t tea | d dog | tʃ cheese | dʒ June | k car | g go |
| | f fly | v video | θ think | ð this | s see | z zoo | ʃ shall | ʒ television |
| | m man | n now | ŋ sing | h hat | l love | r red | w wet | j yes |

Picture from goo.gl/BFaWWR

The most common view is that vowels' sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. Consonants are sounds in which the air stream meets some obstacles in the mouth on its way up from the lungs. The air stream is bumped, squeezed, or completely blocked. Words like big, map, and see begin with consonants. Most words contain at least one consonant, and some contain many more. For example, saw contains one consonant sound, play contains two, and split contains four. But a word does not have to have any consonants at all. For example, the words I, a, and oh do not have any consonant sounds but only vowels. Vowels are sounds in which the air stream moves out very smoothly because there is nothing blocking or constricting it which does not meet any obstacles on the way. Vowels are the source of words and syllables. Words like apple, east, over, and out begin with vowels. Furthermore, diphthongs are sounds which consist of a movement or glide from one vowel to another. A vowel which remains constant and does not glide is called a pure vowel, and one of the most common pronunciation mistakes that result in a learner of English having a foreign accent is the production of pure vowels where a diphthong should be pronounced.

D. Factors Affecting Pronunciation

Sometimes people, as the non-native speaker, made mistakes in pronouncing words. It is because of several things, such as the differences in pronunciation area so that we are not accustomed to produce the sounds. According to Kenworthy (1989), there are some factors that affect students' pronunciation, those are; the amount of exposure, the native language, the age motivation and concern for good pronunciation. The native language is an important factor in learning to pronounce. English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person's origins identifiable by untrained as well as trained people. One or two features are enough to suggest a particular language showing through their spoken English. Because of the role that native language plays, there has been a great deal of research in which the sound systems of English and other languages are compared and the problems and difficulties of learners predicted.

Another factor is the amount of exposure to English the learner receives. It is tempting to view this simply as a matter of whether the learner is living in an English-speaking country or not. If this is the case, then the learner is 'surrounded' by English and this constant exposure should affect pronunciation skills. If the learner is not living in an English-speaking environment, then there is no such advantage. Many learners live in an English-speaking country, but spend much of their time in a non-English-speaking environment for example a language other than English is used at home.

Conversely, many people live in non-English-speaking countries but use English in many areas of their lives, such as work or school. In such complex bilingual and multilingual situations it is difficult to get an accurate picture of how much exposure to English a learner has received, and of what kind. In addition, it is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English. Various studies have

compared the pronunciation accuracy of people living in an English-speaking country and those who are not, and it is amount of exposure, though clearly a contributory factor is not a necessary factor for the development of pronunciation skills.

Some learners try to be more concerned about their pronunciation than others. This concern is often expressed in statements about how bad their pronunciation is and in requests for correction both blanket requests (“Please correct my pronunciation whenever I make a mistake.”) and frequent pauses during speech used to solicit comments on the accuracy of pronunciation. It may even be reflected in a reluctance to speak, “I do not want to say it if I can't say it perfectly” mentality. When we talk in terms of strength of concern for pronunciation we are really pin-pointing a type of motivation. The desire to do well is a kind of achievement motivation. Conversely, if people don't care about a particular task or don't see the value of it, they do not want to be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is. Resulting in difficulty, irritation or misunderstanding for the listener.

E. Elements of Pronunciation

AMEP Research Center (2002) defines a broad definition of pronunciation includes both supra-segmental and segmental features.

1. Supra-segmental

AMEP Research Center (2002) states, that there are two supra-segmental aspect of pronunciation, those are stress and intonation. Oxford dictionary (2008) defines, stress is an extra force used when speaking a particular word or syllable. In AMEP Research Center (2002) states, stress refers to the prominence are given to certain syllables within words, and to certain syllables or words within utterances. In Oxford Dictionary (2008) explains, rise and fall of the voice in speaking. Than AMEP

Research Center (2002) states, intonation, or change of pitch is important in signaling speaker meaning, particularly interpersonal attitudes. English speech rhythm is characterized by tone-units: a word or group of words which carries one central stressed syllable (other syllables, if there are any, are lightened). The sentence: “Peter, come here, please!”, for example, is divide into two tone-units: “Peter” and “come here, please”, with the two main stresses on the first syllable of “Peter”, and the word “here”. Stress can also be indicated in writing: probably the simplest way to do so is to write the stressed syllable in capital letters: for example, “Peter, come here, please!” Another convention, normally used in phonemic transcription is to put a short vertical line above and before the stressed syllable.

2. Segmental features

Segmental feature of pronunciation consists of word, phrases, and sentences. Word is a small meaningful unit; phrase is a group of words while sentence is a group of clauses and it needs a syllable. Syllable is a rhythmic unit in speech. A unit of sound that gets one “beat” in a word. A syllable must have a vowel. It might also have one or more consonants before the vowel and one or more consonants after it. For example, the word potato has three syllables: Po-ta-to. Each syllable in this word has one consonant followed by one vowel.

F. Definition of Song

Harmer (2000) says, music is powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effect if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning. Furthermore song have

been defined by Griffie (1995) as follows, the word song refers to pieces of music that have words, especially popular songs such those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as organ, flute or guitar. Because the appreciation of music is not complex skill, and because many different patterns of music from a variety of cultures have become popular all over the globe through satellite television and the internet, most students have little trouble perceiving clear changes of mood of style.

G. Elements of Songs

When a song is played, people will not only listen to its lyrics, but also its melody. People will 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, Jamalus (1988) says, those are main elements and expression elements. The first category is the main elements consist 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 lyric, it can be said as musical sentences. The second category is the expression elements. It is the way of 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.

H. Types of Song

According to Kailani (2007), there are some kinds of songs, such as Communication songs: These are songs with a language that closely approximate normal speech styles. In this type, the song is written by singers or writers to send and to express some arguments about some events that happen in real life. Next is language of songs where one structure or a lot of lexis is repeated over and over again. And action songs which require actions or some sort of mime to be performed while singing them. Song is divided into 9 types, those are:

1. Classical



As the name suggests, classical songs are those in which traditional music plays a main role. These songs were first composed by artists like Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig van Beethoven, to name a few. These songs have had a substantial impact on the music we hear today. Every country has a culture, which is clearly apparent in its classical and folk songs.

2. Pop



Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically meant for the youth culture. Some of the most popular artists of this genre are Michael Jackson, Madonna, Britney Spears, Backstreet Boys, Justin Timberlake, and Cher. The composition of pop songs concentrates more on music technology and recording than on live performances. Rhythm and effects are two important elements in pop songs.

3. Rock



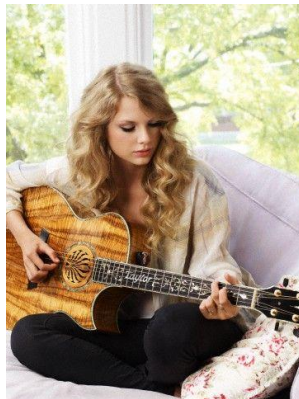
Rock songs are the most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboards as some of the main instruments. When the instruments are played in sync, they sound energetic along with the vocals. Most popular rock artists are Europe, Creed, Def Leppard, Van Halen, Bon Jovi, Red Hot Chili Peppers, Bryan Adams and many other good ones.

4. Metal



Metal songs are a bit more hard-sounding than rock songs. These songs have high pitches and screaming vocals, heavy guitar leads, and solid drum work. In a majority of metal songs, power chords and riffs are used. They may consist of random lyrics, as the primary focus is on the music. Some of the metal music legends are Whitesnake, Metallica, Dokken, Winger, Dio, Yngwie Malmsteen, Scorpions, etc.

5. Country



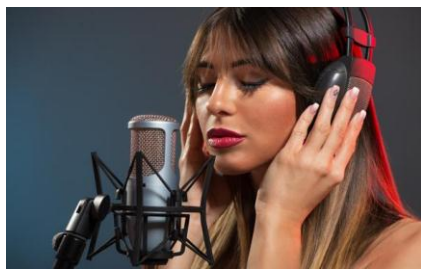
Country songs are suitable for easy listening. They mainly consist of clean lyrics with music pieces using classical guitars and other traditional instruments. Occasionally, solos of instruments like the banjo, mandolin, fiddle, and harmonica can also be heard in country songs. You can listen to songs by Keith Urban, Taylor Swift, Chris Young, Garth Brooks, and Shania Twain for a better idea.

6. Hip-hop



In hip-hop or rap songs, the singer recites lyrics in an off-beat manner but with the continuity of the rhythm. These songs primarily include solid rhythmic beats and synth, with a focus on the way the lyrics are sung. Hip-hop songs have become popular not only in the USA, but all over the world. The most popular stars in hip-hop music are Eminem, Nelly, Akon, Flo Rida, Jay-Z, 50 Cent, and Kanye West.

7. Ballads



Ballads are songs which include a narration of a story in a musical way. These are basically slow songs, but may contain heavy components as well. Generally, ballads have an emotional touch to them, owing to the lyrical content. This is why they are a great hit during live shows. Ballads can be composed by artists from any genre of music. Power ballads are those which combine heavy music with emotional lyrics.

8. Dance



Dance songs are fast and have a thumping rhythmic pattern. Lyrics are not given much importance here. Nowadays, dance songs accompany synth, drum machines, and electronic music, and are played in dance parties and discotheques. Most notable artists of this genre are Vengaboys, Madonna, Lady Gaga, and many other electronica artists. Nowadays, you will find most traditional songs rerecorded to dance numbers by adding beats and effects.

9. Love song



Love songs are slow songs whose lyrics concentrate on the feelings of love and relationships. These songs are largely played in marriages. There are sad love songs whose lyrics relate to breakups, too. They are mostly composed by pop and rock artists. Some of the artists who have composed the best love songs are Elton John, Bryan Adams, Richard Marx, Mariah Carey, and George Michael.

I. The role of English songs in learning pronunciation

For foreign language learners, some English words can be very difficult to be pronounced. The reason is because the learners are passive speakers and not use to speak English all the time. In that situation, English songs can be affective way in improving pronunciation skills in a variety of ways. Leith (1979) as cited from Engh (2013, p. 119) states the support of songs, “There is probably not a better not a quicker way to teach phonetics than with song.” Furthermore Ward, (1980) says, the rhythm of the verse helps the leaners to put the stress in the right side, creating a natural flow of language and building up fluency to help the pronunciation. That is why song becomes a good media to learn English pronunciation because song can be heard in every time and everywhere and however the situation. In this research, the writer chooses English pop songs because the composition of pop songs concentrates more on music technology and recording than on live performances. Rhythm and effects are two important elements in pop songs. And it has a clear pronunciation.

CHAPTER III

RESEARCH METHOD

This chapter refers to research design, participants, research settings, data collection procedures, coding technique, and research location.

A. Research Design

This research used qualitative method. To get the data, the writer designed an interview approach that as a tool in interacting between the writer and the participants directly. McMillan and Schumacher (as cited in Syamsuddin, 2006) say that qualitative research is an approach which called as investigation approach because the researcher collects the data by facing and doing interactions with people at field research indirectly. In this research, the writer described the phenomena about interesting case that happened at UIN Ar-raniry. It was about students' perception on the impact of English pop songs toward their English pronunciation's skill. This research could be characterized as qualitative research because the technique of data analysis that used in this research was an interview approach that used no statistic formulas. In this research, to gather the data of interview was analyzed and conclude descriptively and logically, as the main source of data in answering the research questions of the research. Whereas the data came from the literature review was used as the supporting data to complete the analysis of the research.

B. Participants

According to Creswell (2008), the research participants connect to subjects who are trusted that have an ability to provide some information which is related to research question. In this research, the writer chooses purposive sampling technique in selecting the participants.

Hennink, Hutter, & Bailey (2010) explained that purposive recruitment is both deliberate and flexible. Deliberate means choosing the people who have rich information about the topic of the research, while flexible means researcher can refine the type of participant during data collection. According to Evelyn (2001), purposive samples are composed of individuals or groups that provide information. While Patton (1990) states about issues of central importance to the purpose of the research.

The writer chose purposive sampling because the writer had a purpose in choosing the participants whom was suitable with the criteria. The participants' criteria are the English students who have ever studied English pronunciation and the participants who used English pop songs toward their English pronunciation ability. It was because when students have learned English pronunciation, students at least used to and have mastered the basic skill of listening to English audios and English pop songs. The writer chose five participants that consisted of one male student and four female students on seventh semester from Department of English language Students at UIN AR RANIRY.

C. Research Settings

The writer began to interview some students in English departments of UIN Ar-Raniry on December 11, 2017 before doing formal interview for five students, the writer did non-formal interview to make sure that all participants were suitable with the criteria those were the students who have learned English pronunciation and the participants who used English pop songs toward their English pronunciation ability. In this interview, the writer tried to asked their experience about listening to English pop songs that prepared by themselves as the medium to support them in learning English pronunciation. As the result, the participants gave various responds and answers. All of them are really interested and perceived that listened to English pop songs was one of good media to support them in learning English

pronunciation outside class. Based on the basic information, the writer tried to do the legal and brief research to search deeper information and data by conducting this research.

This research took place in English Department because it is one of the famous and favorite departments in Ar-Raniry State Islamic University that legalized for the candidates of English teachers in the future. Until this study released, according to the formal website of National Accreditation Board of Higher Education (BAN-PT) since 2013, English Department still reached the high accreditation (A). Furthermore, to educate the candidate of English teacher, English Department has some professional lectures that finished Magister and Doctoral study in some famous university around the world. To support students' learning activity, English Department is also facilitated by the modern classroom with Over Head Projector (OHP) inside and best Multimedia Room. As the result, since this department established, it has graduated a lot of professional English teachers.

D. Data Collection Procedure

The method of the data collection used in this research is interview. The approach of this research is qualitative which is developed to investigate students' perception on specific issues.

1. Interview

Interview is a method to collect the data as well as to achieve knowledge from individuals. Creswell (2008) says that, interview happens when researchers ask one or more participants general, open-ended question, and record their answer. The writer asked detailed information to the respondents about their perception in learning English pronunciation. The data from interview was conducted on December 11 until 18, 2017. Specially, five respondents were interviewed face to face. All of interviews were recorded by the writer. The writer also used an interview checklist to help him in

getting the information. According to Patton & Cochran (2002), there are three types of interviews used in qualitative methods that range from structured (using a topic guide) through less structured and very detailed (such as life histories) those are :

a. Structured

These are conducted on the basis of a strict structure (topic guide) made up of open-ended questions defining the area to be explored.

b. Semi Structured

These are conducted on the basis of a loose structure (topic guide) make up of open-ended questions defining the area to be explored. Semi structured interview might have follow up questions if the researcher finds the issues interesting.

c. In depth (unstructured)

In depth interview are less structured than semi structured ones and may cover only one or two issues (a topic guide may not be used, or may just have a few broad questions on it). This type of interview is used to explore in detail the respondents' own perception and accounts. This method is used on topics for which little is known and where it is important to gain an in depth understanding. They might start with very open questions such as "Tell me how you came here". In this research, the writer used the in depth interview because the writer could develop the questions to broad questions to get the data and it could be used to explore the perceptions of the participants.

E. Coding Technique

The recorded interview has been transcribed and analyzed word by word to get the detail data from the participants. The research finding that used in this research was analyzed descriptively by using coding technique. It was a big source of description that must be

managed and controlled when doing grounded research and open coding allowed the writer to see the direction in which to take the research that could focus conceptually on a particular social problem.

F. Brief Description on Research Location

The writer did the research at the Department of English language education (PBI) at UIN Ar Raniry where the writer also studies in. English Department goal is to produce competent English teachers who master in every single aspect of English language and capable in transferring the knowledge as well.

CHAPTER IV

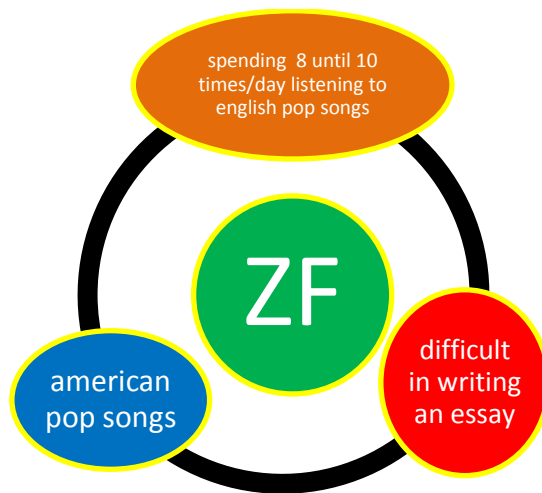
RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion about students' perception on the impact of English pop songs toward their English pronunciation's skill at UIN Ar-Raniry. The findings were followed by detailed discussion to provide brief explanation. The discussion was designed to ease the reader to understand these research findings as well.

A. The Result of Interview

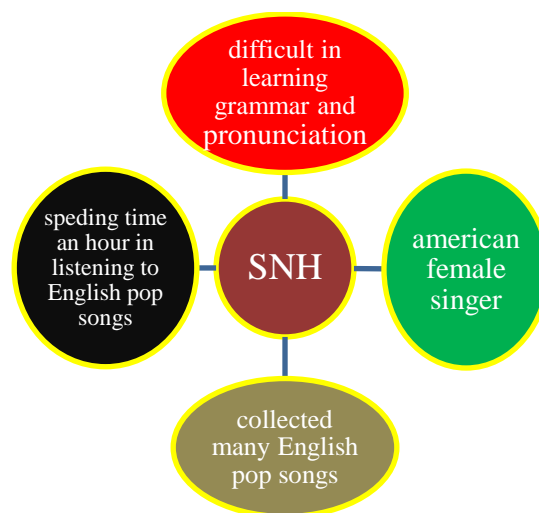
This part presents the descriptive of data obtained from the interview. It provided the result of students' perception on the impact of English pop songs toward their English pronunciation's skill at UIN Ar-Raniry. The questions were provided to students in order to find out their perceptions and experiences in learning English pronunciation. The writer chose five students as interviewees who came from seventh semester.

a. Name: ZF



ZF was a male student of English Department at UIN Ar-Raniry and he was a member of English Department Students Association (EDSA). He has learned English language around eight years which has been started since elementary school until college level. Learning English language was fun because ZF loved languages especially English language. But he realized, he had difficulties in learning English exactly in writing an English essay. He believed that it was caused by the lack of English vocabulary. According to ZF, pronunciation was not a problem to him in learning English language. He could pronounce English words correctly. He had a strategy to improve his English pronunciation that was listening to the conversation video from native speakers. But sometimes English songs could also help him improve his English pronunciation. He said that English songs especially pop songs with slow rhythm could help him in learning English pronunciation because when he listened to the songs, directly he could imitate how native singers sang the songs. It happened because he often spent his time around eight times until 10 times repeatedly per day listening to English pop songs. He preferred American pop songs because he was very familiar with American accent. Male singers or female singers were not matter as long as they pronounced a word clearly when they sang a song. Generally, ZF said that, it was an effective way to learn English pronunciation because he could fulfill his spare time by listening to English pop songs while practicing English pronunciation.

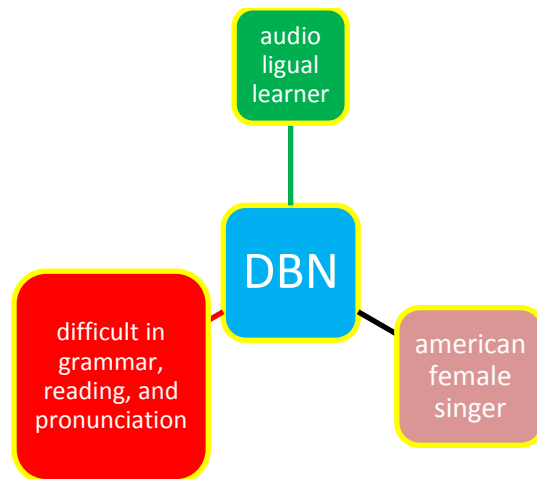
b. Name: SNH



SNH was a female student of English Department at UIN Ar-Raniry. She has learned English language since fifth grade of elementary school. She said that Learning English language was easy as long as she kept optimistic, otherwise she would find it difficult. In fact, SNH got difficulties in learning grammar and pronunciation. She thought English pronunciation was difficult because there was a difference between how to pronounce and how it is written. To solve the problem, SNH had a strategy to improve her English pronunciation by listening to English pop songs because she liked it very much. She could spend her time around an hour by only listening to English pop songs. She collected many of English pop songs collections in her mobile phone. According to her experience, she thought by listening to English pop song very often, the listener could imitate how the native singers pronounced the word in correctly. She said that, to know if her English pronunciation improved, she believed that she could do it and she tried to follow the way a native sang a song. She preferred American singers, especially female singers, because she was familiar with females' sounds. Learning English pronunciation by listening to English pop song was an effective way because she could practice the pronunciation and in the same time she could read the lyrics and searched the meaning of the lyrics. SNH agreed if listening to English pop

songs was useful because she could fulfill her spare time and also learn English pronunciation. And it could be someone's hobby.

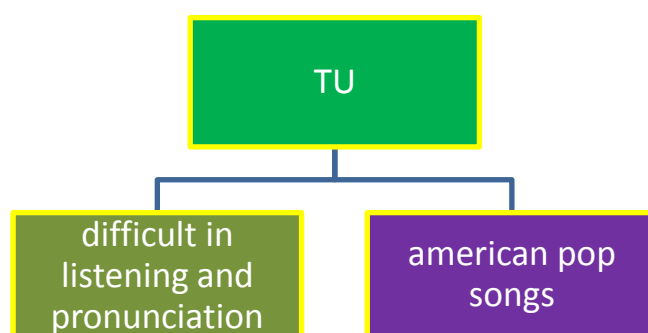
c. Name: DBN



DBN was a female student of English Department at UIN Ar-Raniry. She has learned English since elementary school. She thought learning English was important because English could help her study abroad. However, in learning English, She faced difficulties such as grammar, reading and pronunciation because English is a foreign language. According to DBN, pronunciation was difficult when she did not know how to pronounce a word. To solve it, she used English video such as English movies as her strategy to improve her English pronunciation. She also listened to English songs, especially English pop songs every day because she was very familiar with them. But she thought not all of English pop songs could improve her English pronunciation. It depended on the singer and how the pronunciation itself. She preferred American pop songs because she liked American accent. She also listened more to female singers then male singers because related to her, females' sounds are very often used in some videos and audios. Listening to English pop songs to learn English pronunciation was an effective method for her because she always searched the lyric while listening to the song. And she was an auditory type of student. She argued that

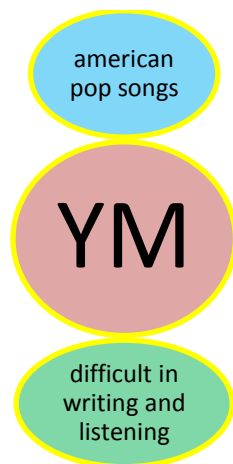
listening to pop song could save her spare time because she could listen to the songs while doing something else such as reading a book.

d. Name: TU



TU was a female student of English Department at UIN Ar-Raniry. She has learned English since fourth grade of elementary school. Learning English was fun for her because she liked English language. She said that she got two difficulties in learning English that were listening and pronunciation. She said that sometimes when she learned pronunciation, she couldn't hear a good pronunciation because she was also bad at listening. To improve her pronunciation, she listened to English songs and English speech. In fact, she was very familiar with English songs especially English pop songs and every day she listened to the songs. She said that, her pronunciation was better after listening to English pop song. Because when she listened to the songs, she could practice pronunciation. TU preferred American pop songs to be listened because she liked American accent. A genre of singer did not influence her comprehension and hearing because she thought both of them pronounced the word in the same style. She perceived that learning pronunciation by using songs was a good medium because a lot of people loved listening to the songs and they could learn too. Besides, it was an effective way because she could learn English pronunciation while having fun and doing her hobby. TU agreed if listening to English pop song could fulfill her spare time because she could learn pronunciation by song while riding motor cycle.

e. Name: YM



YM was a female student of English Department at UIN Ar-Raniry. She learned English since elementary school around 2005. She was very interested in learning English because it was her hobby and she was not stress about it. She got problems in writing and sometimes listening but it depended on the speaker whom she listened to. She learned pronunciation since she entered this university because out of it she never found any particular subject that discussed about pronunciation. She learned pronunciation by listening to native conversation videos. It was fun because she could imitate the way natives speak. She did not think pronunciation was difficult because she pretended that she was a native speaker. She said that she was familiar with English songs especially pop songs but she only listened to up to date songs every day. She is a typical person who gets bored easily with an old stuff. She also said that some students liked and used English pop songs as medium in learning English pronunciation. She used to check who sang the songs and the pronunciation provided by the songs. She would choose only the clear pronunciation of the songs as her

medium in learning pronunciation. She preferred more American pop songs because she was better in American accent than a British. Sex of singers would not influence her hearing and comprehension of the lyric as long as the singers sang a song with the clear pronunciation. She mentioned that people who loved listening to English pop songs, it would be an effective way to learn English pronunciation because they could practice their English pronunciation while listening to English pop songs. She thought learning English pronunciation by listening to English pop was flexible because it could be done whenever and wherever included in spare time. Even some people were too busy about the schedules but they could set their time easily because it just took a little time to keep the phone on and played the music.

B. Discussions

The purpose of this qualitative research was to explore students' perception about the impact of English pop songs toward their English pronunciation's skill. As stated in Chapter I, the research was fulfilled with one research question: What are English students' perceptions on the impact of English pop songs toward their English pronunciation's skill?

Based on data analysis, the writer concluded that there were many different perceptions and preferences toward their English pronunciation by listening to English pop songs. According to the research finding, the writer could conclude three big topics based on the data that was collected before. The first topic was about English students' perception on the impact of English pop songs toward their English pronunciation's skill, the second topic was about students' difficulty on listening to English pop songs and the third topic was about their suggestion about applying English pop songs as a medium in learning English pronunciation.

To answer the research question as the first topic that was about English students' perception on the impact of English pop songs toward their English pronunciation's skill, the data showed that all participants felt that they were very familiar with English pop songs and

had many experiences about listening to it because in one day, they could spend much time for listening to English pop songs. As the impact, they could easily remember the lyrics of the songs and could pronounce the words as native speaker did. It was because indirectly they get used to follow and imitated the way of the singer sang a song. Furthermore they conclude that English pop songs were an effective way to learn English pronunciation. It caused by listening to English pop songs they could learn English pronunciation while doing something else.

To answer the second topic that was about students' difficulty on listening to English pop songs, this research also showed that students had one main difficulty on listening to English pop songs. That was the speed of rhythm of the music. Not all of English pop songs had a slow rhythm because it depended on what message of the song itself. If the English pop songs contained about sad story the speed of the rhythm absolutely went slow. But if the English pop songs contained about spirit themes, the speed of the rhythm used faster because between the lyric and the rhythm were customized each other. When the students heard English pop songs with a high of speed rhythm, they often felt difficult to comprehend the meaning and also the pronunciation. It was because when the rhythm went fast, the singer would sing a song and pronounced the words quickly. It was the reason why the students chose first the English pop songs they were going to listen.

To know the third topic that was about students' suggestions in applying English pop songs as a medium in learning English pronunciation. The writer concluded two main suggestions in listening to English pop songs. Firstly, when students listened to English pop songs it was better to them to imitate how the native singer sang a song. Because when students practiced it every day and when they get used to imitate the way of the singer sang a song, they would be easy to pronounce some words as native singer. Secondly, when students listened to English pop songs it was better if they read the lyrics and searched the meaning of

the lyrics because it would help them in learning English pronunciation with comprehension. It happened because when students knew the meanings of words they would easily remember what were the function and how to express or when to use the word which was suitable with the situation.

The discussions above have shown that students have different perceptions about listening to English pop songs. They perceived that English pop songs were the familiar things and it closed to people's life. Some of them used English pop songs as their hobbies. Although, along listening to English pop songs, they often found some difficulties. But over all, they still could take some beneficial things from the songs such as they could use English pop songs as a medium in learning English pronunciation efficiently. In addition, the educators who wanted to apply English pop songs as a medium in teaching English pronunciation. They should choose what theme of English pop songs that was suitable with class situation and they also should consider the appropriate of English pop songs based on their English students' level including basic, intermediate and advance class in learning English pronunciation. However, to apply the English pop songs as the material in teaching English pronunciation, the educators are hoped to never forget the consideration stated above.

Chapter V

CONCLUSION AND SUGGESTION

This chapter provides the presentation of conclusion and suggestion on the students' perception on the impact of English pop songs toward their English pronunciation's skill at UIN Ar-Raniry.

A. Conclusion

There are three conclusions can be drawn from this research, they are as follow:

1. Based on the data that have been analyzed in the previous chapter, it showed that English pop songs are very familiar thing for English Department Students of UIN Ar-Raniry. In other words, the student still could practice the pronunciation through English pop songs even there are some difficulties along listening to the song.
2. The difficulties often found by students were caused by the singers' pronunciation and the fast rhythm used by the songs. All those difficulties have influenced their comprehension and hearing along listening to English pop songs. Regarding this, when students listened to the songs, it was better if the students read the lyrics while listening to the songs because it would help students' comprehension about the lyrics and students could imitate the way the singers sang the songs by reading lyrics.
3. As the impact, listening to English pop songs could bring the positive effects for students of UIN Ar-Raniry. By listening to English pop songs, students believed that they could learn English pronunciation and it could help and strengthen their English pronunciation skill because English pop songs provided the way to

pronounce English words. And it was an effective method because they could play the songs wherever and whenever while they did anything else.

B. Suggestion

English pop songs are believed as a good material and resource for students to apply as the supporting media in English learning. It was because it contained a lot of vocabulary and good pronunciation. Yet, to apply the songs, the students or the educators should pay more attention to these considerations: First, the students or the educators should choose the interesting English pop songs which contained the clear singers' pronunciation and understandable words. Second, the students or the educators should also recognize the appropriate of English pop songs based on the situation and moral values and to avoid the English pop songs which contained too much difficult terms that will influence students' pronunciation and comprehension.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
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TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- ang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- atikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 April 2017

MEMUTUSKAN

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Ph.D
2. Siti Khasinah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Raja Iqbal
- NIM : 231324212
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Students' Perception of The Impact of English Pop Songs toward Their English Pronunciation's Skills in UIN Ar-raniry
- AT : 1. Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
2. Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
3. Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 25 April 2017



Rektor UIN Ar-Raniry (sebagai laporan);
Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
Mahasiswa yang bersangkutan;



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Nomor : B-11978/Un.08/TU-FTK/ TL.00/12/2017

Lamp : -

29 Desember 2017

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Raja Iqbal
N I M : 231 324 212
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Lhueng Bata .Lr Pateriek.No.115 Banda Aceh

Untuk mengumpulkan data pada:

Universitas Islam Negeri Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perception of The Impact of English Pop Songs toward Their English Pronunciation's Skills in UIN Ar-Raniry

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-002/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11978/Un.08/TU-FTK/ TL.00/12/2017 tanggal 29 Desember 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Raja Iqbal
NIM : 231 324 212
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Students' Perception of the Impact of English Pop Songs toward Their English Pronunciation's Skills in UIN Ar-Raniry

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 04 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris

Lulfi Kar

LIST OF INTERVIEW QUESTIONS

1. How long you have been learning English language?
2. What do you think about learning English language?
3. Do you find any difficulties in learning English language?
4. What kind of difficulties that you face in learning English language? Do you think pronunciation is one of them? Why?
5. What is your effort to improve your English pronunciation? Is there any strategies?
6. Are you familiar with English pop songs? How often you listen to them?
7. Do you think listening to English pop songs will improve your English pronunciation? How?
8. How will you know if listening to English pop songs will improve your English pronunciation?
9. What kind of English pop songs do you think can help your English pronunciation? American pop song or British pop songs? Why?
10. Is a genre of sex of singer influences your hearing and comprehension? Why?
11. What is your perception about learning English pronunciation by listening to English pop songs? Is it effective or not? Why?
12. Do you agree if learning English pronunciation can be learned in spare time by listening to English pop songs?

Interview with the participant 1

Date: September 11th, 2017 (10.12 AM)

Location: Campus

Length: 10.05 minutes

Interviewee: Student 1

Interviewer and Transcriber: Raja Iqbal

[TW] = the writer

[ZF] = Participant/Interviewee

TW: How long you have been learning English language?

ZF: I have been learning English language for around eight years since I was in elementary school until university

TW: What do you think about learning English language?

ZF: learning English is fun, one factor that makes me fun in learning is because I love languages so that why I love learning English language

TW: Do you find any difficulties in learning English language?

ZF: (thinking) in my opinion I think there no difficulty in learning language but (thinking) but there is the one difficulty that I considered in learning English that is when I tried to write an English essay

TW: what is the factor that makes you difficult in writing an essay?

ZF: the cause is I am lack in vocabulary

TW: do you think pronunciation is one of them?

ZF: (thinking) pronunciation is not a problem to me because I think (pause) pronunciation is easy for me and also I can pronounce most of the words in English correctly

TW: What is your effort to improve your English pronunciation? Is there any strategies?

ZF: my strategy to learn English pronunciation it's only by listening to natives' conversations then I imitate the way native speakers say a word but because my English is American English so I only listen to American English not a British

TW: do you think English pop song will help your English pronunciation?

ZF: (thinking) it depends on the style or the how pop songs are, for example if the pop songs are sung very quickly so I am not able to pay attention to the pronunciation very well because somebody or the singer sings very fast so I can't imitate the pronunciation but if the pop songs are slow are sung slowly so I can imitate the pronunciation as well

TW: okay it sounds that you are very familiar with them yeah?

ZF: yeah

TW: and how often you listen to them?

ZF: I I I listen to English pop songs are very often sometimes eight times until ten times per day so I listen to the pop songs such as Adele songs, and then maroon five, and anybody else

TW: do you think by listening to English pop songs will improve your pronunciation?

ZF: as I told you before that it depends on how the pop songs are if the pop songs are sung slowly so it will improve my pronunciation

TW: how will you know if English pop song will improve your pronunciation?

ZF: I will know when I can pronounce the word correctly when I imitate the singer sings a song

TW: what kind of English pop song that you think will improve your pronunciation?
American pop songs or British pop songs?

ZF: I think it because I prefer American English accent so I think American English will
improve my pronunciation

TW: Is a genre of sex of singer influences your hearing and comprehension? Why?

ZF: no, I think there is nothing to do with the genre of the sex of singers as long as they
pronounce the word they sing very slowly and then the singer from America so I think
it will improve my pronunciation

TW: What is your perception about learning English pronunciation by listening to English
pop songs? Is it effective or not?

ZF: I think it is very effective because everyone everybody not only me can understand
whatever the English speakers say if they say very slowly including when the singers
sing the songs

TW: Do you agree if learning English pronunciation can be learned in spare time by
listening to English pop songs?

ZF: yeah of course, because listening to English pop songs is my favorite activity that I do
daily so when I listen to the songs in only my spare time not in my busy time if my
purpose in listening to the songs to improve my pronunciation so I choose the slow
songs then I listen to the songs in spare time so I think its effective to improve my
English pronunciation

Interview with the participant 2

Date: September 12th, 2017 (09.54 AM)

Location: Campus

Length: 10.54 minutes

Interviewee: Student 2

Interviewer and Transcriber: Raja Iqbal

[TW] = the writer

[SNH] = Participant/Interviewee

TW: How long you have been learning English language?

SNH: I have been learning English language since I (thinking) since I was in elementary school especially in fifth grade

TW: What do you think about learning English language?

SNH: I think that English is not too easy and not too difficult but if we like English it will be easy for us to learn and yeah learn something from English but if we think English is difficult we can't to learn English and we didn't want to learn English so much

TW: Do you find any difficulties in learning English language?

SNH: yes, of course (thinking) my difficulties in learning English is in grammar I hate grammar so much

TW: What kind of difficulties that you face in learning English language beside grammar?
Do you think pronunciation is one of them?

SNH: yeah I think pronunciation is one of them because something that written in word is very different when we say and sometimes some lectures had different accents so we sometimes we have to fit our accent with them and the other lectures also like that

TW: What is your effort to improve your English pronunciation? Is there any strategies?

SNH: to improve my pronunciation (thinking) I yes learn from English songs that is why I love English songs so much and this is one of my strategy how I learn English

TW: Are you familiar with English pop songs?

SNH: yes

TW: How often you listen to them?

SNH: sometimes in one day I will listen English songs around an hour and more than that because (thinking) almost of my list song is English I love English so much then Indonesia songs

TW: Do you think listening to English pop songs will improve your English pronunciation? How?

SNH: yes of course, (interestedly) when we listen the when we listen English songs so we heard their pronunciation their accent and indirectly we will follow their pronunciation

TW: How will you know if listening to English pop songs will improve your English pronunciation?

SNH: use by heart (laughing) yes I use my heart to believe that my pronunciation is like (thinking) is like apa kayak lagu tersebut for example little mix songs I forgot what

the title so they say homeless one of the personnel say homeless but other personnel say “homelis” so in directly I follow to them

TW: What kind of English pop songs do you think can help your English pronunciation? American pop song or British pop songs? Why?

SNH: exactly for the clear pronunciation I prefer to American but to learn something more to increase my British language I prefer to British and it based on (thinking) the artists (thinking) the singers

TW: Is a genre of sex of singer influences your hearing and comprehension? Why?

SNH: yeah influence when I heard like rap singer who say very fastly

TW: no I mean a genre male of female singer?

SNH: I prefer to female

TW: because?

SNH: because female singer is (thinking) I don't know but I think that female singer uses their heart when they sing and she also almost of female singer uses slow tones

TW: What is your perception about learning English pronunciation by listening to English pop songs? Is it effective or not?

SNH: I think it depends on the people if they like English songs it will really help them to increase their pronunciation and also I have my experiences when my friends don't like English they didn't care about English and just Indonesia so that is why and one my friend that love English song even she not from English Department but she has spirit to learn English and bagaimana ya pokoknya punya keinginan belajar bahasa inggris dan ketika mereka ngomong bahasa inggris itu lancar

TW: how about you as English student? What do you think about it is it effective?

SNH: yeah it is effective for me and also I hear my friend like watching movie and I hate watching movie if I watch the movie I just see the subtitle but through English songs I read the lyrics and I learn and I search the meaning yeah from that I know some of and how the pronunciation of English songs

TW: so you think learning pronunciation can be improved by listening to English pop song?

SNH: yeah

TW: Do you agree if learning English pronunciation can be learned in spare time by listening to English pop songs?

SNH: yes I really agree because (thinking) then we hear Indonesia songs that really romantic and the meaning is not understanding so I prefer to listen to English song English pop songs that has benefit to us that we can learn English pronunciation and as my hobby and also as my relaxation tools that I can take from English pop songs

Interview with the participant 3

Date: September 13th, 2017 (09.54 AM)

Location: Campus

Length: 09.06 minutes

Interviewee: Student 3

Interviewer and Transcriber: Raja Iqbal

[TW] = the writer

[DBN] = Participant/Interviewee

TW: How long you have been learning English language?

DBN: I have been learning English since I was in elementary school until now and forever I think (laughing)

TW: What do you think about learning English language?

DBN: learning English language is one of the crucial plain in our live because todays English is really needed for our live instead of our current situation for education but also for our public education and outside this education

TW: Do you find any difficulties in learning English language?

DBN: the difficulties that I find in learning English language is the first is about the grammar because we are not the native speakers of English we are as the foreign language learners of English so this is the first my difficulties when first I come to this university and next the difficulties is about (thinking) the other skills like reading particularly for reading in TOEFL and also like pronunciation based your research

TW: Why do you think pronunciation is one of them?

DBN: because as what I said before we come across the differences mother tongue and we have to adjust our tongue with this language because of that I come across the difficulties of this one of our lecture said that, "You have to know a lot about how to pronounce that words because when you go outside meet the native speakers of the English or the other countries using English as the first language you will face like misunderstanding if you uses the wrong pronunciation of English"

TW: What is your effort to improve your English pronunciation? Is there any strategies?

DBN: (thinking) listening to video, movie, songs, and also practice by myself also with my friends

TW: Are you familiar with English pop songs? How often you listen to them?

DBN: yeah, everyday (laughing) every single day

TW: Do you think listening to English pop songs will improve your English pronunciation? How?

DBN: it depends on the songs but I think it influences my pronunciation but not all of the English singers of English songs

TW: How will you know if listening to English pop songs will improve your English pronunciation?

DBN: (thinking) the first time I listen to that song and then I find I come across the first the new vocabulary and I know how to pronounce this word particularly for the pop songs because pop song has slow beat not the strong beat I can listen to that song

TW: What kind of English pop songs do you think can help your English pronunciation? American pop song or British pop songs? Why?

DBN: I prefer American pop songs because I (thinking) listen to the song from the singer from American yeah I think it influences me lot from American because I prefer to listen to their songs

TW: Is a genre of sex of singer influences your hearing and comprehension? Why?

DBN: yeah woman, because my back ground and loving English songs from woman so I always listen to the song with the song from the woman so I think yeah because my habitual activity my habitual time spending time in my leisure time so I prefer for woman and it is easy for me to understand to know and to comprehend that pronunciation based on the woman because I think in many kind of videos that used women' sounds

TW: What is your perception about learning English pronunciation by listening to English pop songs? Is it effective or not? Why?

DBN: (thinking) yeah it is effective if you prefer to listen to the songs that have the clear pronunciation from the native speakers so I think yeah it is effective but better if you (thinking) not only listen to the songs but you also listen to other video that used English as the language as TED so I think it is one the effective way behind pop songs but pop song is also effective and it depends on the songs, the rhythm of the songs and also based on the singer or the band

TW: Do you agree if learning English pronunciation can be learned in spare time by listening to English pop songs?

DBN: yeah I think listening pop song is can save my spare time while I because I am an auditory learner so I think this is can save my spare time because while I listen to the music I also can do anything that I will do such as do my homework or the other

things like in the spare time I think like it can save my spare time because I find many vocabulary and also the pronunciation

Interview with the participant 4

Date: September 13th, 2017 (10.35 AM)

Location: Campus

Length: 04.08 minutes

Interviewee: Student 4

Interviewer and Transcriber: Raja Iqbal

[TW] = the writer

[TU] = Participant/Interviewee

TW: How long you have been learning English language?

TU: since (thinking) I was in fourth grade in elementary school

TW: What do you think about learning English language?

TU: I think learning English is fun, (thinking) and also exciting

TW: Do you find any difficulties in learning English language?

TU: (thinking) sometimes

TW: What kind of difficulties that you face in learning English language?

TU: (thinking) listening maybe and sometimes the pronunciation

TW: so do you think pronunciation is one of them? Why?

TU: yes, because sometimes when we read some words in English we can't hear the pronunciation so we have to find out by pronunciation itself so we have to have resource to listen the pronunciation that is why I said that

TW: What is your effort to improve your English pronunciation? Is there any strategies?

TU: yeah, I listen a lot to songs and speech yeah songs and speech

TW: you said that you listen to English song, so you are familiar with English songs

TU: yeah, yeah

TW: what kind of genre that you hear and like?

TU: yeah, I like pop I like R n B sometimes I listen to rap music

TW: rap songs?

TU: yeah, (laughing)

TW: what is the most you like?

TU: (thinking) I like pop and R n B

TW: How often you listen to them?

TU: (thinking) maybe everyday

TW: Do you think listening to English pop songs will improve your English pronunciation?

TU: yes, I think so (happily)

TW: How?

TU: (thinking) I think my pronunciation is getting better after times, that is why

TW: How will you know if listening to English pop songs will improve your English pronunciation?

TU: I used to say the word wrongly and then when I listen to the song I can know o.... the pronunciation is wrong then I can fix it

TW: What kind of English pop songs do you think can help your English pronunciation? American pop song or British pop songs? Why?

TU: I think American because I like American English so much

TW: the reason only because you like American English?

TU: yeah I like it

TW: Is a genre of sex of singer influences your hearing and comprehension?

TU: not really

TW: Why?

TU: I don't know they just pronounce in the same way

TW: What is your perception about learning English pronunciation by listening to English pop songs?

TU: that is going to be so good (thinking) I think it's a good way to learn English pronunciation by songs because I think lot of people love to listen the songs and we can learn too

TW: Is it effective or not?

TU: yeah why not

TW: Why?

TU: because we can learn while having fun, and learn while doing our hobby that is good

TW: such as waiting for the class?

TU: yes

TW: Do you agree if learning English pronunciation can be learned in your spare time by listening to English pop songs?

TU: of course, we can learn English we can learn pronunciation by riding our motorcycle

Interview with the participant 5

Date: September 18th, 2017 (11.34 AM)

Location: Campus

Length: 11.09 minutes

Interviewee: Student 5

Interviewer and Transcriber: Raja Iqbal

[TW] = the writer

[YM] = Participant/Interviewee

TW: How long you have been learning English language?

YM: I have been learning English since I was in elementary school because I was in the elementary which teaching English also because you know some elementary schools do not teach English at that time I think it's about 2005, yeah around that

TW: What do you think about learning English language?

YM: in my point of view I really interested in English because that is one of my hobby so that's I don't have any stress or something like someone asks me to learn this because English is very important language and one of international language and something like that I really like learning English

TW: Do you find any difficulties in learning English language?

YM: yeah as we know there are four parts of English skills in learning English that speaking, writing, reading, and listening of course. So in that four parts I find

difficulties in writing and also listening sometimes according to the speaker that I listen to and about reading and speaking I don't really doesn't big deal for me

TW: how about pronunciation? As we know pronunciation is a part of speaking

YM: oh yeah pronunciation. I learned pronunciation since I enter to this university because when I was in senior high school there is no particular subject which learns about this deeply. And I learn pronunciation by listening to the native and also listening to some English videos and it is interesting the way I learn pronunciation is just like the way I learn the other English skills like speaking so I just imitate how they pronounce the words

TW: is it difficult do you think? No?

YM: no, because I like to do that I like to pretend to be like native speaker because you know that is maybe mungkin itu kebiasaan atau ya hobby orang berbeda-beda atau orang itu sukanya itu dimana terus karena setiap orang sukanya beda-beda so pronunciation also interesting to me

TW: What is your effort to improve your English pronunciation? Is there any strategies?

YM: yeah of course, I watch some English videos which tell us about some word that we missed the pronounce for example recently I mean two weeks or one month ago I have heard about I watch about English video which tell me that sometimes people wrong pronounce the word "ACADEMIC" in the word academic we and other some of people say that academic they stress in "ACA" but the right pronunciation is we must stress academic in the aca"DE"mic this is the acaDEmic so something like that I improve my pronunciation so I often listening English listening, application in my phone and the conversation in that app is related from BBC NEWS.com

TW: how about listening to English pop songs? Are you familiar with English pop songs?

YM: yeah of course, we also know that almost teenager like the English pop songs and I also familiar with them and I often listen to English pop songs

TW: How often you listen to them?

YM: particularly when some singer has just released the new album so that the time I really do it regularly in my daily activity but if the song is left behind or something like sudah lama gitu boomingnya so I will not listen to them anymore

TW: Do you think listening to English pop songs will improve your English pronunciation? How?

YM: okay, I think from the English pop songs some of the students can use that as their strategy their pronunciation in English but for me it depends on what kind of song and what kind of singer that I listen to for example like pop song who pronounce the word clearly so I will choose that as my strategy or my tools to improve my pronunciation

TW: What kind of English pop songs do you think can help your English pronunciation? American pop song or British pop songs? Why?

YM: to be honest. I like American and also British but because I don't really good in British because you know British like lacy and cool accent and only a few of people who can do this or can pronounce the British accent so I choose American

TW: Is a genre of sex of singer influences your hearing and comprehension? Why?

YM: it doesn't matter for me because it's according to how the singer pronounce the words

TW: What is your perception about learning English pronunciation by listening to English pop songs? Is it effective or not?

YM: for people who has hobby to listen to the music I think it's very appropriate and really good for them to use it not only listening to music and do nothing but they also can pronounce can learn pronunciation through the English pop songs so I think it's so better for some of them who have not hobby in that but they can use it as one of their strategy to improve their pronunciation

TW: Do you agree if learning English pronunciation can be learned in spare time by listening to English pop songs?

YM: yeah I really agree that because as we know now days every student has very tide schedule of life so maybe they can't learning English they can't spend their time like sitting I the desk and learning English like really really hard work. So by learning English pronunciation through listening to English pop songs is one of very good method to do



Thank you too much to all my participants, my thesis would never finish without your participation

Abu Hurairah narrated that Rasulullah SAW said,
Whoever provides solution to people's problem, Allah will help facilitate their affairs in the world and the Hereafter. And whoever covers the shame of the Muslims, Allah will cover their shame of the world and the hereafter. Allah will always help a servant as long as he likes to help his brother (Muslim)

AUTOBIOGRAPHY

1. Full Name : Raja Iqbal
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 - b. Junior High School : SMPI Al-Mujaddid Sabang (2007-2010)
 - c. Senior High School : SMAN 2 Sabang (2010-2013)
 - d. University : UIN Ar-Raniry Banda Aceh (2013-2017)
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 - b. Mother's Name : Agustini

Banda Aceh, December 14th 2017

The writer,

Raja Iqbal