THE EFFECT OF USING POP SONGS ON THE EIGHTH GRADE STUDENTS' PRONUNCIATION ACHIEVEMENT AT SMPN 4 JEMBER IN THE 2015/2016 ACADEMIC YEAR

THESIS

Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

By:

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved grandmother, Samidah who always gives advice, supports and prayers for me;
2. My beloved father, Drs. Maryani, and my beloved mothers, Sri Sulistyani, and Sulistyo Wahyuni who support and pray for me;
3. My beloved sisters and brother, Tya, Galuh, and Bram;
4. My beloved girlfriend, Maria Stevani Hardjono who is always patient, motivates, supports, and prays for me;

MOTTO

"The Lord *is* far from the wicked: but He heareth the prayer oh the righteous"

(Proverbs 15:29, King James Version)

"Music doesn't lie. If there is something to be changed in this world, then it can only happen trough music."

(Jimi Hendrix)

"Music washes away from the soul the dust of everyday life."

(Anonymous)

Face the Music!

(Maretho Wahyu Pristwayani)

STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed

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The Writer

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CONSULTANTS' APPROVAL

THE EFFECT OF USING POP SONGS ON THE EIGHTH GRADE STUDENTS' PRONUNCIATION ACHIEVEMENT AT SMPN 4 JEMBER IN THE 2015/2016 ACADEMIC YEAR

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I do understand that this thesis has some weaknesses. Consequently, I hope that there will be constructive criticism and suggestion from the readers to make this thesis better. Finally, I hope that this thesis will be useful for the readers.

Jember, December 25th, 2015

Writer

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The Effect of Using Pop Songs on the Eighth Grade Students' Pronunciation Achievement at SMPN 4 Jember in the 2015/2016 Academic Year; Maretho Wahyu Pristwayani, 090210401027; 2016:50 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

According to Longman (2007), pronunciation is one of the important aspects that has to be mastered in learning English. Besides, Warna *et al*. (2003:86) also state that to be able to speak English fluently and correctly, students should have a good mastery of pronunciation. Pronunciation is needed to be mastered as the basic foundation in learning the language skills. Students must practice pronouncing English words correctly in order to have accurate pronunciation. Besides, students have to practice pronouncing consonant sounds and differentiating between long and short vowel sounds. The speech organs should be improved to make English speech easy to be listened and understood. In this case, the students can produce understandable speech by producing a clear voice when they practice to pronounce English words.

In this research, pop songs were chosen as teaching technique to teach pronunciation at junior high school. (Murphey:1992) (in Lems:2001) states that pop songs have several features that help the students in learning English. First, they contain common, short words and many personal pronouns. Second, the language is conversational. Third, the lyrics are often sung at a slower rate. Fourth, there is repetition of words and structures. Briefly, pop songs are good teaching media to teach pronunciation since they have some characters that can help students in learning English. Besides, the repetition of the words can help students memorize the pronunciation easier.

The design of this research was quasi experimental design as the aim of this research was to know whether or not there was a significant effect of using pop songs on the eighth grade students' pronunciation achievement at SMPN 4 Jember. The area of this research was SMPN 4 Jember. It was chosen purposively because the use of Pop Songs had never been applied in teaching learning process in this school. The population of this research was the eighth grade students of SMPN 4 Jember in the 2015/ 2016 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 71 students that consisted of 35 students of VIII-A as the control group and 36 students of VIII-B as the experimental group. The teaching technique used was different. The experimental group was taught by using pop song, while the control group was taught by conventional technique (drilling technique).

The data of this research were collected from the students' scores of pronunciation achievement test, interview and documentation. The pronunciation achievement test was collected from the post test to know the mean score of the two groups, and the result was analyzed by using independent sample t-test formula through SPSS. Based on the calculation, the mean score of the experimental group was higher than that of the control group. It was proven by the value of significant column of t-test was 0.000 that was lower than 0.05. It means that there was a statistical difference between the experimental and the control groups. It indicated that there was a significant effect of using pop songs on the eighth grade students' pronunciation achievement at SMPN 4 Jember in the 2015/2016 academic year. Therefore, it is recommended for the teacher to use pop songs in teaching pronunciation.

CHAPTER I
INTRODUCTION

This chapter introduces several aspects relating to the problem being investigated. It covers research background, research problem, research objective and significance of the research.

1.1 Research Background

In the global era, people have to be able to communicate by using English as it is considered as the most important international language that is mostly used by people all over the world (Crystal 1995:135). Besides, it is used in the media, science, technology, communication and education. Therefore, it has been taught in almost all countries in the world. In Indonesia, English has been introduced to students at play-groups and kindergartens. According to Depdiknas (2004:1), English is taught as one of the local content subjects at Elementary School. At Junior and Senior High School levels, as well as at university level, English is taught as one of the compulsory subjects that must be mastered by the students.

As a foreign language, English is still considered as a difficult subject by most students in Indonesia. Based on the researcher's personal experience teaching at SMPN 1 Panji Situbondo and joining at SMKN 2 Jember for about three months, they found some difficulties in using English in both spoken and written forms. It is not only caused by the students' less motivation, but also from the teachers' teaching methods, techniques or media which are not appropriate or interesting. Besides, some other factors that may influence their difficulties are the environment as the Indonesian people rarely use English as a means of communication in their daily lives. On the other side, pronouncing English words correctly and accurately is very important in order not to create confusion or misunderstanding. For examples:

1. I want a *ship* /ʌɪ wɒnt ə ʃɪp/ is not the same as I want a *sheep*/ ʌɪ wɒnt ə ʃiːp/;

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2. I don't want to *live* alone /ʌɪ dəʊnt wɒnt tə lɪv ə'ləʊn/ is not the same as I don't want to *leave* alone / ʌɪ dəʊnt wɒnt tə liːv ə'ləʊn/;

3. I have a *week off* /ʌɪ hæv ə wiːk ɒf/ is not the same as I have a *week cough* / ʌɪ hæv ə wiːk kɒf/;

4. And so on.

Although some words are pronounced incorrectly, but they do not induce misunderstanding, such as:

1. I will go to a *restaurant.* (restaurant /ˈrɛst(ə)rɒnt/ is the same as restaurant / ˈrɛst(ə)r(ə)nt/);

2. She works in a *laboratory* every day. (laboratory /ləˈbɒrəˌt(ə)ri/ is the same as laboratory / ˈlab(ə)rəˌt(ə)ri/);

3. I take a *medicine* for my sickness. (medicine / ˈmɛds(ə)n/ is the same as medicine / ˈmɛdɪsɪn/);

4. And so on.

Based on the result of observation conducted on Saturday, November 29th, 2014 at SMPN 4 Jember, it could be reported that the English teacher only used drilling in teaching pronunciation integrated to speaking, reading and listening skills.

According to the Institutional Based Curriculum or *KTSP* (2006) for SMP or MTs, it is stated that the objective of teaching English are to lead the students to achieve the functional level of communication in both oral and written forms, to develop the students' skills in listening, speaking, reading, and writing as well as the language components such as: grammar, vocabulary, and pronunciation. In this case, the students of junior high school have to master the four language skills and language components in integrated way.

According to Longman (2007) (http://englishland,or.id/), pronunciation is one of the important aspects that has to be mastered in learning English. Besides, Warna *et al*. (2003:86) also state that to be able to speak English fluently and correctly, students should have a good mastery of pronunciation. However, many students say that English pronunciation is difficult because in Indonesia, English is not the

students' mother tongue. Besides, English pronunciation is not consistent as what Indonesian has as the pronunciation of the Indonesian word is always consistent. In fact, the way to pronounce the words in Indonesian is so different from that in English. The way to pronounce English words does not depend on how the words are written as English words, which have similar vowel sound, are not pronounced consistently as what we have in Indonesian, for examples: bus /bʌs/, butcher /ˈbʊtʃə/, put /pʊt/, but /bʌt, bət/, etc. Therefore, it is important to listen to the correct pronunciation of the English language.

Students must practice pronouncing English words correctly in order to have accurate pronunciation. Besides, students have to practice pronouncing consonant sounds and differentiating between long and short vowel sounds. The speech organs should be improved to make English speech easy to be listened and understood. In this case, the students can produce understandable speech by producing a clear voice when they practice to pronounce English words.

According to Hennings (1996:53), a teacher has an important role to deal with the students' pronunciation problems in English pronunciation. Samantray (2002:3) (http://yementimes.com) also claims that listening practice and oral drills play important roles in pronunciation teaching. In line with this idea, the focus of pronunciation teaching is the teaching activity in which the teacher applies a model in pronouncing the words well and giving some drills to the students to enable them to pronounce the words well.

Meanwhile, Tarigan (1987:9) says that a teacher must be able to select, combine, and practice various ways in presenting teaching materials for English pronunciation. It means that the teacher should teach the students creatively in order to avoid boredom in the classroom. The teacher also has a big responsibility to apply appropriate teaching technique and/or media in order to attract the students' interest and to make them active in the teaching learning process. One of the ways to make the class atmosphere alive is by using appropriate media or interesting techniques in teaching. Hamalik (1992:12) states that the main function of media is to make an

effective communication between the teacher and the students in teaching learning process in class. One of familiar media or teaching techniques is songs. Songs can be used as good media or teaching techniques to teach English, especially in teaching pronunciation. Orlova (1997) (http://exchanges.state.gov/) states that songs are recommended for teaching phonetics, grammar, vocabulary; besides, songs can help the students memorize the correct pronunciation through the lyrics.

Shen (2009) (http://www.ccsenet.org/) says that using English songs in EFL classroom can successfully bring about effective learning by providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interest and motivating them to learn the target language. In other words, using songs in English is a good medium to learn English.

In the teaching learning process of English using songs, the teacher should, of course be selective enough to choose interesting and appropriate songs. There are so many songs with different genres such as pop, jazz, rock, blues, etc. Each of the music genres has its own characteristics on the beat, tone, and interpretation. People around the world, including the Indonesian students have known much about pop music or pop songs, like K-Pop, English pop songs, and Indonesian pop songs. Compared to other genres, pop songs are easily listened and learned as well as imitated.

Some studies were conducted in relation to the effect of using pop songs. It was not used in teaching pronunciation but it was used in teaching vocabulary. Hasanah (2012) who conducted a research on the use of English pop songs for Vocabulary Teaching: Observation on Procedure texts, Students' Attitude and Students' Vocabulary Achievement to the Tenth Grade Students of SMAN 1 Muncar, reported that songs could improve the students' vocabulary achievement. Besides, Megawati (2011) who conducted a research on the use of songs on the Students' Vocabulary Achievement at SDN Baratan 01 Jember in the 2011/2012 Academic Year, reported that there was a significant effect on the students' vocabulary achievement by using pop songs. The research result showed that the value of t-

statistic was 2.374, while the value of t table was 2,00. Based on the result above, it can be stated that pop songs influenced the students' vocabulary achievement. Therefore, the researcher was also optimistic to conduct a research by using interesting media/teaching techniques, that is, the use of pop songs.

Teaching English through songs is interesting and fun, but an interview done with the English teacher teaching at the eighth grade of SMPN 4 Jember revealed that she has never taught pronunciation by using songs. The teacher usually asks the students to listen to and lets them repeat the words in the form of pronunciation drilling. According to the English teacher, there are still many students who have not mastered pronunciation well on their speaking or conversation. As a result, they often create misunderstanding due to their incorrect or inaccurate pronunciation.

Based on the description of the background above, a research entitled "The Effect of Using Pop Songs on the Eighth Grade Students' Pronunciation Achievement at SMPN 4 Jember in the 2015/2016 Academic Year" was conducted.

1.2 Research Problem

Based on the research background, the problem of this research can be formulated as the following: Is there any significant effect of using Pop Songs on the Eighth Grade Students' Pronunciation Achievement at SMPN 4 Jember in the 2015/2016 Academic Year?

1.3 Research Objective

The objective of the research was to know whether or not there was any significant effect of using Pop Songs on the eighth grade students' Pronunciation achievement at SMPN 4 Jember in the 2015/2016 Academic Year.

1.4 Significance of the Research

The results of this research are expected to give contribution to the following people.

1.4.1 The English Teacher

The result of this research can give contribution to the teaching and learning process since English pop songs can boost the students' interest and motivation in learning English pronunciation which will affect their mastery of English as well.

1.4.2 The Students

The use of pop songs is expected to increase the students' pronunciation achievement since pop songs can make the students feel relax and enjoy the teaching and learning process. In that way, they will produce their pronunciation more accurately.

1.4.3 The Other Researchers

Hopefully, the result of this research can be used as a reference for the other researchers to conduct further research with similar topic in different research design, skills and components, such as a classroom action research to increase the students' pronunciation achievement by using English pop songs, or on the effect of using English pop songs on students' speaking achievement.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of the definition and features of pronunciation, the definition of songs, the reasons using English songs in teaching language, the criteria of selecting pop songs, the procedures of using pop songs in teaching pronunciation, how songs boost students' pronunciation achievement, the advantages and disadvantages of using songs, and research hypothesis.

2.1   The Definition and Features of Pronunciation

Pronunciation is how to pronounce words correctly. The pronunciation system is unique, because the written form is uttered differently from the spoken form. This is the reason that many people claim that the pronunciation of the English language is difficult. According to Roring (2000) (http://englishland. or.id/) pronunciation is one of the most important aspects one has to master when learning English. While Zaremba (2010:215) states that pronunciation refers to the correct way to emphasize syllables within a word. Incorrect pronunciation can also affect the meaning of words. Emphasizing the wrong syllables of words can also change the meaning of words. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create mispronunciations which lead to misunderstanding.

The features of pronunciation consist of two sub-topics, those are phonemes and the aspects of pronunciation.

2.1.1   Phonemes

According to Kelly (2000:1) phonemes are different sounds within a language. Although there are slight differences in how individuals articulate sounds, people can still describe accurately how each sound is produced. The meaning of the word can be changed or not when the speaker utters

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incorrectly. Because of that, the role of phonemes is important. For example, the word *rat* has the phonemes /ræt/. If the middle phoneme is changed, it becomes /rɒt/ *rot*, a different word. Yet, if /r/ is pronounced in a slightly different way, the word does not change and it is still understandable with the same meaning.

The set of phonemes consists of two categories: vowel sounds and consonant sounds (Kelly, 2000:2).

a. Vowel Sounds

The vowels are produced in which the air stream can pass freely through and out of mouth (Kusuma, 1990:14). These sounds are made in which there is no hindrance to the flow of air as it passes from the larynx to the lips. Based on Kelly (2000:31-33) English has twelve pure vowels and divided to be close vowels, mid vowels, and open vowels. They are:

Close vowels: For close vowels the tongue is quite high in the mouth.

Examples:

1. [i:]– key /ki:/

2. [ɪ]– sieve /siv/

3. [ʊ]– book /bʊk/

4. [u:]– food /fu:d/

Mid vowels: For mid vowels the tongue is neither high nor low in the mouth.

Examples:

1. [e] – egg /eg/

2. [ɔ:] – pour /pɔ:(r)/

3. [ɜ:] – shirt /ʃɜ:t/

4. [ə] – paper /'peipə(r)/

Open vowels: For open vowels, the tongue is low in the mouth.

Examples:

1. [æ] – hat /hæt/

2. [ɒ] – dog /dɒg/

3. [ʌ] – front /frʌnt/

4. [ɑ:] – far /fɑ:(r)/

According to the tongue position, Kelly (2000:5) states that the English vowels can be put in a chart as follows:
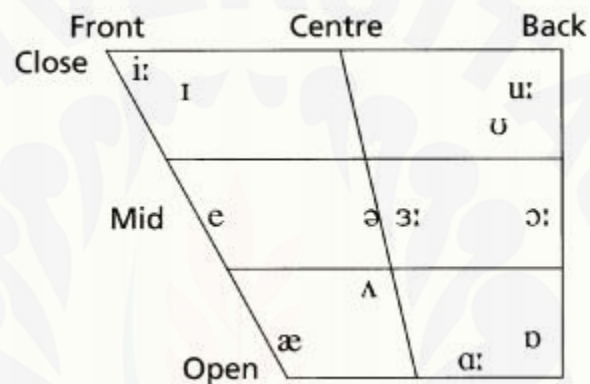
(Chart 2.1 Kelly, 2000:5)

Kelly (2000:2) states that vowel sounds are all voiced, and may be single such as (/e/, as in *let*), or a combination, involving a movement from one vowel sound to another such as (/eɪ/, as in *late*). Besides, Kusuma (1990:15) asserts that a diphthong is a sound made by gliding from one vowel position into another position. In other words, diphthong is a sound which consists of a movement or glide from one vowel to another. Kelly (2000:35-36) adds that there are eight diphthongs, as follows.

Centering diphthongs end with a glide /ə/. It is called 'centering' because /ə/ is a central vowel.

Examples:

1. *clearing* /ɪə/
2. *sure* /ʊə/
3. *there* /eə/

Closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/. The glide is towards a higher position in the mouth.

Examples:

1. *they* /eɪ/
2. *boy* /ɔɪ/
3. *mighty* /aɪ/
4. *go* /əʊ/
5. *now* /aʊ/

An additional term used is triphthongs which describe the combination of three vowel sounds such as (/aʊə/ in *our* or *power*) (Kelly 2000:2).

b. Consonant Sounds

The second is consonant sounds. According to Kusuma (1990:14), consonants are speech sounds in which the air streams after having passed the larynx which is either stopped for a moment and released, the examples are such as: [p], [t], [k], [b], [d], [g] or driven through such a narrow opening that we hear a friction, the examples are: [f], [s], [r]. All of them can be either voiced or voiceless consonants. Kelly (2000:48-53) state there are some examples of consonants that can be seen in Table 2.1 below:

Table 2.1. Voiced and Voiceless Consonants

Num.	Voiced	Voiceless
1	[z]– zoo /zu:/	[s]– see /si:/
2	[ð]– there / ðeə(r)/	[θ]– thick /θɪk/
3	[d]– day /deɪ/	[t]– tea /ti:/

4	[g]– goat /gəʊt/	[k]– keep /kiːp/
5	[dʒ]– jump /dʒʌmp/	[tʃ]– chin /tʃɪn/
6	[ʒ] – leisure /ˈleʒə(r)/	[ʃ]– shoe /ʃuː/
7	[b]- bad /bæd/	[p]– pet /pet/

Consonant sounds may be voiced or unvoiced (voiceless). Kelly (2000:1-2) states it is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example /f/, as in *fan*, and /v/, as in *van)*. Kelly also says that voiced sounds occur when the vocal cords in the larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two or more fingers on the Adam's apple (or in the front of our neck). The vibration on it indicates a voiced sound, while no vibration means voiceless.

Based on the types of speech sounds described above, this research focused on the students' ability to pronounce English words accurately and correctly. English words in this research covered vowel sounds (ɪ, iː, uː, ə, æ), consonant sounds (s, ʃ, θ, tʃ, dʒ), diphthong sounds (eɪ, aɪ, aʊ, ɪə, əʊ) and the additional triphthong sounds (aʊə). The following vowel sounds, consonant sounds, diphthong sounds and triphthong sounds above were selected because of a reason that those sounds were mostly appeared in the students' worksheets and textbook.

2.1.2 The Aspects of Pronunciation

In pronunciation, there are some various aspects that must be learned by the students to make their pronunciation good. According to Geyser (2009) helping students to improve their pronunciation is very important. Therefore, there are some points to consider in learning a new word, learning what it means and how to use it in a sentence. If no one understands them when they say it, it is because their pronunciation is very poor. Students may have

difficulty with the aspects of pronunciation. Budi (2006:6) states that there are seven aspects of pronunciation that must be known and learned by the students because those are very important. In his article, it is stated that he used one sentence to illustrate the aspects of pronunciation. The sentence is: "There isn't any salt on the table". The aspects of pronunciation are:

a. **Combinations of Sounds**

Sometimes sounds occur in groups. Two consonants occur at the end of the word "salt". When this happens within a word, it is called a consonant cluster.

b. **Linkage of Sounds**

When English people speak, they generally do not pause between each word, but move smoothly from one word to the next. There are special ways of doing this. For example, a speaker saying our sentence will move directly from the "t" of "salt" to the "o" of "on" and from the "t" of "isn't" to the "a" of "any".

c. **Word Stress**

When an English word has more than one syllable (a poly syllabic word), one of these is made to stand out more than the other(s). This is done by saying that syllable is slightly louder, holding the vowel a little longer and pronouncing the consonants very clearly. These syllable prominences or stresses on "table", "isn't", and "any" the first syllables are stressed (stronger than the others). According to Essberger (2011), word stress is like a golden key to speaking and understanding English. In his article, he gives some examples about word stress as follows:

1. PHOtograph   /ˈfəʊtəgrɑːf/
2. phoTOgrapher /fəˈtɑgrəfə(r)/

3. photoGRAPHic /fəʊtə'græfik/

d. Rhythm

English speech resembles music in that it has beat. There are groups of syllables, just like bars of music, and within each group there are strong and weaker beats. There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives and adverbs (words that carry a lot of meanings) and for the weak beats to fall on prepositions, articles, and pronouns (words within a grammatical function).

e. Sentence Stress

So far we have been able to say a lot about the pronunciation of our sentence just by looking at it by itself, but to go any further we must put it into a conversational context, for example:

A: There's plenty of SALT.

B: There isn't any salt on the TABLE.

(Budi 2006:6)

Speakers often decide that they want to give more or less prominence to a particular word. A word may be given less weight because it has been said already, or it may be given more weight because the speaker wants to highlight it. In the above conversation, B would probably give extra stress to "table" meaning: "There may well be salt, but I want to point out to you that there isn't any in a particular place – on the table". This aspect of pronunciation is called "Sentence stress".

f. Weak Forms

When a word with only one syllable is unstressed in a sentence, its pronunciation is often quite different from when it is stressed. The definite article, "the", is an example. When it is said by itself, or stressed,

the vowel will sound like the one in "me", but when it is unstressed the vowel will be quite short and indistinct. The vowel that is used very often in unstressed syllables is schwa (∂). This is the name given to the vowel made by the lips and tongue in neutral or rest position. It is the vowel sound that many English people make when they hesitate during the speech (it is often represented in spelling as "u" or "e"). The most extreme example of a drastic change in our sentence is "~n't". This is the unstressed form of "not", it has lost its vowel completely and only the two consonants remain. (These and other similar forms, such as "I'm", "you're", are called contractions). When a word has a special pronunciation in unstressed position, this is known as its weak form.

g. **Intonation**

Speech is also like music in that it uses changes in pitch, speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. They can even jump up suddenly in pitch as singers do. So, speech has a melody called intonation. The two basic melodies are rising and falling. These can be very sudden or gradual and can be put together in various combinations (rise-fall-rise, fall-rise-fall). Speakers use pitches to send various messages. For example, if A has said, "There isn't any salt on the table", B might have repeated the same words but with gradually rising pitch and this would have had the effect of sending a message such as:"Are you sure?", "I'm amazed", "I was sure I put it there". Alternatively, B might want to send the message: "There is salt somewhere, but not on the table", in which in this case he could do this by using a falling then raising pitch on the word "table".

Geyser (2009) states that teaching pronunciation for ESL students especially for the beginners, have more difficulties in four aspects of pronunciation, such as sounds, words stress, sentence stress and intonation. In relation to Geyser's theories about the

aspects of pronunciation, this research focused on two aspects, that is, Word Stress and Sounds (accuracy or pronouncing the words) to measure the students' pronunciation ability of the eighth grade students at SMPN 4 Jember.

2.2 The Definition of Pop Songs

Shen (2009) defines songs as a combination of music and lyrics. While Cullen (1998) states that music is an expression of emotion. It means that every feeling people have, can be expressed in words. Different from poetry, the words in songs are combined with the tone and the song created. Songs are actually classified into some song genres, like jazz, rock, rock 'n roll, *dangdut*, pop, hip-hop, and so on. Every genre has its own characters. The ways to sing them are also different. Pop songs are songs consisting of verse and repeated chorus. It is the familiar genre that can be used as a teaching medium.

In this research, pop songs were chosen as teaching media or teaching techniques to teach pronunciation for junior high school. Murphey (1992) (in Lems:2001) states that pop songs have several features that help the students in learning English. First, there is repetition of vocabularies and structures. Second, the language is conversational. Third, the lyrics are often sung at a slower rate. Fourth, they contain common, short words and many personal pronouns. Briefly, pop songs are good media to teach pronunciation since they have some characters that can help students in learning English. Besides, the repetition of the words can help students learn vocabularies and pronounce the words easier.

2.3   The Reasons of Using English Songs in Teaching Language

Songs have serious purpose for language learning. Davanellos (1999) (http://pedagogie.ac-montpellier.fr/) states some reasons why the majority of English teachers all over the world use or have used songs for teaching purposes which include the following:

1. Songs are highly memorable

   People have experienced the 'song stuck in the head' phenomenon. It seems that songs lodge in both short and long-term memory. So, they are relatively easy to remember quite long chunks of language.

2. Songs are highly motivating

   Both young and adults tend to enjoy being taught through songs.

3. Music and songs are parts of everyday life

   People constantly hear and sing songs in the car, at home, at times of celebration, in theatres, at cinemas, and even out on the streets. Therefore, it seems natural to make them an integral part of language learning process.

4. Songs are easy to find

   Everybody has access to records, CDs, cassettes, videos, minidiscs, and song books. If the teacher's collection is not enough, the students themselves will no doubt have an exhaustible supply.

5. Songs bring variety to the lesson

   Using song is one way of 'escaping' from the course-book and adding new learning experiences.

6. Songs are fun

   The most successful lessons are the ones where the teacher and the students have a good time. Enjoyable learning has to be more effective than teacher-centered procedure.

   So, it is easier for the teacher to attract the student attention. Although the teacher cannot sing well, using the song recording will be the alternative way.

   Maley (1987:93-95) mentions that there are also some reasons of using songs in teaching language. The explanation is given in detail as follows.

1. *Memorability*. The phrases on songs seem to be repeated in the students' ears without consciousness, as a result it makes those words easy to be memorized.

2. *Rhytmicality*. It is doubtless that songs are highly rhythmical. The patterns of sound and stress are repeated in regular sequences, and it facilitates the

students' acquisition. By listening to the repetitive rhythm and stress of the songs, the students will be able to memorize the songs and pronounce the words correctly.

3. *Performance*. There are very view occasions when the written words can be spoken naturally, especially in choral form. The learners can sing a song in a group. Unlike drills which are all too often lack of fun and boring, the learners can sing songs as a group without feeling that it is an unnatural process, and the fact that the group performance masks individual error and it adds their self-confidence.

4. *Interpretative*. Every student can interpret the same song differently. Some people will say something about a song while the others will say something else about the same song. In teaching, this is an enormous advantage because it can lead an interactive discussion in class.

5. *Non-triviality.* Songs are simple media in teaching English, but they offer significant input for the learners, such as pronunciation, vocabulary, structure, etc.

6. *Universality*. Songs as forms of language use are universal among human beings. The themes of songs are common to all cultures, such as love, death, nature, children and religious belief. In other words, the themes of songs are familiar with the students.

7. *Playfulness*. One of the key factors in learning a foreign language is the ability and opportunity to play with it. Songs give opportunity to the students to sing and learn them. It means that songs do not only give opportunity to the students to learn the language but also to play with them.

8. *Reactional language*. It means that songs have function to make people react personally to another person's verbal sensibility.

9. *Motivation*. There is an obvious motivational element in learning songs in the foreign language. Although someone is relatively inexpert in a language, but when he/she can appreciate what is thought to be a difficult use of language,

and can even write such language, it is a great motivation for them. Thus, songs can motivate the students to learn a language.

10. *Interaction***.** Since songs have more than one interpretation, it will give opportunities to both teacher-student and student-student interaction in discussing the different interpretation of songs.

In conclusion, songs are repetitious, universal, motivating, interpretative and interesting. Besides, it is easy to memorize songs from its repetitions. It has rhythmical lyrics that can help the students improve their pronunciation. Songs can also create interaction between both teacher and students and students and students. It can break the discrepancy and make the class atmosphere a fun class. Furthermore, songs are beneficial media or technique for teaching and learning English, especially pronunciation.

2.4   The Criteria for Selecting Pop Songs

Variation of media used in teaching is needed to gain students' motivation. Songs are media or techniques that will be used in this research. However, teachers cannot use every song for teaching. Suyanto (2010:113-114) suggests that songs are created for two purposes, (a) songs are created just for enjoyment, (b) songs are created for educational purpose, such as for teaching pronunciation (teaching techniques). Beside, Harmer (2000:243) suggests two ways in selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. Teachers then can choose songs which they like and appropriate to the topic and subject matter. Keegan (1997)(http://www.celta-course.com/songs.html) also sates three criteria of selecting songs. First, the singer must have clear voice. Second, the recording of the songs should be good and clear. Third, the language of

the songs must be suitable with the level of the students. Karim and Hasbullah (1986:6.26) suggest some ways to select appropriate songs as follows.

a. Write or collect songs that can be used in the classroom.

b. Use songs that have suitable vocabulary and simple rhythm. Try to sing the songs to make sure that the lyric match with the beat of the songs. In short, choose songs that have simple and easy rhythm.

c. The last, choose interesting songs for students.

In conclusion, songs that are used in teaching learning process should have simple rhythm and suitable lyrics for the students' level to make the students pronounce the words easily. Thus, the chosen songs consist of familiar words for the students. On the other side, there is no dirty word in the lyrics. In this research, the researcher used songs entitled *I Have a Dream* (Westlife)*, All of Me* (John Legend)*, Flying Without Wings* (Westlife)*, Home* (Michael Buble)*, A Thousand Years* (Christina Perri) and *Uptown Girl* (Westlife) because the songs have simple rhythm and meaningful. The songs are meaningful because the lyrics imply messages for having a dream, making friends, loving each other, and having patience. Besides, those songs have sounds needed by the students in relation to the text book used.

2.5 The Procedures of Using Pop Songs in Teaching Pronunciation

Adopted from Karim and Hasbullah (1986:6.27) the steps in using songs for teaching English pronunciation were done as follows.

a. Teaching the words of the songs, then asking the students to imitate the pronunciation read by the teacher.

b. Singing the whole song for the experimental group (in this case, students listen to the teacher as the singer, but some students might sing the song) and drilling for the control group.

c. Singing the song for the second times for the experimental group and asking the students to repeat after the teacher. Repeat the step for several times until the students can sing the song well in good pronunciation.

d. Asking the students to sing the whole song for the experimental group and read aloud for the control group without imitating the teacher simultaneously or individually.

In this research, the steps of teaching pronunciation through pop songs were presented by the researcher alive using a guitar in which the procedures were taken and adopted from Karim and Hasbullah.

By listening to the songs, the students became more enthusiastic in paying attention to the teacher's explanation and in joining the class. Besides, the students could understand the pronunciation easier because of the repetition of the words heard or listened to from the songs. Therefore, the researcher tried to teach pronunciation integrated to the listening skill. Songs really could create an interesting and fun atmhosphere. The teacher could vary the way of teaching in the classroom by using songs. For example, the class was divided into two groups, group A and group B. Group A can sang the first verse and group B sang the second verse, while the chorus was sung together. Karim and Hasbullah (1986:6.25) state as long as the teacher uses the appropriate steps in using the songs, it will help the students gain their pronunciation mastery well.

2.6   How Songs Boost Students' Pronunciation Achievement

Creativity is very crucial to increase students' interest and motivation. That is why, teachers should give variation in teaching. Variation is one of many factors that is very important in teaching and learning process to gain students' interest and motivation in learning (Karim and Hasbullah, 1986:6.25). They also state that songs can motivate students in learning a language especially for those who have less motivation. Students feel that they really have achieved something when they can learn to sing a song. By singing songs in the language learned, students will be helped in memorising the language. Most students usually remember the songs and automatically they also remember the language that is used in the songs. Besides, singing songs (especially English pop songs) is interesting, fun, and motivating. If

someone wants to sing the songs without reading the topics, he usually tries to sing them many times. Hopefully, the students will increase their pronunciation.

Songs can be used as warming up or main activities in teaching learning process. Second, songs should be presented repeatedly. Third, teacher should do follow up activities such as giving pronunciation quizzes orally. Besides, Kees (2008) (http://davekees.blogspot.com/) states that the students usually love them (songs), they are catchy and easy to remember, they are real language (authentic), it is likely that the students will hear them again and again and thus have ample opportunity to review the language, they add other media of presentation (music, not just listening to the teacher or looking at a book).

2.7   The Advantages and Disadvantages of Using Songs

2.7.1   The Advantages

Since songs are the combination of music and lyrics, they have some advantages for teaching and learning process. Brewer (2005) (http://www.songsforteaching.com/) states some advantages of using songs in the classroom as follows.

1. *Setting and maintaining a positive attitude.* Songs are able to build the students' positive attitude in learning English. Saricoban and Metin (2000) (http://iteslj.org/Techniques/SaricobanSongs.html) state that songs often eliminate students' negative attitude towards learning English.

2. *Creating an enjoyable classroom environment.* Learning English trough songs provides a non-threatening atmosphere for students since songs entertain and relax the students while they are learning English (Lo and Li, 1998 (http://exchanges.state.gov/englishteachinh/forum/archieves/1998/ docs/98-36-3-m-b.pdf)). It means that songs can create an enjoyable feeling in the classroom because the students listen to the music and it creates nice situation. Teaching and learning process will be more interesting, relaxing and fun.

3. *Motivating students.* Karim and Hasbullah (1986:6.25) say that songs can motivate students in learning a language especially for those who have less motivation. Students feel that they really have achieved something when they can learn to sing a song. In short, songs are able to motivate both the high and the low achiever students. Besides, Shen (2009) says that students are easily motivated by the singers, the music, the rhythm and the popular themes of the songs. Briefly, songs can build students' motivation to learn English.

4. *Improving memory.* Karim and Hasbullah (1986:6.25) say that by singing songs in language that is learned, students will be helped in memorising the language learned. Most students usually will remember the songs. That is why, language taught in the songs will be remembered by the students easily. Marlen (2006) says that since songs often include a lot of repetitions, they will make the language used in the songs memorable. In short, songs will stick in students' memory when they sing the songs. Moreover, songs consist of repetition words that will ease the students to memorise the pronunciation stated in the songs.

5. *Encouraging interaction.* Murphey:1992 (in Chung:2001) states that music is a very good way to increase rapport between teacher and students, as it is a communal activity which combines people together while they are singing or listening to the songs.

Thus, songs can affect the students in learning process when they start to get boredom in the classroom. Based on some advantages above, the teaching learning process ran more alive and effective by using the songs as the instructional media/teaching technique.

2.7.2   The Disadvantages

Songs are good media/technique for teaching, but there are also disadvantages of using songs in classrooms. Macias (2008) writes in her article that when she

used songs in the class, she received comments from the teacher of neighbouring classes that at the beginning they felt disturbed with her songs.

As stated by Murphey (in Chung:2001) some teachers consider that songs take away from the normal syllabus because the songs that are usually used by the teachers do not relate to the lesson, they just give songs for fun. Some teachers also worry if the students get too excited with the songs. They just want to listen and sing the songs then it will be difficult for the teachers to get them back to work.

In short, there are three disadvantages of using songs as teaching media or teaching techniques: (1) Disturbing the neighbouring classes, (2) The songs are not relevant with the material, and (3) Students are too excited to the songs. In anticipating the problems above, first, the researcher asked the students to move in the language laboratory for the experimental group. To make everything worked fairly, the control group also learned inside the language laboratory. Second, the chosen songs were not intended just for fun, but the songs were intended to have something to do with the sounds that the students had to learn in relation to the pronunciation materials. The last, to anticipate the students who were too excited with the songs, the researcher gave limited time to sing the song, and gave the students some exercises related to the songs to do in class.

2.8   Research Hypothesis

Based on the literature review above, the hypothesis of this research is formulated as follows: there is a significant effect of using Pop Songs on the eighth grade students' pronunciation achievement at SMPN 4 Jember in the 2015/2016 Academic Year.

CHAPTER III

RESEARCH METHODS

This chapter presents the research methods applied in this research that cover research design, area determination method, respondent determination method, operational definitions of the terms, data collection methods, and data analysis method.

3.1 Research Design

The design of this research was quasi experimental with post test only. The aim of this research was to know whether or not there was a significant effect of using pop songs on the eighth grade students' pronunciation achievement at SMPN 4 Jember. Quasi experimental research is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause – effect relationship (Fraenkel and Wallen, 2000:283). This research focused on the eighth grade students' pronunciation achievement by using pop songs at SMPN 4 Jember.

In this research, two classes were chosen as the experimental and control groups by considering the result of pronunciation test administered by the English teacher by asking the students to read the text aloud consisting of approximately 155 words. In other words, the two classes were selected by considering the result of homogeneity test on pronunciation from the English teacher's document. The experimental group was given the treatment by using Pop Songs as media or techniques in teaching pronunciation, while the control group was treated through a drilling technique. Then, 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. This is the diagram of the research design:

Group	Treatment	Posttest
A	⟶ X ⟶	O
B	⟶	O
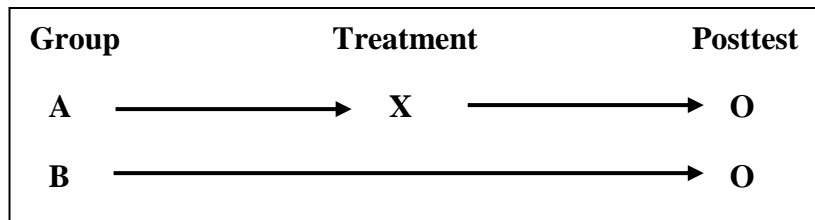
Notes:

      A   : Experimental Group

      B   : Control Group

      X   : Treatment

      O   : Post test

(McMilan, 1992:175)

The procedures of the research design were as follows.

1. Analysing the students' scores of pronunciation test (administered by the English teacher) in reading a short text containing about 155 words by using ANOVA formula.

2. Since the result of Anova was significant (since the value of the variance was less than 0.05, that was 0.000), the population or the eighth grade students were heterogeneous, so that the experimental and the control groups were chosen from two classes having the closest mean scores, that is, class B as the experimental group and class A as the control group decided through a lottery.

3. Giving treatment to the experimental group, that is, teaching pronunciation by using Pop Songs; while the control group was taught without pop songs, that is, by using a drilling technique.

4. Administering a try out to establish validity, reliability, difficulty index and to know the appropriateness of time allocation as well as the test instruction of a teacher-made-test and analyzing the result. The try out was administered to the class which did not belong to both the experimental and the control groups.

5. Administering post-test to both the experimental and the control groups to measure the students' pronunciation achievement.

6. Analyzing the results of the post-test by using independent t-test formula to compare the mean scores of the two groups, whether the mean difference was significant or not through SPPS (Statistical Package for the Social Sciences).

7. Drawing a conclusion based on the data analysis to answer the research problem.

3.2   Area Determination Method

This research was conducted at SMPN 4 Jember. The area determination method of this research was conducted by using purposive method as the researcher had certain purposes or reasons. Purposive research is used in this research to determine the research area based on the previous knowledge of the population and the specific purpose of the research (Freankel and Wallen, 2009:100). Besides, Cohen et al. (2007:115) also state that purposive method is used when the researcher has a specific purpose in selecting the samples using his personal judgement. The reasons why SMPN 4 Jember was chosen can be explained as follows: (1) based on the result of preliminary study that the English teacher had never used pop songs in teaching pronunciation, (2) there was no research conducted by using Pop Songs in teaching pronunciation at SMPN 4 Jember, (3) the Principal and the English teacher had given permission to the researcher to conduct the experimental research at this school.

3.3   Respondent Determination Method

The respondents of this research were the eighth grade students of SMPN 4 Jember in the 2015/2016 Academic Year consisting of 7 parallel classes. Arikunto (2006:134) states that random sampling method can be used if the number of the respondents is more than 100 persons, and we can take 10% - 15% or 20% - 25% or more of the population as the samples. Cluster random sampling was used in this research because classes were chosen as the experimental and the control groups. As Fraenkel and Wallen state that a cluster random sampling is a way to obtain samples by selecting groups rather than individuals (2009:95). Since the population of SMPN

4 Jember is more than 100 persons, that is, 253 students, the samples were taken as many as 28.06% as the respondents of the research.

The selection was done by analyzing the result of the homogeneity test using ANOVA formula. Since the result of ANOVA showed that the f-test was significant, it means that the population was heterogeneous, then the experimental and the control groups among the population were determined by considering and taking two classes having the closest mean scores, that is, classes A and B decided by lottery to decide the experimental and the control groups.

3.4   Operational Definitions of the Terms

It is very important to give operational definitions to the terms used in the variables in order to avoid misunderstanding about ideas and concepts between the researcher and the readers. The terms necessarily to be defined operationally were Pop Songs and pronunciation achievement.

3.4.1 Pop Songs

The songs in this research referred to popular English songs especially pop genres. The theme of the pop songs in this research was about motivation. The students learned some words/phrases in appropriate pronunciation in the songs by listening to the songs sung by the researcher. Therefore, the use of songs here was regarded as the instructional media or teaching technique used for teaching learning process of pronunciation which was integrated to listening skill especially for the experimental group.

3.4.2 Pronunciation Achievement

In this research, the students' pronunciation achievement referred to the result of the test of the students' pronunciation achievement in pronouncing the English words done after the treatment. It was indicated by the students' scores of pronunciation test covering the material of pronouncing vowel sounds (ɪ, iː, uː, ə, æ),

consonant sounds (s, ʃ, θ, tʃ, dʒ), diphthong sounds (eɪ, aɪ, aʊ, ɪə, əʊ) and the additional triphthong sounds (aʊə) in the English words given. The researcher chose certain sounds or words based on the materials taken from the text book used at school. Therefore, the chosen songs had to be relevant to the sounds or words found in the text book. The titles of the songs used were: *I Have a Dream* (Westlife)*, All of Me* (John Legend)*, Flying Without Wings* (Westlife)*, Home* (Michael Buble)*, A Thousand Years* (Christina Perri) and *Uptown Girl* (Westlife) (*http://www.metrolyrics.com/).* The researcher chose six songs because those songs were read (for the control group) and sung (for the experimental group) in three meetings. The reason of taking three meetings was to make sure that the students were able to understand a lot in pronunciation and giving the word stress, although it took more time allocation. The researcher applied two songs in each meeting because it was suitable with the time allocation in teaching learning process, approximately 80 minutes. The other reason of giving two songs was that, it could give more variation and enrich students' knowledge in pronouncing the words. The chosen texts (lyrics) in the first meeting were "I Have a Dream" and "All of Me"; the texts (lyrics) in the second meeting were "Flying without Wings" and "Home"; and the texts (lyrics) in the third meeting were "A Thousand Years" and "Uptown Girl".

3.5   Data Collection Method

There were two kinds of data in this research, primary and secondary data. The primary data were taken from pronunciation test, while the secondary data were taken by using interview and documentation. The following parts discuss the methods that were used in this research.

3.5.1 Pronunciation Test

Pronunciation test was administered to collect the data on the students' pronunciation achievement in pronouncing isolated and individual words as many as fifty items. According to McMillan (1992:114), test is an instrument presented to

each subject a standard set of questions that requires the completion of cognitive task. Meanwhile, Arikunto (2006:150) defines test as a set of questions or exercises or other instrument used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. Based on the purpose of a test, Hughes (2003:11) divides test into four types, that is: proficiency test, achievement test, diagnostic test, and placement test.

1. Proficiency Test

   This kind of test is designed to measure people's ability in a language regardless of any training they may have in that language.

2. Achievement Test

   This kind of test is directly related to language courses, the purpose of the test is to measure how successful individual student, group of students, or the course themselves in achieving objectives.

3. Diagnostic Test

   This test is used to identify student's strengths and weaknesses. It is intended primarily to ascertain what further teaching is necessary.

4. Placement Test

   This test is intended to provide information which will help to place students at the stage of the teaching program most appropriate with their abilities.

Based on the purpose, an achievement test was conducted. According to Hughes (2003:13), achievement test is designed to establish how successful individual students, groups of students, or the course themselves have been in achieving objectives. The achievement test was administered to the students when the treatment was over. The achievement test was administered with the consideration that the researcher wanted to know the students' pronunciation achievement. Therefore, as many as 50 words were selected and tested to the students taken from the songs taught to them appropriate with the sounds found in the teaching material.

In addition, as stated by Hughes (2003:22), there are two kinds of test based on the method of scoring; they are objective and subjective tests. If no judgment and interpretation is required on the part of the scorer or rater, the scoring is objective. If judgment and interpretation is needed, then the scoring is said to be subjective. In this research, objective test was applied because no judgement was needed in scoring the results of the students' pronunciation test in pronouncing individual and isolated words.

Regarding the person who constructs the test, test can be divided into two kinds. Those are teacher-made-test and standardized test (Arikunto, 2006:223). Teacher-made-test is a test made by the teacher with certain procedures. Standardized test is a test created by testing institution and has been evaluated in terms of its validity and reliability. In this case, the teacher does not need to pilot (try it out). Unlike standardized test, a teacher-made-test must be piloted (tried out) first to know to what extend the test is valid and reliable (Surakhmad, 1990:214). This research used a teacher-made-test to measure the students' pronunciation achievement. In this research, there was a post test that was administered. Before the post test was administered, it had been tried out to know whether the real test fulfilled the criteria of a good-test, especially in terms of validity, reliability, difficulty index, discrimination power, the instruction, ect. The detailed information is explained on pages 28 and 29.

The researcher conducted a post-test which consisted of 50 isolated and individual words, administered by inviting the students one by one to read the words provided orally, and for each student took about 2-3 minutes. Time allocation in conducting the oral test (post test) for both groups took approximately two and a half hours. The value of each test item was 2 points, if the word stress and pronunciation were correct. When the student had only the wrong word stress but the pronunciation was correct, the student got a half point, that is, 1 point. When the student's pronunciation was wrong, but the word stress was correct, the student got 0 point. It meant that the researcher focused on the pronunciation, not the word stress. The

student got 0 (zero) point too, if both the word stress and pronunciation were wrong. Therefore, the total score that the student had (without any errors/mistakes) was 100. The qualification table in scoring the test items can be seen in Table 3.1 below.

Table 3.1 The Qualification of Scoring

Point	Qualification
100	The total 50 items correct score.
2	When the word stress and pronunciation are correct.
1	If the pronunciation is correct, but the word stress is wrong.
0	When both the word stress and pronunciation are wrong or when the pronunciation is wrong although the stress is correct.

In this research, the test was focused on word stress and pronunciation (sounds produced) consisting of vowel sounds (ɪ, iː, uː, ə, æ), consonant sounds (s, ʃ, θ, tʃ, dʒ), diphthong sounds (eɪ, aɪ, aʊ, ɪə, əʊ) and the additional triphthong sounds (aʊə) that became the target of this research. The sounds in every test item (post test) were classified in the Table of Item Distribution on Appendix 6.

Meanwhile, reading aloud was the technique used to test the students' pronunciation achievement. Here the students read the 50 items covering words in isolation focusing on two aspects (word stress and pronunciation). To analyze students' stress and pronunciation whether it was correct or not, the teacher had different sheet from the students'. The students' sheets consisted of 50 words without phonetic transcription, while the teacher's sheet also consisted of 50 words with the phonetic transcription. The teacher recorded their voice by using a smart-phone. The main function of the recording was to check and recheck the result of the students' pronunciation in reading or pronouncing the words provided. In addition, the result of the recording was used to transcribe the result of the students' pronunciation after the test was over. Besides, that was used to anticipate the difficulty the researcher might get in analyzing the correct words stress and the pronunciation when the students read

the words. So, he could replay the recording to analyze the students' sounds to get more accurate scores. To investigate whether the teacher-made-test fulfilled the qualification of reliability and validity, the important step to do was piloting (trying out) the test first. There were 60 items for conducting try-out test. According to Arikunto (2003:223), the purpose of establishing try out is to know: 1) the test validity, 2) the test reliability coefficient, and 3) the difficulty index.

1) The Validity of the Test

McMillan (1992:100) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from the test scores. The emphasis is on judging the extent to which a test is valid or not. If the test is valid, then it must also be reliable. Further, he also defines reliability as a consistency result of the score. In other words, the reliability of the test was looked upon that the test has likely the same result when it is given in different time/occasion.

2) The Coefficient Reliability of the Test Items

The reliability of the test in this research was measured by administering the try out and then analyzing it by using split half odd-even technique. The procedures taken were adapted from Sudijono (1996:219) as follows.

1. Conducting the try-out of the test material and scoring each item achieved by the students.

2. Splitting the scores into two parts according to odd-even numbers.

3. Giving the sign (X) to the odd numbers and (Y) for the even numbers.

4. Analyzing the correlation between X and Y by using Product Moment formula:

$$r_{XY} = r_{11/12} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

$r_{xy} = r_{11/12}$: Reliability coefficient.

$\sum XY$: The total number of odd and even items.

$\sum X$: The total number of odd items.

$\sum Y$	: The total number of even items.
N	: The number of the respondents.

<div align="right">(Sudijono, 1996:219)</div>

5. Estimating the reliability index of the whole test by using Spearman-Brown formula as follows:

$$r_{11} = \frac{2r_{11}/_{12}}{1 + r_{11}/_{12}}$$

Notes:

r_{11} : Reliability coefficient for the whole items

$r_{11}/_{12}$: Reliability coefficient for the half of the test items

<div align="right">(Sudijono, 1996:219)</div>

3) The Difficulty Index

According to Daryanto (1999:179), good test items are neither too difficult nor too easy. If the test items are too easy, it will not stimulate the students' efforts to solve the test items. On the other hand, if the test items are too difficult, it will make the students feel discouraged and unenthusiastic to solve the test items since they are beyond their comprehension. So, it was important to know how easy or difficult the particular items provided in the test. The result of the try-out was analyzed by using the degree of test item difficulties using the following formula.

$$p = \frac{JJB}{JPT} \; x \; 100\%$$

Notes:

P : the difficulty index

JJB : the number of students who answer the questions correctly

JPT : the whole number of respondents

The criteria of difficulty index as follows:

< 0.20	= Difficult
0.20-0.80	= sufficient
> 0.80	= easy

<div align="right">(Djiwandono, 1996:141)</div>

3.5.2 Interview

According to Arikunto (2006:155), there are three kinds of interview, they are: unstructured interview, structured interview, and free structured interview. First, unstructured interview is an interview which does not use a set of questions. It means there is no set of question list used. The interviewer may ask everything as long as they are relevant to the data that was obtained. The second is structured interview. In this case, the interviewer should prepare a set of systematic questions to do the interview. The third, free structured interview is the combination between unstructured interview and structured interview. It means that the interviewer can develop the questions as long as they are still related or relevant with the topic or data that was taken.

In this research, the interview that had been conducted was semi structured interview in which a list of questions and details was developed to get the information needed during the process of interview. The English teacher was interviewed by the researcher using an interview guide in the form of informal conversation. The interview with the English teacher was conducted to know the English curriculum, the English books used, the techniques and the media used by the teacher in teaching English, especially in teaching pronunciation.

3.5.3 Documentation

To support the data in this research, documentation was also done. Arikunto (2006:231) says that documentation is written documents, such as books, magazines, documents, rules, etc. The data of documentation needed in this research were the names of the students of the eighth year students of SMPN 4 Jember covering the experimental and the control groups.

3.6 Data Analysis Method

Data analysis method is a way to analyze the obtained data. After the treatment was given, the data obtained from post-test was analyzed by using independent

sample t-test formula to find whether or not there was a significance effect of using Pop Songs on the eighth grade students' pronunciation achievement. The researcher used SPSS to analyze the data.

The formula of t-test is as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\dfrac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right]\left[\dfrac{1}{n_x} + \dfrac{1}{n_y}\right]}}$$

(Arikunto, 2006:311-312)

Notes:
t = t-test
Mx = mean score of the experimental group
My = mean score of the control group
$\sum x^2$ = individual score deviation of the experimental group (M_x)
$\sum y^2$ = individual score deviation of the control group (M_y)
n_x = the number of subjects in the experimental group
n_y = the number of subjects in the control group

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teachers, the students, and the other researchers.

5.1 Conclusion

Regarding the results of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of using Pop Songs on the eighth grade students' pronunciation achievement at SMPN 4 Jember in the 2015/2016 academic year.

5.2 Suggestions

Since there was a significant effect of using Pop Songs on the eighth grade students' pronunciation achievement, Pop Songs can be used as the teaching techniques/media in teaching English especially not only for teaching pronunciation but also for teaching vocabulary. Thus, the researcher proposes some suggestions to the following people.

5.2.1 The English Teachers

The English teachers of SMPN 4 Jember are expected to use Pop Songs to teach pronunciation to help the students master the pronunciation well. As Pop Songs are effective media to make the students gain pronunciation mastery well in fun and interesting way. By using pop songs, the students will not be bored in learning and mastering pronunciation. Yet, the teacher should be capable and more careful in pronouncing the words to avoid mispronouncing the words because the words will be imitated by the students. They have to check the phonetic transcriptions of the words in the dictionary, if the teacher is not sure about the words in the songs.

5.2.2   The Students

It is suggested that the students of SMPN 4 Jember to also train themselves to use Pop Songs in order to help master their pronunciation. So, this activity can improve their English skill because pop songs are interesting and easy to memorise. Although the students can sing well, they will get some difficulties to learn pronunciation. If the students sing the songs more than twice and search the lyrics, the researcher believes that it will be easier for the students to learn pronunciation.

5.2.3   The Other Researchers

The researcher hopes that the result of this research can be used as a consideration for other researchers to conduct further research dealing with a similar topic by using different research area and research design such as a classroom action research to improve the students' pronunciation achievement by using Pop Songs.