



**THE EFFECT OF USING RAP SONGS ON STUDENTS' PRONUNCIATION
ACHIEVEMENT**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2020



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2020

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author. All materials incorporate from the secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of my work which has been carried out since the official commencement date of the approval thesis title. This thesis has not been submitted previously, in the whole or in part, to quality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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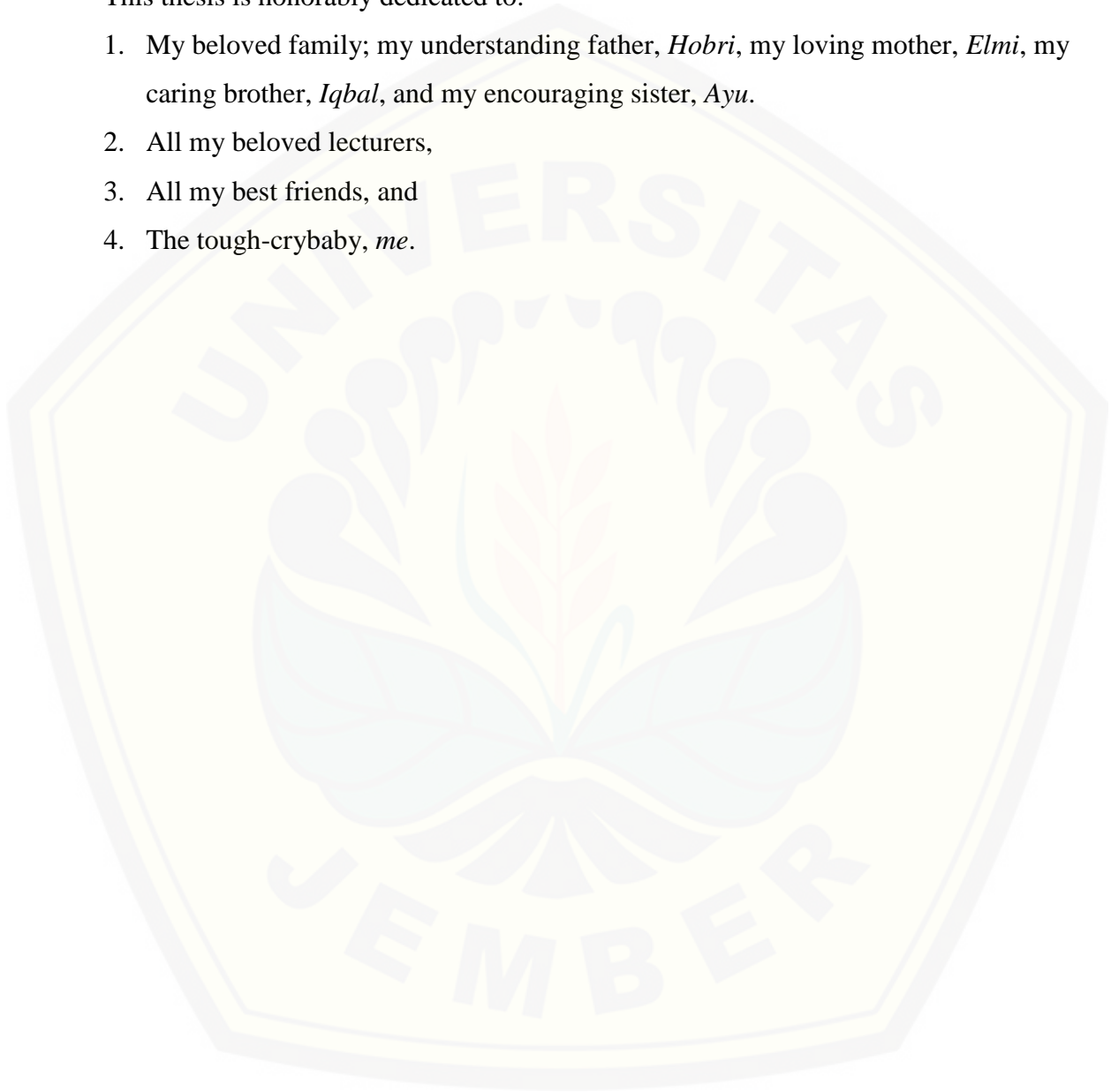
Jember, 6 April 2020

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved family; my understanding father, *Hobri*, my loving mother, *Elmi*, my caring brother, *Iqbal*, and my encouraging sister, *Ayu*.
2. All my beloved lecturers,
3. All my best friends, and
4. The tough-crybaby, *me*.



MOTTO

“Rap is something you do; Hip Hop is something you live.”

-KRS – One-



APPROVAL SHEET

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Education Study Program, Language and Arts Department, Faculty of Teacher
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In the name of Allah the most gracious and the most merciful, praise is to Allah, the Almighty, who has given the writer mercies and blessing. May peace and blessing be upon to Prophet Muhammad SAW.

The writer realized that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. The writer would like to express my deepest appreciation and sincerest to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Study Program;
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5. The Principal, the English teacher and the research participants who had helped the writer obtain the research data.

Finally, the writer realizes that this thesis is far from being perfect and still needs suggestion and correction. Receiving criticism and suggestion is a great pleasure to develop this research. Hopefully, this thesis may give advantages to all.

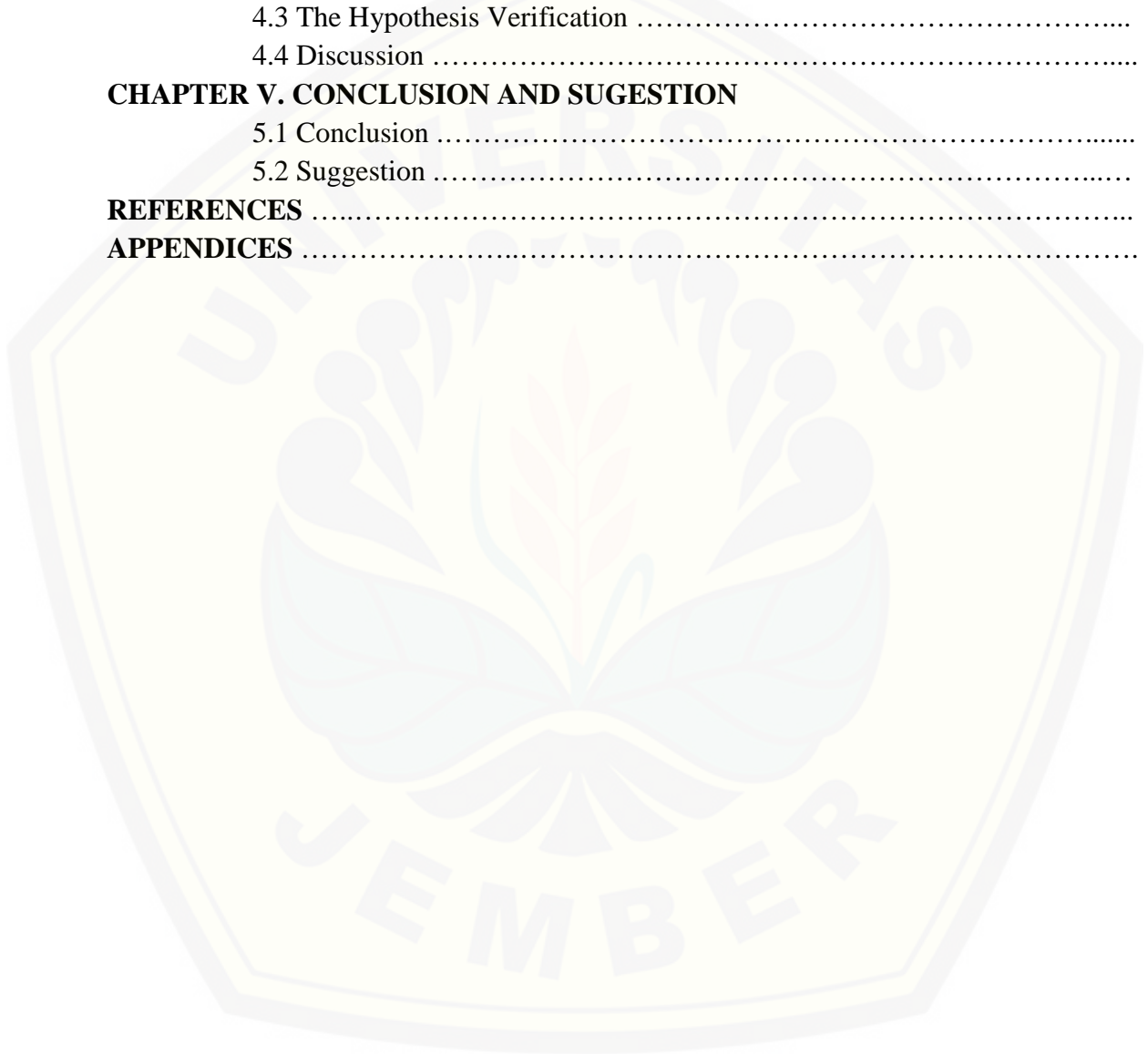
Jember, April 2020

The writer

TABLE OF CONTENT

COVER PAGE	i
TITLE PAGE	ii
STATEMENT OF THESIS AUTHENTICITY	iii
DEDICATION	iv
MOTTO	v
APPROVAL SHEET	vi
APPROVAL OF THE EXAMINATION COMMITTEE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
TABLES OF FIGURES	xii
LIST OF APPENDICES	xiii
SUMMARY	xiv
CHAPTER I. INTRODUCTION	
1.1 Research Background	1
1.2 Research Question	3
1.3 Research Objective	3
1.4 Research Contribution	4
1.5 Research Scopes and Limitations	4
CHAPTER II. REVIEW OF RELATED LITERATURE	
2.1 Concept of Songs and the Different Type of Songs	6
2.2 Genre Concept of Rap Songs	7
2.3 The Advantages and Disadvantages of Using Rap Songs	8
2.4 The Definition and Features of Pronunciation	9
2.5 Teaching Pronunciation Procedures Using Rap Songs	13
2.6 Problem and Solution in Teaching English Pronunciation Using Rap Songs	13
2.7 Previous Studies on Related Research	14
2.8 Research Hypothesis	15
CHAPTER III. RESEARCH METHOD	
3.1 Research Design	16
3.2 Research Context	17
3.3 Research Population and Participants	18

3.4 Data Collection Methods	18
3.5 Data Analysis Method	19
CHAPTER IV. RESEARCH RESULT AND DISSCUSION	
4.1 The Description of the Experimental Treatment	21
4.2 The result of Data Collection	22
4.3 The Hypothesis Verification	24
4.4 Discussion	25
CHAPTER V. CONCLUSION AND SUGESTION	
5.1 Conclusion	28
5.2 Suggestion	28
REFERENCES	30
APPENDICES	34



LIST OF TABLES

Table 2.1 Monophthongs	10
Table 3.1 Pronunciation Test Scoring	19
Table 4.1 The Schedule of Conducting the Reseach	21
Table 4.2 The Total Number of Eight Grade students of MTs. Unggulan Al-Qodiri I Jember in the 2019/2020 Academic Year	22
Table 4.3 Test of Homogeneity of Variances	23
Table 4.4 Normality Test Using Kolmogorov-Smirnov and Shapiro-Wilk	24
Table 4.5 Analysis using Man-Whitney U Test	25

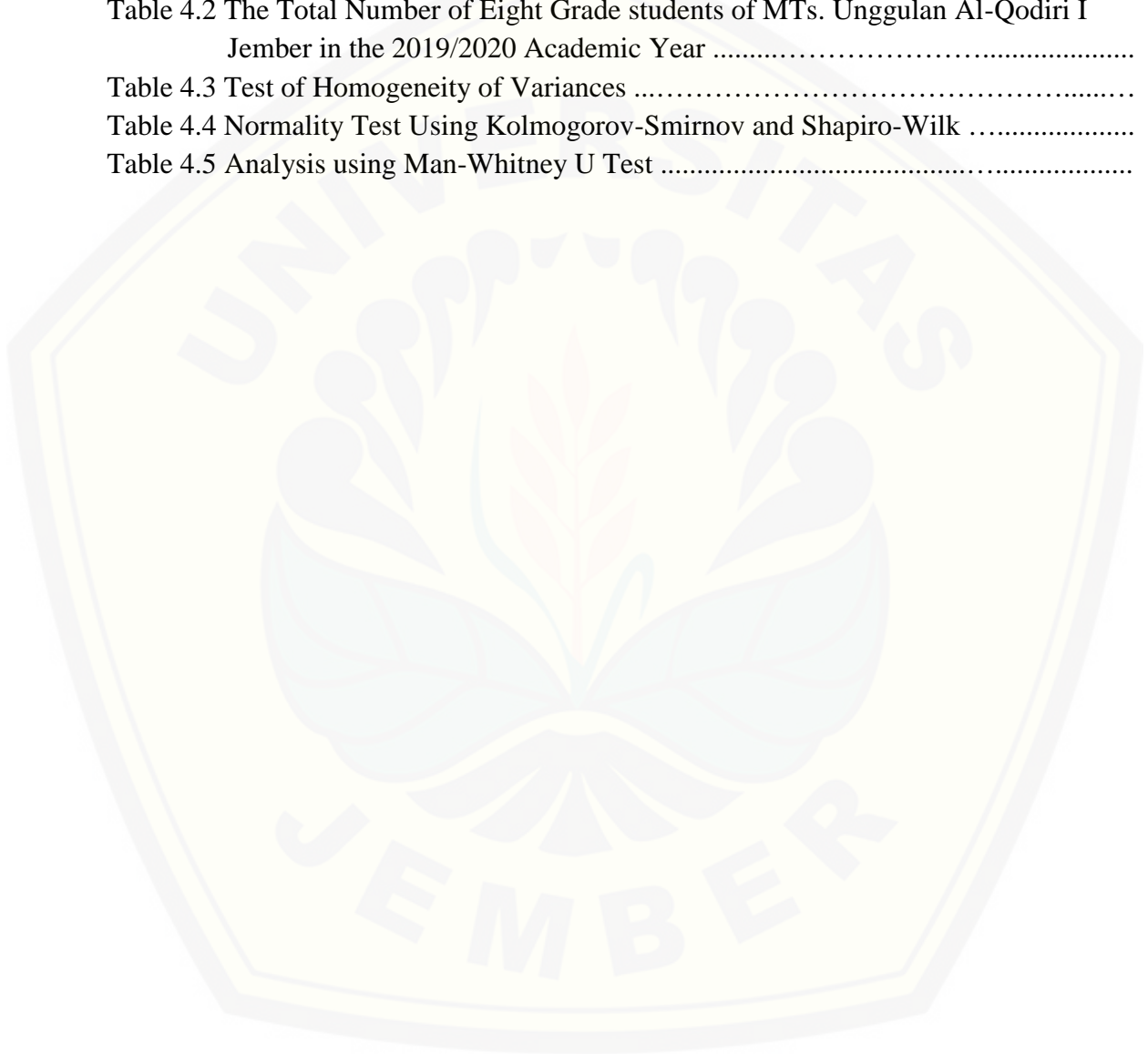
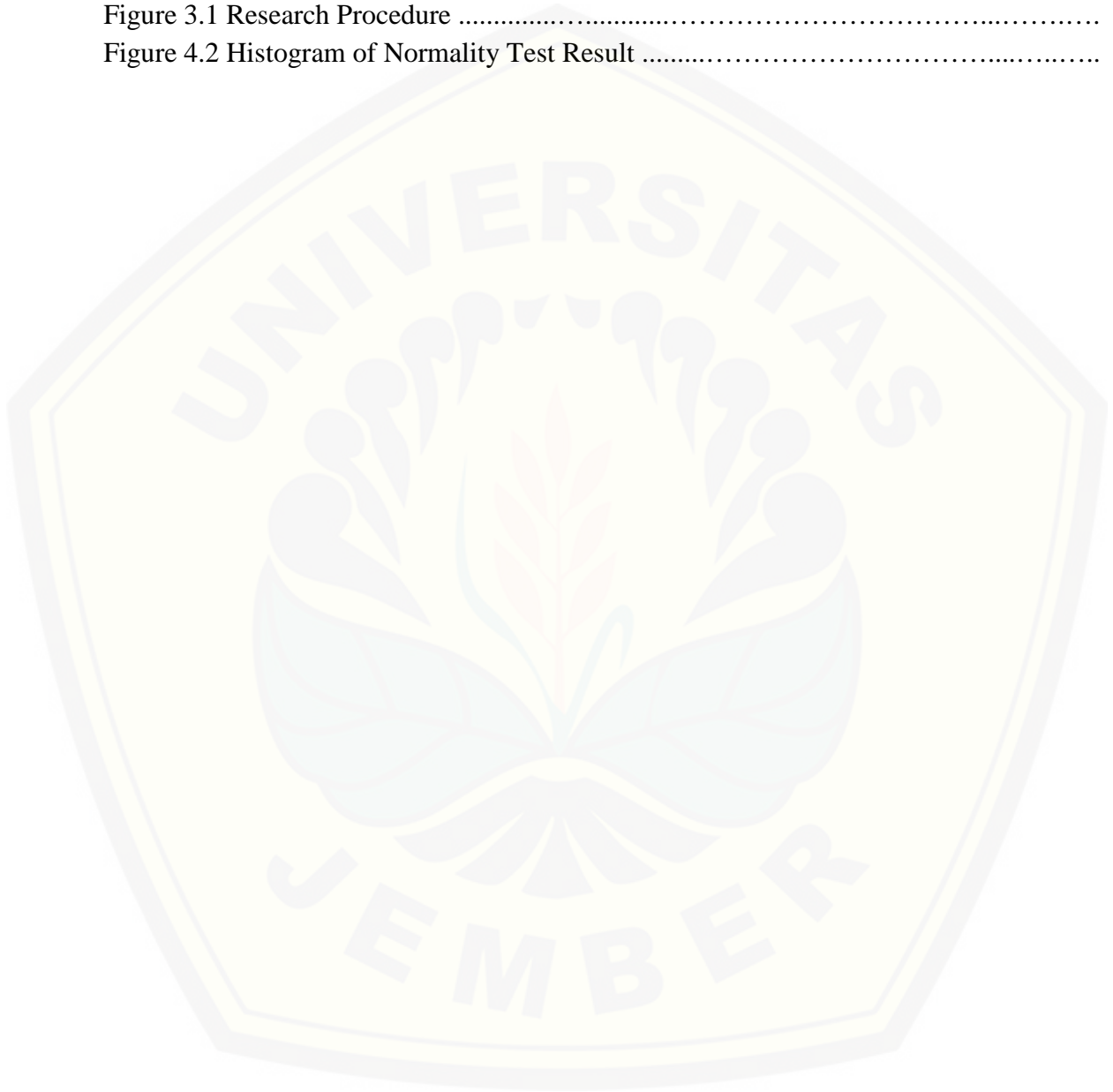


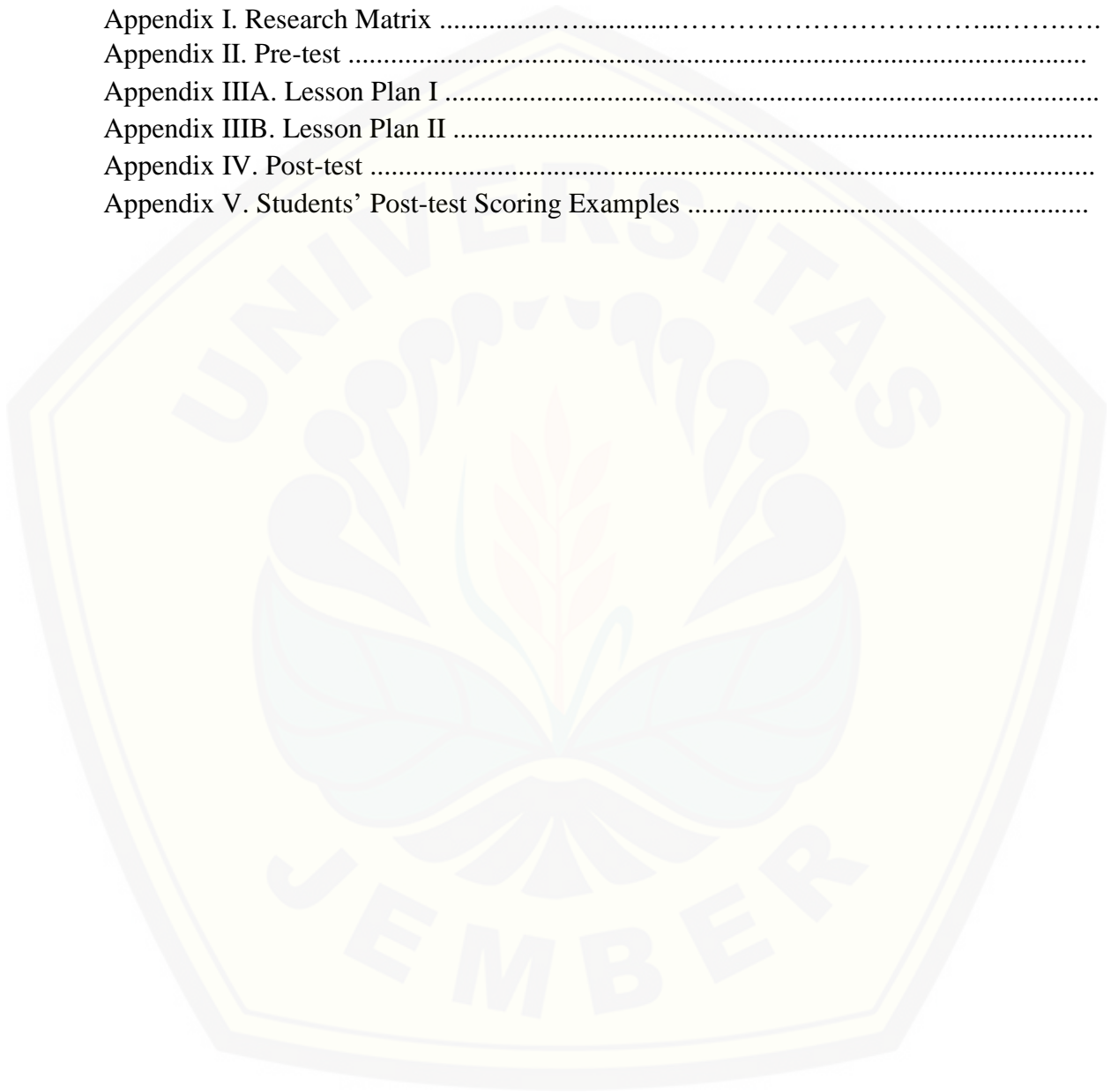
TABLE OF FIGURES

Figure 3.1 Research Procedure	17
Figure 4.2 Histogram of Normality Test Result	24



LIST OF APPENDICES

Appendix I. Research Matrix	34
Appendix II. Pre-test	35
Appendix IIIA. Lesson Plan I	37
Appendix IIIB. Lesson Plan II	44
Appendix IV. Post-test	51
Appendix V. Students' Post-test Scoring Examples	53



SUMMARY

The Effect of Using Rap Songs on Students' Pronunciation Achievement;

Putri Riskiyani Amalia; 150210401019; 2020; English Language Education Study program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University. 33 pages.

In learning English, students need fun and practical way to learn. Learning pronunciation can be done by singing songs. Singing English songs has direct impact on students' pronunciation skill. By using songs, a teacher can make learning process more fun and interesting. Students will be motivated in learning how to pronounce the words from the lyric. Songs also make students more relax in the teaching and learning process. In this research, the songs chosen were rap songs. Applying singing everyday and associating them in music therapy could increase deeper emotional expression. Less frequent rapping in a song could decrease aggressive behavior. Rap songs could be challenging and interesting media and teaching materials for students to follow the English teaching and learning process, especially pronunciation.

The design of this study was quasi-experimental research with posttest only. From six classes, the two classes were chosen as the experimental group and control groups by considering the result of homogeneity test consisting of 40 words that were given to the students to read aloud individually. The experimental group was given treatment of English pronunciation using rap songs, while the control group was given the conventional treatment using drilling. After the treatment, posttest was given to both groups. The experimental and the control groups were chosen based on the result of the homogeneity test given to all the population.

In this research, the primary data were taken from pronunciation test, while the secondary data were taken from documentation and interview. After both groups got the treatment, the data obtained from the posttest were analyzed using Mann Whitney U. The researcher used SPSS program to analyze the data, and applied 5% of significant level (confidence interval 95%). In the main activity, both groups had

the same activity but there was different treatment that was done to the experimental group. For the experimenting section, the students of the control group were drilled the learning material (text) line by line and the students of the experimental group were asked to sing the rap song together after the teacher gave the examples on how to sing the rap song. Post-activity for both the control and the experimental groups had the same activity.

The population was homogeneous, because the significant value obtained is more than 0.05 (the Levene's test shows the results of sig. is 0.987), consequently the data of students' pronunciation test in the population is homogeneous. Therefore the experimental and control groups were randomly chosen by using lottery. The data was analyzed using non-parametric statistic that is, the Mann-Whitney U test. Based on the output of Mann-Whitney U test by using SPSS software, the value of sig was 0.000 and that was less than 0.05 with 95% of significance level. It means that the null hypothesis was rejected, thus alternative hypothesis was accepted. It means that there is a significant effect of using rap songs on students' pronunciation achievement.

These results are in line with what Ghanbari and Hashemian (2014) stated that songs are good factors that could be enjoyed and motivate learners. Besides, teachers still need to be creative and innovative in their teaching practices. Arias (2013) in his study reported that songs are valuable pedagogical tools in learning English and have positive impact in teaching English for young learners. Burhayani, 2013; Apsari, 2012; Asih, 2011; El-Nahhal, 2011; found that songs played a significant role on vocabulary acquisition and learning. Alipour, Gorjian and Zafari (2012) in their study confirmed that learners could focus on the lyrics to catch the new vocabulary, realized them, learned the new words and memorized them easily. Shehadeh, et al (2016) showed that songs were effective tools for teaching pronunciation.

There was also an empirical evidence that music could really aid in learning a language. Schon, et al. (2008) conducted studies on songs as aids for language

acquisition reported that students who learned a new language with musical accompaniment could discern separate words better than students who listened to sentences (lyrics) unreinforced by music. The rhythm and intonation of songs can cause learners to hear prosody that is subtle in speaking. Furthermore, when learners sing or rap, they must connect words and stress certain syllables in order to follow the musical pattern. Another study conducted by Supeno (2018), reported that students were able to recall texts better when they learned language which was accompanied by music. In this study, the involuntary playback of a phrase that often occurred from listening to music aided students in memorizing a text.

The learning process that uses rap songs provides a means for teachers to easily incorporate music into their teaching. It requires nothing more than the teacher in playing the audio or video rap and allowing students to listen, speak along, and learn. Teachers do not need any expertise in music or much preparation time to work with the raps. Other curriculums bring music into the class generally require teachers to be able to perform music on some level. However, the learning that uses rap songs does not require teachers to be musical because rap is actually spoken and not sung.

Based on the results of the data analyses and interpretations, it could be concluded that there was a significant effect of using rap songs on the students' pronunciation achievements. Some suggestions are directed to the English teachers, the students, parents, policy makers, and future researchers. The teachers suggested to have good pronunciation. The students are suggested to practice often by listening to the appropriate rap songs through internet, the radio or CD. The parents are suggested to pay attention to the availability of English learning facilities. The Schools and the Education Department as policy makers are suggested to pay more attention to the development of school facilities, such as sound systems, microphones, and cassettes or CDs. Future researchers are suggested to use this research result as a consideration to conduct a further research with a similar topic by using different research area and research design.

CHAPTER I INTRODUCTION

This chapter presents the introduction of this research which consists of the research background, research question, research objective, research contributions and research limitation.

1.1 Research Background

English is used to communicate by people around the world and this makes English as one of the international languages. Cristal (1997; as cited in McKay, 2004) states that English has been spoken by many people in the world with about 400 million native speakers of English and spoken as the second language by speakers of more than 300 million people spread around the world such as Singapore, Philippine, India, etc. Besides, English has been learned by more than 600 million people as a foreign language. English becomes a popular language that is spoken and learnt in most countries. As the worldwide language, English is used as a means of communication for people that should be mastered.

Mullany and Stockwell (2010) stated that people need to be able to speak English to communicate internationally. By mastering English, people can support their future development to get a better job, to communicate in the workplace, and to communicate with people from other countries. Being able to speak English is important because speaking is used to seek or express opinions and persuade people. Speaking is also used in describing things, complaining, making a request, entertaining, etc. Most of language students study English to develop their speaking skill to get better mastery in studying English (Richards & Renandya, 2002) and use it in real life or daily activity (Ur, 1996). Riggerbach and Lazaraton (1991) said that English students will be successful if their communicative skill is effective. Language students can communicate fluently if they learn early from young ages.

According to Harmer (2000), being aware of pronouncing words has a big impact in producing words and understanding what to say. In communicating with others, pronunciation should be mastered. In Indonesia, English has been

introduced and learned in educational institutions from elementary up to university levels. The skills taught include listening, speaking, reading and writing. In speaking mastery, the fluency in pronunciation is needed. To speak fluently, English students are recommended to improve their pronunciation because it is important to pronounce the words correctly to be understandable. Farmand and Pourgharib (2013) said that good pronunciation is when the words we pronounce can be understood by listeners. Pronunciation is important to be taught to early English students. Students' language skills develop faster when they practice and use the language in social interaction (Zimmerman, 2009). In the learning process, students might face some obstacles such as when pronouncing consonants that are related by points of articulation, manners of articulation, and aspirated or non-aspirated voicing (Pimwan, 2012).

Songs are regarded as popular and effective media in learning English, but they are not fully exploited and developed (Tegge, 2017). Songs are good media for the students to improve pronunciation. Some researchers have conducted researches dealing with how songs improve students' pronunciation. The research conducted by Ratnasari (2007) entitled "Songs to Improve the Students' Achievement in Pronouncing English Words", reported that the seventh grade students often got difficulties in pronouncing words. It might happen as Indonesian has differences in pronouncing mother tongue and English. In addition, Riswanto and Haryanto (2012) stated that language students produce the word differently from the written form which can make the listener misunderstand about what is spoken. This is because students read the word, like what is being written. English has its own symbols and sounds in pronunciations which are not the same as the ones in Indonesian.

In learning English, students need fun and practical way to learn. Learning pronunciation can be done by singing songs. Singing English songs has direct impact on students' pronunciation skill. By using songs, a teacher can make learning process more fun and interesting. Students will be motivated in learning how to pronounce the words in the lyric. Songs also make students more relax in

the teaching and learning process. Pimwan (2012) said that “songs provide a great motivation and stimulate positive emotion to the students” (p.4).

In this research, the songs chosen were rap songs. Specific discussion concerning rap songs was stated by Uhlig et al. (2017) that applying singing every day and associating it in music therapy could increase deeper emotional expression. Less frequent rapping in a song could decrease aggressive behavior. He also suggests special development study in using rap songs for quality improvement.

Rap songs could be challenging and interesting media and materials for students to follow the English teaching and learning process. Based on the result of interview with the English teacher at MTs. Unggulan Al-Qodiri I Jember, the students still face some obstacles in pronouncing English words. This is because they are not familiar with the words and how to produce the sound. Besides, the teacher at MTs. Unggulan Al-Qodiri I Jember has never applied rap songs in teaching pronunciation. Appropriate, compatible, and easy rap songs could be media to drill the students' pronunciation in an interesting way. Based on the explanation above, the researcher selected appropriate English rap songs to apply in teaching learning activity. The selected rap songs were not too fast but easy to follow by the students and they were suitable with the themes that should be given to the students. This research was conducted to present appropriate English rap songs for the eighth grade junior high school students entitled, “**The Effect of Using Rap Songs on Students' Pronunciation Achievement**”.

1.2 Research Question

Based on the research background above, the research question is formulated as follows: “is there any significant effect of using rap songs on students' pronunciation achievement?”

1.3 Research Objective

The result of this research is expected to know whether or not there is any significant effect of using rap songs on students' pronunciation achievement.

1.4 Research Contributions

The results of this experimental research are expected to give theoretical, practical and empirical contributions.

1. Theoretical Contribution

The results of this study are expected to confirm the applicability of the theory of teaching using rap songs on the students' pronunciation achievement.

2. Practical Contribution

The results of this study are expected to provide information and idea about teaching using rap songs on students' pronunciation achievement to both, English teachers and language students.

3. Empirical Contribution

The results of this study are expected to inspire future researchers to conduct a further research with similar topic with another music genre such as: R & B, hip-hop, electro, blues, etc. or different research design on English skills or English components to know the significant effect of using rap songs on students' listening comprehension achievement or speaking achievement.

1.5 Research Scopes and Limitations

To avoid misunderstanding of the concept of this research, the researcher gave limitations of the research. This research was conducted at MTs. Unggulan Al-Qodiri I Jember and the research participants were the eighth grade students of academic year 2019/2020. The researcher used songs in teaching pronunciation and the songs genre was rap. The rap songs that were used in this research were selected so that they were appropriate for the eighth grade students and the songs were compatible with the syllabus used at school. The theme of rap songs that was used in this research was about self-confidence. The rap song entitled *Stress out* is about someone who lost his confidence and worried about what people think about him and the rap song entitled *Why* is about someone who feels convinced of himself to keep on going even when there are many people who underestimate

him. In this research, the accents that could be used and accepted in grading was American and British accents because American accent is commonly used in films and songs, while British accent is commonly used by most English teachers in Indonesia.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literatures with theories used in this research. This chapter consists of concept of songs and the different types of songs, genre concept of rap songs, the advantages and disadvantages of using rap songs, the definition and features of pronunciation, the procedures of teaching pronunciation using rap songs, problem and solution in teaching English pronunciation using rap songs, previous related studies on the research, and research hypothesis.

2.1 Concept of Songs and the Different Type of Songs

A song is musical compositions that contain vocal parts performed with the human voice and generally feature words or lyric, commonly accompanied by other musical instruments. According to Griffie (1992), a song is a part of music which has words and elements that make songs different from poetry or speech. Griffie (1992:5) also states that “song reflects or expresses composer experience through words with rhythms”. According to Pristwayani (2016), songs have repetitive and rhythmical lyrics that make songs easy to memorize. In other words, a song is a musical composition that involves harmonized melody from musical instruments featured with lyrics sung by human voice.

There are many genres, subgenres, and ways of classifying music. New music developments, street musicians, fringe bands, and overlapping genres also contribute to the difficulty in classifying music. Songs can be broadly divided into many different forms, depending on the criteria used. Different experts classify songs into different classification. Davis (2019) mentions songs have 12 different genres that each genre has subgenres. The genres are Blues, Country, Electronica, Folk, Jazz, Metal, Orchestra, Pop, RnB, Reggae, Rock, and World. Meanwhile Purcell (1992) classifies songs into two groups; folk songs and pop songs. In addition, songs can be divided into three major groups; art songs, folk songs, and pop songs.

Most of art songs are used as a part of a staged work such as an opera, a musical performance and an orchestra (Kimbali, 2006). Art songs are more complicated than folk and pop songs because the lyrics are usually written by a lyricist, the music arranged separately by the composer using instruments and sung by trained singers (Collisson, 2018). Art songs require vocal technique, language understanding, diction and poetry for interpretation. In conclusion, art songs are songs created usually used to be performed and accompanied by piano, cello, violin, etc. which can be sung by solo singers. It is different from art songs, the lyrics and music compositions in folk songs are written by one person (Paul and Prasad, 2007). Folk songs are usually anonymous and formerly transmitted orally in society. Nowadays, folk songs are also transmitted as sheet music. Moreover, folk songs or the so called traditional songs are a part of cultural identity in a domain where the song was written. Otherwise pop songs are music introduced to public in recorded form by music industries through mass media such as radio, television, internet, etc. Pop songs are mostly enjoyable and easy to be performed even though the singer has a few abilities or no musical training. According to Paul and Prasad (2007), pop songs have simple structures than art songs. Pop songs are modern songs that are popular in society which are concluded commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by their recording artists.

Harmer (2001) points out those songs are powerful stimulus for students' engagement precisely because songs speak directly to people's emotions while still allowing people to use their brains to analyze them and their effects. Therefore, the researcher believes that songs can be appropriate media to teach pronunciation.

2.2 Genre Concept of Rap Songs

Rap is different from any kind of music genres because it is spoken instead of being sung by the rapper. The rhyme is like a poem and it is fit to the strong beat of rhythms. A rap song is a unique style of lyricism in hip hop culture that is influenced by jazz blues, soul and reggae (Blanchard, 1999). From this point of

view, McCoy (2017) said that rap is a part of hip hop culture vocalized by reciting lyrics over a beat. Rap music is a part of hip hop music, however hip hop music and rapping are different. Hip hop music, is a music genre that is recognizable around the world consisting of a stylized rhythmic music that commonly accompanies rapping, a rhythmic and rhyming speech that is chanted. Edwards (2009) states that rapping is often associated with and a primary component of hip hop music. From the definition above, rap is the music genre that the lyrics are spoken like a speech and hip hop is a music culture. Rap is more about the poetry of words and word styles and Hip Hop is more about the music beats. Rap music further instills itself in pop culture and in the record industry in the 21st century (McCoy, 2017). To sum up, rap and hip hop are different because rap is more focused on the speed in pronouncing the words with rhythmic and accompaniment of hip hop music. Hip hop music focuses on the term which sometimes uses synonymously with the term rap music, though rapping is not required component of hip hop music, the genre may also incorporate other elements of hip hop culture such as beat boxing, scratching and instrumental tracks.

The researcher chose rap songs as media and teaching materials to teach pronunciation to junior high school students. According to Hill-Clarke and Robinson (2003), using music in learning activity can improve, develop, and extend English skills both listening and oral fluency. In addition, Pristwayani (2016) states that songs can help students in learning pronunciation because songs have rhythmical lyrics that will make the students able to memorize how to pronounce the word correctly. From this point of view, Prasetyo (2018) affirms that rap songs with appropriate themes can be used as learning materials to help students in learning English. The catchy chanting and unique rhythms in rap songs support the development of fluency in oral language skills (Rando et al., 2014).

2.3 The Advantages and Disadvantages of Using Rap Songs

The effective way to teach pronunciation is to provide a less tension when they say the words in class by providing a non-threatening atmosphere classroom. The ambiances created by the rhythm have strong influence in the learning

process. Rap songs offer different environment in classrooms so that the students can learn indirectly. The researcher decides to take Rap Music as a technique because Rap Music has strong rhythm and repetition as stated by Medina (2002) that the repetitive words and rhythm will remain in head even after the English lesson. The rhythm and melody will help to keep the words learned into long-term memory.

The other advantage of using rap songs in teaching English is stated by Rando et al. (2014) as follows; rap songs can stimulate the students' interest and motivation in learning English, rap songs provide enjoyable and relaxing atmosphere in classroom so that the students can play the song anywhere anytime to make them remember the words in their long-term memory.

Rap songs are good media and learning material to practice pronunciation, but beside the advantages above, there is also a disadvantage in using rap songs to learn. Unlike other song genre, the lyrics in some rap songs sometimes use slang and mostly the slang used in the rap songs are inappropriate to be spoken. Rap music mostly uses non-standard English which tends to be vulgar, lazy pronunciation and it is often said as bad, incorrect and poor English (Evadewi and Jufrizal, 2018). To overcome this disadvantage or weakness, the researcher chose appropriate songs and selected the words in the rap songs lyric which were not considered as nonstandard or vulgar or incorrect.

2.4 The Definition and Features of Pronunciation

Pronunciation is a way in which a language or a particular word or sound is spoken. According to Dalton (1989:3), "pronunciation is a significant sound produced in two senses". In conclusion, pronunciation is the way a word spoken correctly and has correct meaning. If a word is pronounced incorrectly, the word can have a different meaning or even have no meaning. Mistake in producing words could lead to misunderstanding to the listener. There are some features of pronunciation. Ramelan (2004) classifies sounds into segmental and suprasegmentals.

2.4.1 Segmental Phonemes

Ramelan (2004) states that segmental as sound units arranged in a sequential order. According to Merriam Webster, Segmental phoneme is one of the phonemes of a language that can be assigned to relative sequential order of minimal segment. Jones (2002) classifies segmental phonemes into vowels and consonants.

2.4.1.1 Vowels

A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no build-up of air pressure above the glottis (Ladefoged & Maddieson, 1996). Speech sound occurs when the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc. In normal speech, vowel is a voiced sound formed by air in a continuous stream through the pharynx and mouth (Jones, 2002). In addition, vowels are voiced oral resonant sounds made with central airflow (Ogden, 2009). Vowel sounds are produced by air from the lungs that vibrate when the air in the mouth is not blocked. According to (Ogden, 2009), there are 3 ranges of vowel sounds; monophthongs, diphthongs, and triphthongs.

A. Monophthongs

Monophthong or single vowel is the basic vowel sound. Most of these are short vowels (lax), though there are some long vowel (tense) monophthongs as well.

Lax is vowel sound that is not stretched tightly and usually produced when a vowel is followed by one or more consonants in a syllable. Most vowel letters have a specific short-vowel sound, though U can create two types of short-vowel sounds.

Table 2.1 Monophthongs

Vowel Letter	IPA Symbol	Example Words
A	/æ/	apple (/æp l/) map (/mæp/) track (/træk/) man (/mæn/)

E	/ /	set (/s t/) jet (/d t/) bend (/b nd/) met (/m t/)
I	/ɪ/	tip (/tɪp/) strip (/stri:p/) imply (/ɪm'plai/) fin (/fɪn/)
O	/ /	top (/t p/) hot (/h t/) offer (/ f r/) pollen (/ p l n/)
U	/ /	cut (/k t/) hug (/h g/) mutt (/m t/) strut (/str t/)
U	/ /	put (/p t/) push (/p /) full (/f l/) sugar (/ g r/)
Y	/ɪ/	myth (/mɪ /) system (/ sist m/) rhythm (/ rið m/) crypt (/kript/)

Tense is vowel sound that is stretched tightly and usually produced by the letter E, but it can also be formed by the letter Y, as well as a number of vowel digraphs.

There are also a few other long vowels besides those that sound like the names of vowel letters. Most of these occur in various vowel digraphs, though some can be produced by single letters, while others occur when a vowel is combined with the consonant R.

B. Diphthongs

A diphthong is a single-syllable vowel sound in which the beginning of the sound glides to another, slightly different vowel sound. For this reason, diphthongs are often referred to as gliding vowels.

There are eight vowel sounds in American English that are generally agreed upon as being diphthongs. Four of these are the “traditional” long vowels (vowel sounds that are pronounced the same way as the names of the letters), but there are also a few others that occur with certain vowel digraphs or in combination with the letter **R**. /ɔɪ/, this diphthong is pronounced “/au/-/ee/,” and it occurs in the vowel digraphs **OY** and **OI**. /a /, this diphthong is pronounced “ah-ou,” and it occurs with the digraphs **OU** and **OW**. /ɪə/, Depending on dialect, the schwa (/ /) that forms the second part of this diphthong is often not pronounced. When this diphthong is articulated fully, it is pronounced “ih-uh,” and it usually occurs with the digraphs **EE**, **EA**, and **IE** when they are followed by an **R**. / /, Like /ɪə/, the schwa of / / is often left out. When it is articulated fully, / / is pronounced “eh-uh,” and it usually occurs with the letter combinations **ARE**, **AIR**, and occasionally **EAR**.

C. Triphthongs

Very rarely, a single syllable may contain three vowel sounds that quickly glide together; this compound vowel sound is known as a triphthong (pronounced / trɪf /). There are three triphthongs that are generally agreed upon in American English: /a / (“ah-oo-uh”), /aɪə/ (“ah-ih-uh”), and /j / (“ee-oo-uh”). We’ll briefly look at each here, but you can find out more about them in the full section on Triphthongs. /a /, this triphthong is pronounced “ah-oo-uh,” and it occurs when the digraph **OU** is followed by an **R**. /aɪə/, this triphthong is pronounced “ah-ih-uh,” and it occurs with the letter combination **IRE**. /j /, this triphthong is pronounced “ee-oo-uh,” and it sometimes occurs when the combination **UR** comes after a hard consonant and is followed by an **E**, **Y**, or **I**.

2.4.1.2 Consonants

According to Oxford, speech sound made by (partly) stopping the breath with the tongue, lips, etc. Consonants are produced with a stricture of at least open approximation in the vocal tract. The English consonants consist of twenty-four. Those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, / /, / /, /s/, /z/, / /, / /, /h/, /t /, /d /, /m/, /n/, / /, /l/, /r/, /w/, /y/. It is quite different from the consonants of Indonesian. It is possible if the

students find difficulties when they learn English. In pronunciation we have to pay attention to the indicators of pronunciation.

2.4.2 Suprasegmental Phonemes

Suprasegmental phonem is a pronunciation feature that refers to stress and length intonation. Stress is the emphasis placed in words and sentences. ‘ is placed before a syllable or word having stress and OooO represents the rhythm group of stressed syllables (OO) and unstressed syllables (oo). The stress syllable is the part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice when saying the syllable like /ɪmˈpɜrtnt/, /kəmˈpleɪn/, /ˈmɪdɪs n/, etc. Stress can fall on the first, middle or last syllable of words.

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

2.5 Teaching Pronunciation Procedures Using Rap Songs

In this research, the researcher followed the learning procedures in teaching pronunciation that was introduced by Karim and Hasbullah (1986). The researcher has done the procedures as follows.

1. Teaching the words of the song and asking them to imitate after the teacher.
2. Singing the whole song with slower tempo (0,6) from the real song.
3. Singing the whole song with slower tempo (0,8) from the real song.
4. Singing the whole song with the same tempo from the real song.
5. Singing aloud the song individually.

2.6 Problem and Solution in Teaching English Pronunciation Using Rap Songs

The problem faced in teaching English pronunciation using rap songs is stated by Rando (2014). The beat or the rhythm of the rap songs is too fast and the

students usually find difficulty in singing the song. In this significant problem, the researcher drilled the lyrics phrase by phrase in slow tempo, and then changed faster and faster until the right tempo of the real song was got.

2.7 Previous Studies on Related Research

A number of studies have been conducted in order to investigate the effectiveness of songs as media teaching materials in teaching English language. The previous research studies were conducted by Prasetyo (2018); Pristwayani (2016); Savitri and Rahman (2016); Beth Segal (2014); and Moradhi & Shahrokhi (2014). These previous research studies were explained as follows.

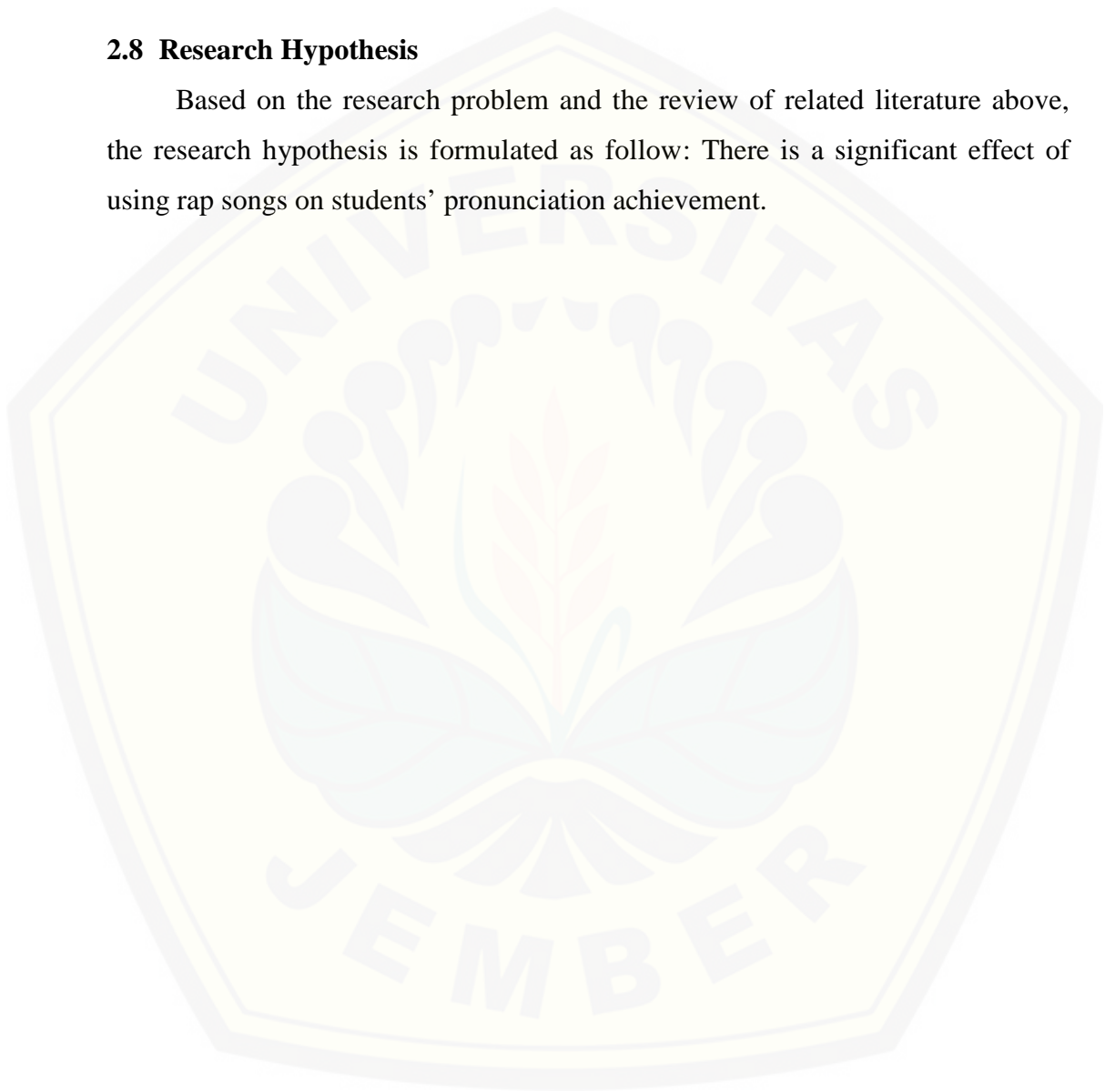
The previous research was conducted by Moradhi & Shahrokhi (2014) entitled “The Effect of Listening to Music on Iranian Children’s Segmental and Suprasegmental Pronunciation”, they reported that music had a positive effect on students’ pronunciation and almost all the pronunciation of the experimental group improved in their post-test. The students participated in their research was 30 elementary students at beginner level. In line with Pristwayani’s research (2016) entitled “The Effect of Using Songs on the Eighth Grade Students’ Pronunciation Achievement at SMPN 4 Jember in the 2015/2016 Academic Year”, he found that pop songs affected the eighth grade students’ pronunciation achievement.

Another study was conducted by Segal (2014) entitled “Teaching English as a Second Language through rap music: A curriculum for secondary school students”. In this research, the statistical analysis shown that learning using rap songs could increase the students’ language learning ability. In addition, Savitri and Rahman (2016) conducted a research entitled “The Use of Rap Music to Improve Students’ Vocabulary Mastery at the First Grade Students of SMPN 2 Papalang Mamuju Regency”. He reported that Rap Music was effective to improve students’ vocabulary mastery at the first grade students. Similar research was conducted by Prasetyo (2018) entitled “Improving the Students’ Vocabulary Achievement by Rapping”, the eighth grade students’ vocabulary improved through the help of rap songs.

Based on the explanation above, it can be concluded that there were various ways to develop English comprehensions and skills through rap songs. However, this research focused on the effect of using rap songs on students' pronunciation achievement.

2.8 Research Hypothesis

Based on the research problem and the review of related literature above, the research hypothesis is formulated as follow: There is a significant effect of using rap songs on students' pronunciation achievement.



CHAPTER III

RESEARCH METHODS

This chapter presents the methods applied in this research covering research design, research context, research participants, data collection method, and data analysis method.

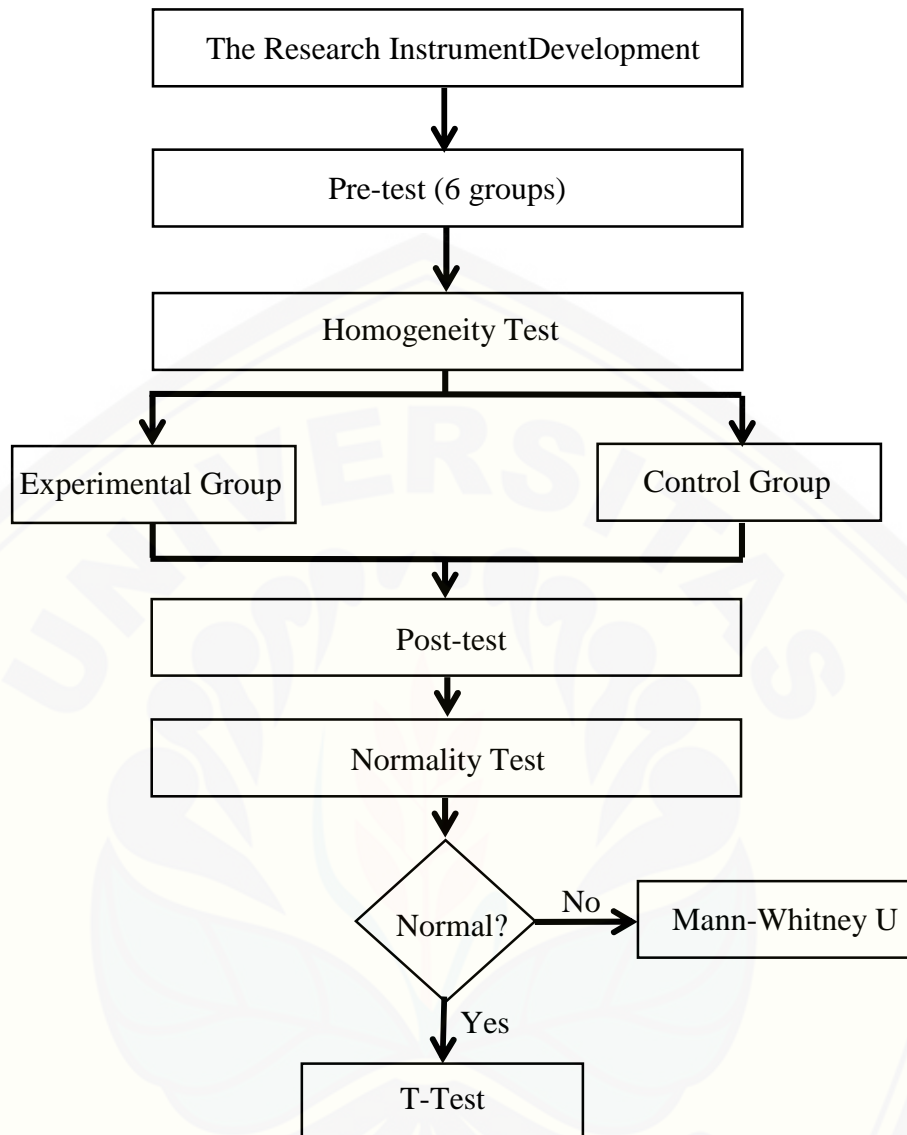
3.1 Research Design

The design of this study was quasi-experimental research with post-test only. According to Price, et. al. (2013), quasi experimental method is a method to determine a specific treatment influences an outcome and assessed by giving a specific treatment to the experimental group and giving the control group conventional treatment using drilling then determining the outcome gained by both groups. This research aimed at knowing whether or not there was a significant effect of using rap songs on the eighth grade students' pronunciation achievement at Junior High School.

From six classes, the two classes were chosen as the experimental group and control groups by considering the result of pre-test consisting of approximately 40 words that were given to the students to read aloud individually. The experimental group was given treatment of English pronunciation using rap songs, while the control group was given the conventional treatment using drilling. After the treatment, post-test was given to both groups to know the significant difference of the pronunciation achievement between the experimental and the control groups.

The procedures taken were adapted from Hobri, et.al. (2020) as shown in figure 3.1. There were some differences in the adapted procedure; in this research there was no validation test, and this research took 2 groups to analyze, so that this research was not a mixed analysis research.

The experimental group and the control group were chosen based on the result of the homogeneity test given to all the population (i.e. the eighth grade students of MTs. Unggulan Al-Qodiri I Jember in the 2019/2020 Academic Year) which was analyzed by using Analysis of Variance (ANOVA).



(Adapted from Hobri, et.al, 2020)

Figure 3.1 Research Procedure

3.2 Research Context

This research was conducted at MTs. Unggulan Al-Qodiri I Jember where English is taught as a compulsory subject. Some reasons why the researcher conducted the research were as follows; 1) there was an easy access to get at this school, 2) there was permission from the headmaster and the English teacher, and 3) there was no similar research conducted at this school. In addition, this school

is also supported by facilities (i.e. LCD projector and sound system) which could be used by the researcher in conducting the research.

Besides, 3 languages were used as daily conversation at MTs. Unggulan Al-Qodiri I Jember: Indonesian, Arabic, and English. Curriculum used at this school is Curriculum 2013. In addition English is taught twice a week and the time allocation was 2 x 40 each meeting.

3.3 Research Population and Participants

This research was conducted at MTs. Unggulan Al-Qodiri I Jember and the population of this study was all the eighth grade students of this school studying at the Academic Year of 2019/2020. There were 6 classes of the eighth grade (VIII A, VIII B, VIII C, VIII D, VIII E and VIII F). All of the students of 6 classes were the population. The researcher chose 2 classes by using cluster random sampling, one was the experimental group and the other one was the control group. All of the students in 2 chosen classes were the participants of the research.

A homogeneity test was conducted to know the homogeneity of the population. The homogeneity test consisted of 20 enclosed words for the students to be pronounced. To determine whether the population is homogenous or not, is used Analysis of Variance (ANOVA) test. The result of the homogeneity test was homogenous, so the researcher chose two classes by using cluster random sampling. The two classes chosen were the experimental group and control group. The students in both group was the research participants. Randomly, we chose all students in class C as experimental group, and class B as control group. Those 2 classes were given post-test and analyzed by post-test design only.

3.4 Data Collection Methods

One of the important things to do first in doing a research is collecting data. Data collection method is defined as the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques (Kabir, 2016). In this research, the data was taken from pronunciation test.

3.4.1 Pronunciation Test

Pronunciation test was conducted to collect the primary data of the students' pronunciation achievement in the form of the students' scores. The score was based on the number of correct answers (Clay, 2001). There are four types of test mentioned by Hughes (2003), they are proficiency test, achievement test, diagnostic test, and placement test. In this research, the researcher administered an achievement test. The purpose of this achievement test was to measure the pronunciation achievement gained by the students.

The post-test was given to the students after they got the treatment. The total number of the test item was 40 enclosed words. The way to score for the students' pronunciation test is shown as follows:

Table 3.1 Pronunciation Test Scoring

Indicators		Scores per Item
Pronunciation	Word Stress	
Correct	Correct	2,5
Correct	Wrong	1
Wrong	Correct	0
Wrong	Wrong	0

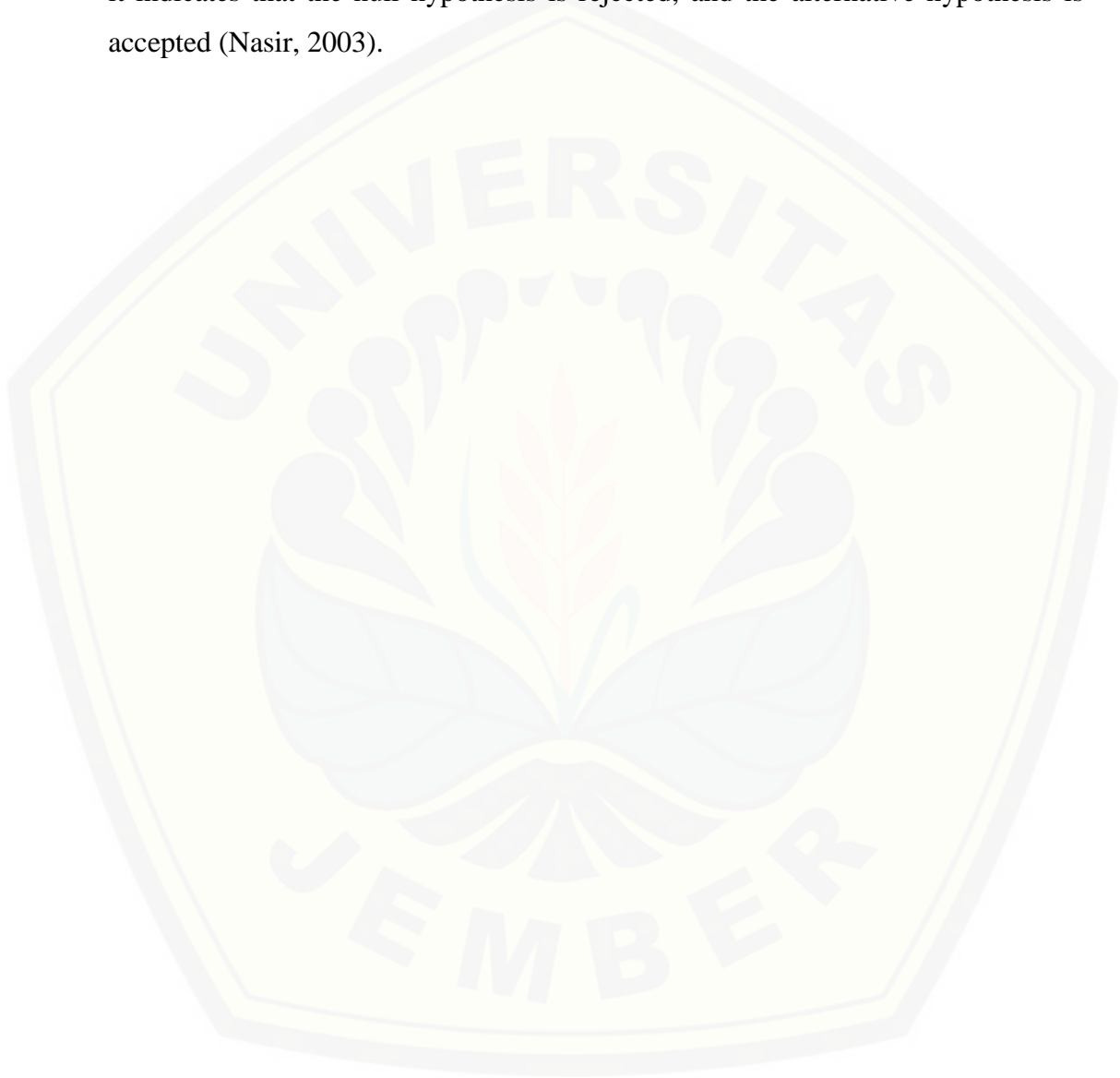
To administer the pronunciation test, intra-rater was done. Intra-ratter refers to the consistency of data got by one ratter from several trials and best determined when multiple trials are administered in short period of time (Scheel, C., et.al, 2018). In this research, the data for intra-ratter was got from the post-test result of the students' pronunciation and the recording of the post-test. The researcher gave the scoring twice. The first scoring was done when each student had the test and read the words aloud. The second time scoring was done and rechecked, by using the recording which was done at home. Thus, the students' pronunciation was rechecked from the recording.

3.5 Data Analysis Method

After both groups got the treatment, the data obtained from the post-test were analyzed using Mann Whitney U formula to compare the mean scores and to find whether or not there was a significant effect of using rap songs on the

students' pronunciation achievement. The data analysis method in this research used inferential statistics.

The researcher used SPSS program to analyze the data, and applied 5% of significant level (confidence interval 95%). If the result of sig. is lower than 0.05, it indicates that the null hypothesis is rejected, and the alternative hypothesis is accepted (Nasir, 2003).



CHAPTER V

CONCUSION AND SUGGESTIONS

This chapter presents the conclusions of this research and suggestions for the people. The conclusion was gained from the result of the data analysis while the suggestions are proposed to the English teacher, the students, and future researchers.

5.1 Conclusion

Based on the results of the data analyses and interpretations in the previous chapter, it could be concluded that there was a significant effect of using rap songs on the students' pronunciation achievements.

5.2 Suggestions

Based on the conclusions of the study, some suggestions are directed to the English teachers, policy makers, and future researchers.

1. The English teachers are suggested to use songs, especially rap songs, in the teaching and learning process of English. The teachers are also suggested to have good pronunciation. Rap songs are not only good for pronunciation but also can make the students excited to learn English. If the teachers use rap song for the teaching and learning process, they are suggested to choose a proper song that is appropriate for the students and no bad or deviated words in the lyrics.
2. The Schools and the Education Department as policy makers are suggested to pay more attention to the development of school facilities, especially in relation to the completeness of the songs (rap song), both types of educational songs or equipment such as sound systems, microphones, and cassettes or CDs.
3. Future researchers are suggested to use this research result as a consideration to conduct a further research with a similar topic by using different research area and research design such as classroom action research to improve the students' pronunciation using rap songs. The researchers are also suggested to

be able to develop research with a variety of rap songs and a variety of indicators associated with listening and speaking.



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APPENDIX I

RESEARCH MATRIX

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The effect of using rap songs on students' pronunciation achievement.	Is there any significant effect of using rap songs on students' pronunciation achievement?	<p>Independent Variable: The use of rap songs in teaching pronunciation .</p> <p>Dependent Variable: The students' pronunciation achievement.</p>	<p>a. Exciting b. Interesting c. Memorable d. Fun (Weinstein, 2006)</p>	<p>Populations The eighth-grade students of MTs. Unggulan Al-Qodiri I Jember Academic Year 2019/2020.</p> <p>Research Participants Two classes of the eighth-grade students of MTs. Unggulan Al-Qodiri I Jember chosen through homogeneity test</p> <p>School Document Initial names of the participants.</p>	<p>Research Design Experimental Research Design</p> <p>Area Determination Method Purposive Method</p> <p>Participant Determination Method Cluster Random Sampling</p> <p>Data Collection Methods <ul style="list-style-type: none">) Pronunciation test) Documentation) Interview </p> <p>Data Analysis Method Mann Whitney U test using SPSS computing system</p>	There is a significant effect of using rap songs on students' pronunciation achievement.

Appendix II

PRE-TEST

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Name : _____
Class : _____ **Student's number** : _____

Instruction. Read each word below correctly & clearly once!

1.	Mind	11.	School
2.	Feeling	12.	Baby
3.	Getting	13.	Heart
4.	Leave	14.	Whole
5.	Behind	15.	History
6.	Thought	16.	Greatest
7.	Strong	17.	World
8.	Holding	18.	Fights
9.	Teach	19.	Alive
10.	This	20.	Hotel

Answer Key

1. Mind /'maɪnd/
2. Feeling / fi lɪ /
3. Getting / g ɛtɪ /
4. Leave /'li:v/
5. Behind /br haɪnd/
6. Thought /' θɔ:t/
7. Strong /'str ɒŋ /
8. Holding / h ɔ:lɪŋ /
9. Teach /'ti:tʃ /
10. This /'ðɪs/
11. School /'sku:l/
12. Baby / beɪbi/
13. Heart /'hɑ:t/
14. Whole /'həʊl/
15. History / hɪstəri/
16. Greatest / greɪtɪst/
17. World /'wɜ:ld/
18. Fights /'faɪts/
19. Alive / ə'laɪv/
20. Hotel /h ə'tel/



Appendix IVA

LESSON PLAN I

(For the control and the experimental groups – 1st meeting)

Subject : English
 Level : Junior High School
 Class/Semester : VIII/2
 Topic : Self-confidence
 Language Skill : Speaking
 Language Component : English Pronunciation
 Time Allocation : 2x40 minutes

A. Core Competence

- KI 3** : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadianannya yang tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber yang sama dalam sudut pandang/teori.

B. Basic Competences and Indicators

Basic Competences	Indicators
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP.	3.13.1 Mentioning the social function of the rap song entitled “ <i>Stressed Out</i> ”. 3. 3.2 Interpreting the rap song lyrics entitled “ <i>Stressed Out</i> ” with their social life. 3.13.3 Imitating the teacher’s pronunciation.
4.13 Menangkap makna secara kontekstual terkait dengan fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP.	4.13.1 Pronouncing the words given correctly.

C. Learning Objectives

1. The students are able to mention the social function of the rap song entitled “*Stressed Out*”.
2. The students are able to interpret of the rap song lyrics entitled “*Stressed Out*” with their social life.
3. The students are able to imitate the teacher’s pronunciation.

4. The students are able to pronounce the sentences or phrases found in the lyrics provided correctly.

D. Learning Material

The learning materials are enclosed.

E. Learning Approach and Method

Teaching Approach : Scientific Approach
 Learning Method : Observing, questioning, experimenting, associating, communicating.

F. Media and Sources

Media

- Experimental group :
- Rap song entitled “*Stressed Out*” in mp3 format
 - Lyric sheets
 - A laptop and a speaker
 - A mobile phone with *Music Speed Changer* application
 - Students’ worksheet.

Control group :

- Learning materials sheets
- Students’ worksheet.

Sources

- Students Handbook “*When English Rings the Bells*” for grade VIII
- The rap song entitled “*Stressed Out*” lyric taken from <https://www.lyricfind.com>

G. Teaching Learning Activities

Experimental group	Time	Control group
Pre-activity (10 minutes)		
1. Greeting the students.	1’	1. Greeting the students.
2. Asking the students to pray together.	1’	2. Asking the students to pray together
3. Checking the students’ attendance.	2’	3. Checking the students’ attendance
4. Giving leading questions about the topic that will be learned.	3’	4. Giving leading questions about the topic that will be learned.
a. Do you know the original soundtrack of <i>Suicide Squad</i> movie?		a. Do you know the original soundtrack of <i>Suicide Squad</i> movie?
b. Can you guess what the tittle of the song is? (After the teacher song a small part of the song)		b. Can you guess what the tittle of the song is? (After the teacher song a small part of the song)

c. Do you know the song sung by Twenty One Pilots?

5. Stating the learning objectives. 3'

c. Do you know the song sung by Twenty One Pilots?

5. Stating the learning objectives.

Main activity (65 minutes)

Observing

1. Asking the students to read the lyric of the rap song entitled "*Stressed Out*" silently while listening to the song played by the teacher. 2'

Questioning

1. Asking the students to ask some questions related to the song entitled "*Stressed Out*". 3'

Experimenting

1. Asking the students to sing aloud the rap song entitled "*Stress Out*" line by line together after the teacher with normal speed. 7'
2. Asking the students to sing aloud the rap song entitled "*Stress Out*" line by line together after the teacher with slower speed (0,5). 7'
3. Asking the students to sing aloud the rap song entitled "*Stress Out*" line by line together after the teacher with slower speed (0,8). 7'
4. Asking the students to sing aloud the rap song entitled "*Stress Out*" together after the teacher with normal speed. 9'

Associating

1. Asking the students to interpret the rap song entitled "*Stress Out*" with their social life. 3'
2. Asking the students to pronounce the sentences or 17'

Observing

1. Asking the students to read the learning material text entitled "*Stressed Out*" silently.

Questioning

1. Asking the students to ask some questions related to the learning material entitled "*Stressed Out*".

Experimenting

1. Drilling the students to read aloud the learning material entitled "*Stressed Out*" line by line together after the teacher.
2. Drilling the students to read aloud the learning material entitled "*Stressed Out*" line by line together without the teacher.
3. Drilling the students to read aloud the learning material entitled "*Stressed Out*" line by line one by one.
4. Drilling the students to read aloud the learning material entitled "*Stressed Out*" together after the teacher

Associating

1. Asking the students to interpret the learning material entitled "*Stressed Out*" with their social life.
2. Asking the students to

<p>phrases provided by the teacher.</p> <p>Communicating</p> <ol style="list-style-type: none"> 1. Discussing the answers together. 5' 2. Giving feedback to the students. 5' 	<p>pronounce the sentences or phrases provided by the teacher.</p> <p>Communicating</p> <ol style="list-style-type: none"> 1. Discussing the answers together. 2. Giving feedback to the students.
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Post-activity (5 minutes)			
1. Giving the students a chance to ask question related to things which are not clear yet. 2'		1. Giving the students a chance to ask question related to things which are not clear yet.	
2. Leading the students to draw a conclusion. 2'		2. Leading the students to draw a conclusion.	
3. Closing the lesson. 1'		3. Closing the lesson.	

H. Assessment Scoring

Indicators		Scores per Item
Pronunciation	Word Stress	
Correct	Correct	2,5
Correct	Wrong	1
Wrong	Correct	0
Wrong	Wrong	0

Jember, January 2020
The Researcher

Putri Riskiyani Amalia
NIM. 150210401019

LEARNING MATERIALS

(For the control group and the experimental group - 1st meeting)

I. Lyric Sheet

Stressed Out

by Twenty One Pilots

I wish I found some better sounds no one's ever heard
I wish I had a better voice that sang some better words
I wish I found some chords in an order that is new
I wish I didn't have to rhyme every time I sang
I was told when I get older all my fears would shrink
But now I'm insecure and I care what people think
My name's Blurryface and I care what you think
My name's Blurryface and I care what you think
Wish we could turn back time, to the good old days
When our momma sang us to sleep but now we're stressed out
Wish we could turn back time, to the good old days
When our momma sang us to sleep but now we're stressed out
We're stressed out
Sometimes a certain smell will take me back to when I was young
How come I'm never able to identify where it's coming from
I'd make a candle out of it if I ever found it
Try to sell it, never sell out of it, I'd probably only sell one
It'd be to my brother, 'cause we have the same nose
Same clothes, homegrown, a stone's throw from a creek we used to roam
But it would remind us of when nothing really mattered
Out of student loans and tree-house homes we all would take the latter
My name's Blurryface and I care what you think
My name's Blurryface and I care what you think
Wish we could turn back time, to the good old days
When our momma sang us to sleep but now we're stressed out
Wish we could turn back time, to the good old days
When our momma sang us to sleep but now we're stressed out
We used to play pretend, give each other different names
We would build a rocket ship and then we'd fly it far away
Used to dream of outer space but now they're laughing at our face
Saying, "Wake up, you need to make money"
Yeah
We used to play pretend, give each other different names
We would build a rocket ship and then we'd fly it far away
Used to dream of outer space but now they're laughing at our face
Saying, "Wake up, you need to make money"
Yeah

Wish we could turn back time, to the good old days
When our momma sang us to sleep but now we're stressed out
Wish we could turn back time, to the good old days
When our momma sang us to sleep but now we're stressed out
Used to play pretend, used to play pretend, bunny
We used to play pretend, wake up, you need the money
Used to play pretend, used to play pretend, bunny
We used to play pretend, wake up, you need the money
We used to play pretend, give each other different names
We would build a rocket ship and then we'd fly it far away
Used to dream of outer space but now they're laughing at our face
Saying, "Wake up, you need to make money"
Yeah



II. Students' Worksheet

STUDENTS' WORKSHEET

(for control and the experimental groups - 1st meeting)

NAME : _____ **CLASS :** _____

Instruction. Read each sentences or phrases below correctly and clearly once!

1. I wish I didn't have to rhyme every time I sang
2. Used to dream of outer space but now they're laughing at our face
3. Same clothes, home grown, a stone's throw from a creek we used to roam
4. We would build a rocket ship and then we'd fly it far away
5. Out of student loans and tree-house homes we all would take the latter
6. I'd make a candle out of it if I ever found it
7. It'd be to my brother, 'cause we have the same nose
8. I wish I had a better voice that sang some better words
9. Sometimes a certain smell will take me back to when I was young
10. When our momma sang us to sleep but now we're stressed out
11. I wish I found some chords in an order that is new
12. How come I'm never able to identify where it's coming from
13. We used to play pretend, give each other different names
14. I was told when I get older all my fears would shrink
15. I wish I found some better sounds no one's ever heard

Appendix IVB

LESSON PLAN II

(For the control and the experimental groups – 2nd meeting)

Subject : English
 Level : Junior High School
 Class/Semester : VIII/2
 Topic : Self-confidence
 Language Skill : Speaking
 Language Component : English Pronunciation
 Time Allocation : 2x40 minutes

A. Core Competence

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadiannya yang tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber yang sama dalam sudut pandang/teori.

B. Basic Competences and Indicators

Basic Competences	Indicators
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP.	3.13.1 Mentioning the social function of the rap song entitled “Why”.
	3. 3.2 Interpreting the rap song lyrics entitled “Why” with their social life.
	3.13.3 Imitating the teacher’s pronunciation.
4.13 Menangkap makna secara kontekstual terkait dengan fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP.	4.13.1 Pronouncing the words given correctly.

C. Learning Objectives

- The students are able to mention the social function of the rap song entitled “Why”.
- The students are able to interpret of the rap song lyrics entitled “Why” with their social life.
- The students are able to imitate the teacher’s pronunciation.

8. The students are able to pronounce the sentences or phrases found in the lyric provided correctly.

D. Learning Material

The learning materials are enclosed.

E. Learning Approach and Method

Teaching Approach : Scientific Approach
 Learning Method : Observing, questioning, experimenting, associating, communicating.

F. Media and Sources

Media

- Experimental group :
- Rap songs entitled “*Why*” in mp3 format
 - Lyric sheets
 - A laptop and a speaker
 - A mobile phone with *Music Speed Changer* application
 - Students’ worksheet.

- Control group :
- Learning material sheets
 - Students’ worksheet.

Sources

- Students Handbook “*When English Rings the Bells*” for grade VIII
- The rap song entitled “*Why*” lyric taken from <https://www.lyricfind.com>

G. Teaching Learning Activities

Experimental group	Time	Control group
Pre-activity (10 minutes)		
1. Greeting the students.	1’	1. Greeting the students
2. Asking the students to pray together.	1’	2. Asking the students to pray together
3. Checking the students’ attendance.	2’	3. Checking the students’ attendance
4. Giving leading questions about the topic that will be learned.	3’	4. Giving leading questions about the topic that will be learned.
a. Do you remember what song genre we learn last week?		a. What would you be in the future?
b. What would you be in the future?		
5. Stating the learning objectives.	3’	5. Stating the learning objectives.
Main activity (65 minutes)		
Observing		Observing

1. Asking the students to read the lyric of the rap song entitled “ <i>Why</i> ” silently while listening to the song played by the teacher.	2’	1. Asking the students to read the lyric of the rap song entitled “ <i>Why</i> ” silently.
Questioning		Questioning
1. Asking the students to ask some questions related to the song entitled “ <i>Why</i> ”.	3’	1. Asking the students to ask some questions related to the learning material entitled “ <i>Why</i> ”.
Experimenting		Experimenting
1. Asking the students to sing aloud the rap song entitled “ <i>Why</i> ” line by line together after the teacher with normal speed.	7’	1. Drilling the students to read aloud the learning material entitled “ <i>Why</i> ” line by line together after the teacher.
2. Asking the students to sing aloud the rap song entitled “ <i>Why</i> ” line by line together after the teacher with slower speed (0,5).	7’	2. Drilling the students to read aloud the learning material entitled “ <i>Why</i> ” line by line together without the teacher.
3. Asking the students to sing aloud the rap song entitled “ <i>Why</i> ” line by line together after the teacher with slower speed (0,8).	7’	3. Drilling the students to read aloud the learning material entitled “ <i>Why</i> ” line by line one by one.
4. Asking the students to sing aloud the rap song entitled “ <i>Why</i> ” together after the teacher with normal speed.	9’	4. Asking the students to sing aloud the rap song entitled “ <i>Why</i> ” together after the teacher.
Associating		Associating
3. Asking the students to interpret the rap song entitled “ <i>Why</i> ” with their social life.	3’	3. Asking the students to interpret the learning material entitled “ <i>Why</i> ” with their social life.
4. Asking the students to pronounce the sentences or phrases provided by the teacher.	17’	4. Asking the students to pronounce the sentences or phrases provided by the teacher.
Communicating	5’	Communicating
3. Discussing the answers together.	5’	3. Discussing the answers together.
4. Giving feedback to the		4. Giving feedback to the

students.

students.

Post-activity (5 minutes)

- | | | |
|--|----|--|
| 1. Giving the students a chance to ask question related to things which are not clear yet. | 2' | 1. Giving the students a chance to ask question related to things which are not clear yet. |
| 2. Leading the students to draw a conclusion. | 2' | 2. Leading the students to draw a conclusion. |
| 3. Closing the lesson. | 1' | 3. Closing the lesson. |

H. Assessment Scoring

Indicators		Scores per Item
Pronunciation	Word Stress	
Correct	Correct	2,5
Correct	Wrong	1
Wrong	Correct	0
Wrong	Wrong	0

Jember, January 2020
The Researcher

Putri Riskiyani Amalia
NIM. 150210401019

LEARNING MATERIALS

(For control group and experimental group – 2nd meeting)

I. Lyric Sheet

WHY

By NF

Yeah, what's your definition of success?
I don't trust the thoughts that come inside my head
I don't trust this thing that beats inside my chest
Who I am and who I wanna be can not connect; why?
Don't think I deserve it? You get no respect
I just made a couple mil', still not impressed
Let You Down goes triple platinum, yeah, okay, okay, I guess
Smile for a moment then these questions startin' to fill my head, not again!

I push away the people that I love the most; why?
I don't want no one to know I'm vulnerable; why?
That makes me feel weak and so uncomfortable; why?
Stop askin' me questions, I just wanna feel alive
Until I die—this isn't Nate's flow
Just let me rhyme; I'm in disguise
I'm a busy person, got no time for lies; one of a kind
They don't see it; I pull out they eyes; I'm on the rise!
I've been doin' this for most my life with no advice
Take my chances, I just roll the dice, do what I like
As a kid, I was afraid of heights, put that aside
Now I'm here and they look so surprised, well so am I, woo!

They don't invite me to the parties but I still arrive
Kick down the door and then I go inside
Give off that "I do not belong here" vibe
Then take the keys right off the counter, let's go for a ride
Why do y'all look mortified?
I keep to myself, they think I'm sorta shy, organized
Let You Down's the only song you've heard of? Well then you're behind
Story time, wish that I could think like Big Sean does, but I just can't decide
If I should stick my knife inside of Pennywise
I, I don't care what anybody else thinks—lies
I do not need nobody to help me—lies
I kinda feel guilty 'cause I'm wealthy; why?
I don't understand, it's got me questionin' like, "Why?
Just tell me why"—not back to this flow
Inside I feel divided
Back when I ain't had a dime, but had the drive

Back before I ever signed, I questioned life, like, "Who am I, man?" Woo!

Nothin' to me's ever good enough
I could be workin' for twenty-four hours a day and think I never did enough
My life is a movie but there ain't no tellin' what you're gonna see in my cinema
I wanna be great but I get it in the way of myself and I think about everything that I could never be

Why do I do it though? Ayy, yeah
Why you always lookin' aggravated?
Not a choice, you know I had to make it
When they talk about the greatest, they gon' probably never put us in the conversation
Like somethin' then I gotta take it
Write somethin' then I might erase it
I love it, then I really hate it
What's the problem, Nathan? I don't know!

I know I like to preach to always be yourself
But my emotions make me feel like I am someone else
Me and pride had made a pact that we don't need no help
Which feels like I'm at war inside myself but I forgot the shells
I hold my issues up for all to see, like show and tell
A lot of people know me, but not a lot know me well
Hold my issues up for all to see, like show and tell
A lot of people know me, but they don't know me well

II. Students' Worksheet

STUDENTS' WORKSHEET

(for control and the experimental groups - 1st meeting)

NAME : _____ **CLASS :** _____

Instruction. Read each sentences or phrases below correctly and clearly once!

1. Keep to myself, they think I'm sorta shy, organized
2. I wish I found some better sounds no one's ever heard
3. When they talk about the greatest, they gon' probably never put us in the conversation
4. Nothin' to me's ever good enough
5. I've been doin' this for most my life with no advice
6. As a kid, I was afraid of heights, put that aside
7. I just made a couple mil', still not impressed
8. Then take the keys right off the counter, let's go for a ride
9. Don't think I deserve it? You get no respect
10. I don't want no one to know I'm vulnerable
11. Who I am and who I wanna be can not connect; why
12. I'm a busy person, got no time for lies
13. I push away the people that I love the most
14. Take my chances, I just roll the dice, do what I like
15. Just let me rhyme; I'm in disguise

Appendix V

POST-TEST

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Name : _____
 Class : _____ Student's number : _____

Instruction. Read each word below correctly and clearly once!

1.	Voice	21.	Deserve
2.	Heard	22.	Connect
3.	Chord	23.	Impressed
4.	Fears	24.	Respect
5.	Insecure	25.	Vulnerable
6.	Identify	26.	Uncomfortable
7.	Roam	27.	Disguise
8.	Candle	28.	Rhyme
9.	Build	29.	Dice
10.	Throw	30.	Height
11.	Creek	31.	Surprise
12.	Loans	32.	Organize
13.	Pretend	33.	Mortified
14.	Laughing	34.	Decide
15.	Certain	35.	Preach
16.	Better	36.	Guilty
17.	Bunny	37.	Aggravated
18.	Success	38.	Probably
19.	Trust	39.	Pride
20.	Inside	40.	Issues

Answer Key

1. Voice	/ˈvɔɪs/	21. Deserve	/dɪˈzɜrv/
2. Heard	/ˈhɜ:d/	22. Connect	/kəˈnekt/
3. Chord	/ˈkɔ:d/	23. Impressed	/ɪmˈprest/
4. Fears	/ˈfiə(r)z/	24. Respect	/rɪˈspɛkt/
5. Insecure	/,ɪnsɪˈkyʊr/	25. Vulnerable	/ˈvʌlnərəbəl/
6. Identify	/aɪˈdentɪfaɪ/	26. Uncomfortable	/ʌnˈkɒmfətbəl/
7. Roam	/ˈroʊm/	27. Disguise	/dɪsˈgaɪz/
8. Candle	/ˈkændl/	28. Rhyme	/ˈraɪm/
9. Build	/ˈbɪld/	29. Dice	/ˈdaɪs/
10. Throw	/ˈroʊ/	30. Height	/ˈhaɪt/
11. Creek	/ˈkri:k/	31. Surprise	/səˈpraɪz/
12. Loans	/ˈlɔnz/	32. Organize	/ˈɔrgaɪz/
13. Pretend	/prɪˈtend/	33. Mortified	/mɔrtɪˈfaɪd/
14. Laughing	/ˈlæfɪŋ/	34. Decide	/dɪˈsaɪd/
15. Certain	/ˈsɜ:tn/	35. Preach	/ˈpri:tʃ/
16. Better	/ˈbet(ə)r/	36. Guilty	/ˈgɪlti/
17. Bunny	/ˈbʌni/	37. Aggravated	/əˈgrævətəd/
18. Success	/səkˈses/	38. Probably	/ˈprɒbəbli/
19. Trust	/ˈtrʌst/	39. Pride	/praɪd/
20. Inside	/ɪnˈsaɪd/	40. Issues	/ˈɪʃu:z/

Appendix VI

POST-TEST

Score: 91

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Code : Es1.14

Group : Experimental Student's number : 14

Instruction. Read each word below correctly and clearly once!

1.	Voice	/ˈvɔɪs/	21.	Deserve	/dɪˈzɜrv/		
2.	Heard	/hɜ:d/	22.	Connect	/kəˈnekt/		
3.	Chord	/kɔ:d/	23.	Impressed	/ɪmˈprest/		
4.	Fears	/fiə(r)z/	24.	Respect	/rɪˈspɛkt/		
5.	Insecure	/ɪnsɪˈkyʊr/	25.	Vulnerable	/ˈvʌlnərəbəl/		
6.	Identify	/aɪˈdentfaɪ/	26.	Uncomfortable	/ʌnkəmfɜrtəbəl/		
7.	Roam	/roʊm/	27.	Disguise	/dɪsˈgaɪz/		
8.	Candle	/ˈkændl/	28.	Rhyme	/raɪm/		
9.	Build	/bɪld/	29.	Dice	/daɪs/		
10.	Throw	/θroʊ/	30.	Height	/haɪt/		
11.	Creek	/kri:k/	x	31.	Surprise	/səˈpraɪz/	
12.	Loans	/lɔnz/	x	32.	Organize	/ˈɔrgaɪz/	x
13.	Pretend	/prɪtend/	x	33.	Mortified	/mɔrtɪfaɪd/	
14.	Laughing	/læfɪŋ/	34.	Decide	/dɪˈsaɪd/		
15.	Certain	/sɜ:tn/	35.	Preach	/ˈpri:tʃ/		
16.	Better	/bet(r)/	x	36.	Guilty	/ˈɡɪlti/	
17.	Bunny	/ˈbʌni/	37.	Aggravated	/əˈɡrævətɪd/		
18.	Success	/səkˈses/	38.	Probably	/ˈprɒbəbli/		
19.	Trust	/trʌst/	39.	Pride	/praɪd/		
20.	Inside	/ɪnˈsaɪd/	40.	Issues	/ˈɪʃu:z/		

Note:

= 2.5

x = 1

∅ = 0

POST-TEST

Score: 90

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Code : Cs1.19

Group : Control Student's number : 19

Instruction. Read each word below correctly and clearly once!

1.	Voice	/ˈvɔɪs/	21.	Deserve	/ˈdɪz rɪv/	x	
2.	Heard	/h :d/	22.	Connect	/k ˈnekt/		
3.	Chord	/k :d/	23.	Impressed	/ɪmˈpr st/		
4.	Fears	/ˈfiə(r)z/	24.	Respect	/rɪˈsp kt/		
5.	Insecure	/ˈɪnsɪkɪ r/	x	25.	Vulnerable	/ˈv ɪn r b l/	x
6.	Identify	/aɪˈd nt faɪ/	26.	Uncomfortable	/ nˈk mft b l/		
7.	Roam	/ro m/	27.	Disguise	/dɪsˈgaɪz/		
8.	Candle	/ˈkændl/	28.	Rhyme	/raɪm/		
9.	Build	/ˈbɪld/	29.	Dice	/ˈdɪs/	∅	
10.	Throw	/ˈtro /	∅	30.	Height	/ˈhaɪt/	
11.	Creek	/ˈkri:k/	31.	Surprise	/s rˈpraɪz/		
12.	Loans	/l ɪnz/	32.	Organize	/ˈ rg naɪz/		
13.	Pretend	/prɪˈtend/	33.	Mortified	/ m rt faɪd/		
14.	Laughing	/ˈlæfi /	34.	Decide	/dɪˈsaɪd/		
15.	Certain	/ˈs :tɪn/	35.	Preach	/ˈpri:t /		
16.	Better	/ˈbet (r)/	36.	Guilty	/ˈgɪlti/		
17.	Bunny	/ˈb ni/	37.	Aggravated	/ˈægr veɪt d/	x	
18.	Success	/s kˈses/	38.	Probably	/ˈpr b bli/		
19.	Trust	/ˈtr st/	39.	Pride	/ˈpraɪd/		
20.	Inside	/ɪnˈsaɪd/	40.	Issues	/ɪʃu:zˈ/	x	

Note:

= 2.5

x= 1

∅ = 0

POST-TEST

Score: 77

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Code : Es2.02

Group : Experimental Student's number : 02

Instruction. Read each word below correctly and clearly once!

1.	Voice	/ˈvɔɪs/		21.	Deserve	/dɪˈzɜrv/	
2.	Heard	/ˈhɜd/	∅	22.	Connect	/ˈkɒnɛkt/	x
3.	Chord	/ˈkɔ:d/		23.	Impressed	/ɪmˈprɛst/	x
4.	Fears	/ˈfiə(r)z/		24.	Respect	/rɪˈspɛkt/	
5.	Insecure	/ɪnsɪˈkʏr/		25.	Vulnerable	/ˈvʌnərəbəl/	∅
6.	Identify	/aɪdntaɪ/	x	26.	Uncomfortable	/ˌnɒkɹmftəbəl/	
7.	Roam	/roʊm/		27.	Disguise	/dɪsˈgaɪz/	
8.	Candle	/kændl/	∅	28.	Rhyme	/raɪm/	
9.	Build	/bɪld/		29.	Dice	/daɪs/	
10.	Throw	/ˈroʊ /		30.	Height	/ˈhaɪt/	
11.	Creek	/kri:k/	x	31.	Surprise	/sɹˈpraɪz/	
12.	Loans	/lɔnz/		32.	Organize	/ˈɔrgaɪz/	
13.	Pretend	/prɪˈtend/		33.	Mortified	/mɹtfaɪd/	
14.	Laughing	/ˈlæfɪ /		34.	Decide	/dɪˈsaɪd/	
15.	Certain	/sɛːtn/		35.	Preach	/ˈprea /	∅
16.	Better	/ˈbet(r)/		36.	Guilty	/ˈgɪlti/	
17.	Bunny	/bʌni/	x	37.	Aggravated	/ˈægrəveɪtɪd/	
18.	Success	/sʌkˈses/		38.	Probably	/ˈprɒbəbli/	
19.	Trust	/ˈtrʌst /	∅	39.	Pride	/praɪd/	x
20.	Inside	/ɪnsaɪd/	x	40.	Issues	/ˈɪʃu:z/	

Note:

= 2.5

x= 1

∅ = 0

POST-TEST

Score: 62

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Code : Cs2.09

Group : Control Student's number : 09

Instruction. Read each word below correctly and clearly once!

1.	Voice	/ˈvɔɪs/		21.	Deserve	/ˈdɪz rɪv/	x
2.	Heard	/h :t/	∅	22.	Connect	/k ˈnekt/	
3.	Chord	/k :d/		23.	Impressed	/ɪmˈpr st/	
4.	Fears	/ˈfiə(r)z/		24.	Respect	/ˈrɪsp kt/	x
5.	Insecure	/ɪnsɪˈky r/		25.	Vulnerable	/ˈv ɪn r b l/	
6.	Identify	/aɪˈd nt faɪ/		26.	Uncomfortable	/ˈ nk mft b l/	x
7.	Roam	/ro m/		27.	Disguise	/dɪsˈgaɪz/	
8.	Candle	/ˈkændl/		28.	Rhyme	/ˈraɪm/	
9.	Build	/bɪld/	∅	29.	Dice	/daɪsˈ/	x
10.	Throw	/ˈ rɒ/	∅	30.	Height	/ˈhet/	∅
11.	Creek	/krekˈ/	∅	31.	Surprise	/s rˈpraɪz/	
12.	Loans	/l nɪzˈ/	x	32.	Organize	/ˈ rg naɪz/	
13.	Pretend	/priˈtend/		33.	Mortified	/ m rt faɪd/	
14.	Laughing	/læfi ˈ/	x	34.	Decide	/d ˈsaɪd/	∅
15.	Certain	/ˈs :tɪn/		35.	Preach	/pri:t ˈ/	x
16.	Better	/ˈbet (r)/		36.	Guilty	/ˈgulti/	∅
17.	Bunny	/b niˈ/	x	37.	Aggravated	/ˈagrɪvet d/	∅
18.	Success	/ˈs kses/	x	38.	Probably	/ˈpr b bli/	
19.	Trust	/ˈtr st/		39.	Pride	/ˈpraɪd/	
20.	Inside	/ˈɪnsaɪd/	x	40.	Issues	/ˈɪfu:z/	

Note:

= 2.5

x= 1

∅ = 0

POST-TEST

Score: 53

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Code : Es3.01

Group : Experimental

Student's number : 01

Instruction. Read each word below correctly and clearly once!

1.	Voice	/v 'is/	x	21.	Deserve	/dɪ'z rv/	
2.	Heard	/'h :d/		22.	Connect	/'k nekt/	x
3.	Chord	/k :d'/	x	23.	Impressed	/ɪm'pr st/	
4.	Fears	/'fiə(r)z/		24.	Respect	/'r sp kt/	∅
5.	Insecure	/'ɪnsɪky r/	x	25.	Vulnerable	/'v ln r b l/	
6.	Identify	/aɪ'd nt faɪ/		26.	Uncomfortable	/' nk mft b l/	x
7.	Roam	/'ro m/		27.	Disguise	/'dɪsgaɪz/	x
8.	Candle	/'kændl/		28.	Rhyme	/'rɪm/	∅
9.	Build	/'bɪld/	x	29.	Dice	/'dɪs/	∅
10.	Throw	/ ro ' /	x	30.	Height	/'haɪt/	
11.	Creek	/'krek/	∅	31.	Surprise	/s r'praɪz/	
12.	Loans	/'loan/	∅	32.	Organize	/' rg naɪz/	x
13.	Pretend	/'prɪt n/	∅	33.	Mortified	/ m rt faɪd/	x
14.	Laughing	/'laʊgɪŋ/	∅	34.	Decide	/dɪ'saɪd/	
15.	Certain	/'s :tn/		35.	Preach	/'prea /	∅
16.	Better	/bet (r)'/	x	36.	Guilty	/'gʌltɪ/	∅
17.	Bunny	/'b ni/		37.	Aggravated	/'ægr 'veɪt d/	∅
18.	Success	/s k'ses/		38.	Probably	/'pr 'b bli/	x
19.	Trust	/'trʌs/	∅	39.	Pride	/praɪd'/	x
20.	Inside	/ɪn'saɪd/		40.	Issues	/'ɪsʌs/	∅

Note:

= 2.5

x= 1

∅ = 0

POST-TEST

Score: 45

Subject : English
 Language Skill : Speaking
 Language Component : Pronunciation
 Level : VIII Grade Students of Junior High School

Code : Cs3.06

Group : Control

Student's number : 06

Instruction. Read each word below correctly and clearly once!

1.	Voice	/v 'is/	x	21.	Deserve	/d z rv'/	ø
2.	Heard	/h :d/		22.	Connect	/'konek/	ø
3.	Chord	/kod'/	x	23.	Impressed	/'impr st/	x
4.	Fears	/'fiə(r)z/		24.	Respect	/'r sp kt/	ø
5.	Insecure	/'insɪky r/	x	25.	Vulnerable	/'v ln r b l/	x
6.	Identify	/'aid nt faɪ/	x	26.	Uncomfortable	/ n'k mft b l/	
7.	Roam	/'ram/	ø	27.	Disguise	/'disgaɪz/	x
8.	Candle	/kandel'/	ø	28.	Rhyme	/'raɪm/	
9.	Build	/'bɪld/		29.	Dice	/'dɪs/	ø
10.	Throw	/'rɒ /		30.	Height	/haɪt'/	x
11.	Creek	/kri:k'/	x	31.	Surprise	/'s rpraɪz/	x
12.	Loans	/loanz/	ø	32.	Organize	/'org naɪz/	ø
13.	Pretend	/'prɪt n/	ø	33.	Mortified	/ m rt faɪd/	
14.	Laughing	/læfi ' /	x	34.	Decide	/d 'saɪd/	ø
15.	Certain	/'s :tain/	ø	35.	Preach	/pri:t ' /	x
16.	Better	/'bet (r)/		36.	Guilty	/'gɪlti/	
17.	Bunny	/'b ni/		37.	Aggravated	/'agrɪvet d/	ø
18.	Success	/'s kses/	x	38.	Probably	/'pr 'b bli/	x
19.	Trust	/'tr st/		39.	Pride	/'praɪd/	
20.	Inside	/'ɪnsaɪd/	x	40.	Issues	/'ɪsʊs/	ø

Note:

= 2.5

x= 1

ø = 0