

**STUDENTS' PERCEPTION ON THE USE OF ENGLISH SONGS TO
LEARN ENGLISH PRONUNCIATION AT A PRIVATE ENGLISH
COURSE IN MATARAM**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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2020

APPROVAL SHEET

**STUDENTS' PERCEPTION ON THE USE OF ENGLISH SONGS TO
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By

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Approved at December 15th, 2020

By

Supervisor

A handwritten signature in black ink, appearing to read 'Irma Windy Astuti', written in a cursive style.

(IRMA WINDY ASTUTI, S.S., M.HUM)

RATIFICATION SHEET

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by myself. This thesis does not contain any work of others except those cited in quotation and references as a scientific paper should.

Yogyakarta, December 15th, 2020



The author,



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MOTTO

“No matter how hard or impossible it is, never lose sight of your goals”

- Monkey D. Luffy (One Piece)

“Don’t forget to smile in any situation. As long as you are alive, there will be better things later, and there will be many”



- Eiichiro Oda

DEDICATION

I gratefully dedicate this thesis to myself, my mother, Mrs. Lily, my father, Mr. Abdullah, my brothers, Rafi, Sadiq, Ali, my thesis supervisor, and all the people around me who always supported and helped me through ups and downs during this thesis writing. I hope this thesis is a good start for me to continue my journey in the future.



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Furthermore, this research is still far from perfect and it needs a lot of improvement so that recommendation and suggestion are highly appreciated. Besides, I hope that this research could be beneficial for the readers. Amin Yaa Rabbal 'Alamin.

Yogyakarta, December 15th, 2020

The author,

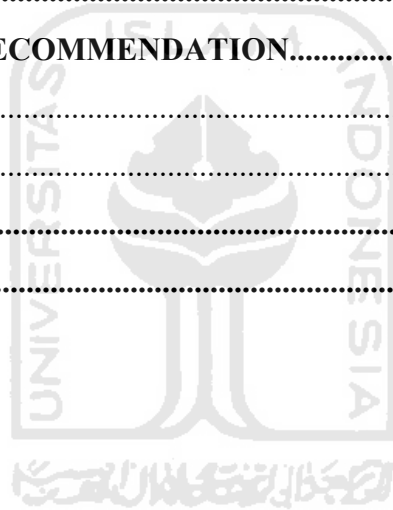
A 6000 Rupiah postage stamp with a signature over it. The stamp features the text "METERAI TEMPAL", "44AE3A1 F80355001", "6000", and "ENAM RIBURUPIAH".

Raudyatuzzahra

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ABSTRACT

The aim of this research is to investigate and describe students' perceptions on using English songs in learning English pronunciation. This research employs a qualitative approach as a research design. This research was conducted in an informal learning institution in Mataram, West Nusa Tenggara. The participants of this research were two females and one male students who have different English level class at MM private English course. Furthermore, the data were collected from interviews as the main source in this research. This research used thematic analysis to analyze the data findings. This research findings show that the students have positive perspectives related to the advantages of using English songs in learning English pronunciation such as English songs could enhance students' motivation in learning and students' pronunciation skill. The researcher also found some challenges that were faced by the students while learning English pronunciation using the English songs such as some English sounds which were difficult to pronounce for instance [ʊ], [ʃ] and [f] sounds and the speed of the songs which were not suitable with students' level.

Keywords: English songs, learning English pronunciation, students' perception

CHAPTER I

INTRODUCTION

This chapter present an introduction of the research. It contains background of the study, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Study

Having a good pronunciation is important in communication. As stated by Nurpratiwi & Zuhri (2012), one of the important skills to master the English language is pronunciation. Besides the skills that were mentioned before, learning English pronunciation is no less important to be mastered. Pronunciation is the process of producing sound which is used in communication. AMEP (2002) added, pronunciation focused on sound production that generally used to make meaning and the pronunciation includes segments and aspects of language such as stress, pressure, intonation, and rhythm. It means that we need to pay more attention to correct pronunciation. When we use the correct pronunciation with excellent intonation and good sound stress, our interlocutors will be easier to understand and grasp the meaning of words that we pronounced. Thus, while we have a conversation with other people we should use a good pronunciation. Furthermore, with excellent pronunciation, students do not need to worry if they having a conversation with native English speakers. Therefore, learning English pronunciation is significant for English foreign language students, by mastering English pronunciation the students are able to expand their language skills and

make themselves feel more confident in communicating in the English language and the students are able to speak well like a native speaker.

Moreover, English foreign language students might have trouble in learning English pronunciation. Indonesian students frequently have a problem while pronouncing English words correctly. This case might be caused by some factors which are some English sounds did not exist in Indonesia and it hard to pronounce by Indonesian students such as [ð], [ʒ], [ʃ], and [θ] (Basri et al., 2015). Then, the internal factors come from the students themselves especially on students' motivation in learning pronunciation. After that, the external factor might come from the class atmosphere and the way the teacher handles the class in teaching-learning activity.

According to Izzah & Sukrisno (2017), one of the most difficult problems facing by non-native English speaker is pronunciation. Although pronunciation is known as the hardest skill in teaching the English language especially for EFL students, it does not mean that EFL students are not able to learn the pronunciation. Motivation is one of the factors needed by students in learning English because motivation can increase students' enthusiasm for learning. Students will be more motivated to learn English language if the teacher supports them with a pleasant situation and interesting materials. For example, the teacher can choose a song in the English language to use as a technique in teaching and learning. This can enhance the ability of students such as vocabulary, listening, and pronunciation. Therefore, in this situation, the teacher should make an interesting method and enjoyable media in the learning process. For example,

listening to English songs can be a good choice for learning English pronunciation.

As stated by Fauziati (2002) in Nurpratiwi & Zuhri (2012), English songs are a recommended way to engage students and it will make the students more enthusiastic in paying attention to the subject. English songs can increase the interest of the students in the material and it could enhance students' pronunciation ability too. The song provides a good learning atmosphere, remove tension, developing inspiration and motivation, and also it could improve students' memory (Ulate, 2008). According to Lo & Li (1998) also said that the songs have an essential role in increasing learners' motivation in learning. Listening and singing songs are relaxing and enjoyable for the students, and it can help students in mastering English skills including reading, writing, listening, speaking, and also pronunciation. In other words, songs can be an attractive material in learning activities. Then, songs can boost students' motivation in learning activities and also can make students more active in the classroom. Moreover, songs are a very useful tool in foreign language classes. Thus, by using English songs in the classroom, students will feel happy and enthusiastic in the learning process. From the statement above, the researcher believes that English song is one of the good material to help students to learn English pronunciation easily. While listening to the song, students can follow the singer's sound and practice to pronounce it immediately. Then, songs can be very helpful for the students in learning English pronunciation, it makes the students understand the language better. However, even though the teacher has used songs to help the

process of teaching pronunciation, the teacher must still pay attention to their pronunciation in order to be made an example by students.

Referring to the empirical studies above, this research aims to investigate and describe students' perceptions on the use of English songs in learning English pronunciation. Although many researchers have previously discussed the case of learning English pronunciation by using English songs, most of them did not investigate at the informal learning institution. Many of the previous studies examined the use of songs in learning English pronunciation at the public school rather than in private English courses. In addition, most of the previous researchers discussed the benefits and the use of using songs in teaching and learning English pronunciation using quantitative approach in their study, it is very rare for the researchers to use qualitative methods on this topic. Although there are researchers who used qualitative methods, yet previous researchers have not examined the study from students' perspectives. Thus, this study attempts to explore students' opinions and views on learning English pronunciation through songs that include characteristics, benefits, and difficulties. It is important to know the perspectives of students in enhancing the quality of learning. Therefore, this research can be useful in the field of English language teaching especially in learning English pronunciation.

1.2 Formulation of the problem

In this research the researcher formulates the problem of the study as follows:

1. What are students' perceptions on the use of English songs in learning English pronunciation?

1.3 Objectives of the study

According to the problem of the study above, the research aims to investigate and describe students' perceptions on the use of English songs in learning English pronunciation.

1.4 Significance of the study

The writer expected this research can provide benefits to the field of English language teaching especially in learning English pronunciation. There are some benefits expected from this research which are theoretical and empirical. For the theoretical benefits, this research will give a reference for future researchers who are conducting similar research. Then, for the empirical benefits, this research is expected to help teachers who are looking for alternative ways of teaching English, especially in teaching English pronunciation.

CHAPTER II

LITERATURE REVIEW

This chapter present about related and relevant studies of this research. It also contains a theoretical framework that is given in order to make this research more understandable.

2.1. Learning English Pronunciation: Characteristics, Benefits, and Challenges

In learning English, one of the most necessary skills that have to be mastered by the students is pronunciation. As stated by Hismanoglu (2006), pronunciation is one of the most important parts of learning English, it is needed to achieve the purpose of oral communication between two persons. AMEP (2002) added that pronunciation is focused on sound production which is commonly used to make meaning and this includes segments and aspects of language such as stress, pressure, intonation, and rhythm. It means that pronunciation can be referred to as a connector in the conversation between two people like native-speakers and non-native speakers. If we say the English word incorrectly, the person we are talking to will not understand what we have said. Students who learn English are required to be able to hear native-speaker pronunciation so that they can understand the words of the native-speaker.

According to Fraser (1999), pronunciation is one of the most difficult areas of English skill for learners, as well as for the teachers. Izzah & Sukrisno (2017) added, most of the non-native students frequently find difficulties in pronouncing

English words. In accordance with the fact that some Indonesian students agree that pronunciation is the hardest English skill to learn due to the difference between English and Indonesian mother tongue. According to Penny (1991), there are several reasons of learner's errors in pronouncing English words, such as a few sounds that do not exist in the mother tongue, the words do not exist in the primary language and students have the right genuine sound. However, they have not learned the stress system of the word or they are employing the sound type of their first language which is inappropriate to the target language. On the other hand, Indonesian students felt difficult to pronounce English words because they are less motivated in learning English pronunciation.

In Indonesia itself there are so many languages that it uses. Thus, Indonesian has so many local languages and accents too especially for Javanese culture. Students in Java island will find it difficult to learn and pronouncing English words correctly. For example, when Javanese students are asked to pronounce "Study" /stʌdi/ they will pronounce /studi/ and if the students are asked to pronounce "The" /ðə/ they will pronounce /dhe/. It is due to the differences in their mother tongue and there are some English sounds that do not exist in Bahasa like /ð/. Yet, Adianto (2013) stated indeed learning to pronounce English words like native-speaker is hard but not impossible. It means that students in Indonesia still have a chance to fix their pronunciation by learning English pronunciation properly. It is also important for the teacher to give more attention to the students in teaching English pronunciation. According to Morley (1991) as cited in Hismanoglu (2006), perfect pronunciation is an essential component of

communication competence. In this case, the teacher should prepare everything to teach pronunciation and the teacher should be concerned about how they can get students' attention in teaching English pronunciation.

As stated by Harmer (2001), if students are aware of the importance of pronunciation it will benefit them greatly, not only for their production of language but also for their understanding of spoken English. Therefore, speaking with clear pronunciation can help the students to speak well in English, and able to increase students' self-confidence in conducting English conversations. Besides that, by mastering English pronunciation students can speak English fluently like native speakers. In other words, by mastering pronunciation, we can reduce misunderstandings in communication. Thus, if we have good pronunciation, we can have an enjoyable conversation with our interlocutors. Moreover, Wong (1987) as cited in Jessica et al. (2015) emphasize that even someone who has excellent grammar and vocabulary, if their pronunciation is below the average level they are unable to communicate effectively.

2.2. The Use of Songs in Pronunciation Learning

In teaching and learning process, the teacher becomes the center of attention. It related to Brown (2000), the teacher has many roles in the classroom, as a center of figure, a leader, a director, a manager, an adviser, a friend, and a parent for the students. It means that teacher must be able to bring a pleasant classroom atmosphere so that students can be more pay attention to the teacher's explanation. Furthermore, keep in mind that most students do not like something boring. As a

central figure, the teacher must be able to provide the materials using interesting and suitable ways of teaching. Thus, a teacher must prepare a media that is much loved by students where the media is able to attract student's attention in carrying out learning activities. On the other hand, Kasbolah (1998) added that the activities that can attract students are singing a song, playing games, listening to the stories of their interest, and doing interesting things.

There are so many materials that can be used by teachers in learning and teaching activities. One of the materials that students like is a song, song and music becomes a tool for giving instruction and delivering material from teacher to students. The teachers can choose a song in a learning activity because the song is very interesting. Harmer (2000) stated that music is a tool that can make students more involved in the classroom activity because music speaks directly to students' emotions and still allowing the students' brain to analyze it. It means that if someone listens to a song he/she can immediately feel and understand the meaning of the song that they listened to. Thus, it is important for the teacher to teach pronunciation with interesting material like English songs to the students, especially for EFL students.

Furthermore, songs can be an alternative for learning pronunciation. Besides fun, the song is also preferred by everyone. According to Fauziati (2002) in Nurpratiwi & Zuhri (2012), English songs are recommended way to engage students and it will make the students more enthusiastic in paying attention to the subject. Then, English songs can increase the interest of the students in learning material and it could enhance students' pronunciation ability. Additionally, as

stated by Lo & Li (1998), songs have an essential role in upgrading learners' motivation in learning. Ulate (2008) also emphasize that song provides a good learning atmosphere, remove tension, developing inspiration, motivation, and also improves students' memory. It means that, by using English songs in learning pronunciation, students can be more active in joining the classroom activity and they will be more serious in learning pronunciation. Thus, in the learning process, when teachers ask students to listen to English songs, then students will bring themselves into the lyrics and the melody. When the students are listening to English songs they will automatically learn the English language. Besides that, students can get new vocabularies and could learn how the English words are pronounced by listening to the way the singer pronounces a word directly from the songs. According to Cakir (1999), songs include word expressions that have meaning due to the song reproduces words that also have the pleasure of its rhythm. On the other hand, Murphey (1992) added that songs can support students to improve their listening and pronunciation skills. Therefore, from the two statements above we can interpret that song is not just a song that we can only listen to and enjoy, yet songs can be used in developing English skills.

In addition, Kristen (2001) suggests several ways of selecting songs in pronunciation lessons. First, a song must have a clear sound, and in accordance with the instrumentals. Second, the vocabularies in the song should be matched the student's proficiency level. Third, the songs used must be completely safe from negativity, such as explicit language. Moreover, there are several techniques that teachers can use in pronunciation lessons. First, the teacher introduces the

song by giving a brief explanation of the song as a warm-up. Second, the teacher distributes the song lyrics with some missing lyrics. Third, the teacher gives instructions so that students can fill in the blank in the lyrics when the song is played by the teacher. Fourth, the teacher plays the song several times and students can fill in the blank. Then, sing and play the song all the trough to practice the pronunciation.

There are some previous relevant studies related to this research. The first study was an article journal conducted by Adianto (2013). It was an experimental study, it aims to examine whether there is a significant influence of listening to a song towards the student's pronunciation ability. In the end, as a result of this study, the researcher found there is a significant influence of listening songs toward a student's pronunciation ability. Students' pronunciation ability in the experimental group is better than the control group. The data showed that students' pronunciation ability is increased.

The second study was an article journal conducted by Stefani Jessica, Hasan Basri, and Josep E. Ohoiwutun (2015). This study is a quantitative study that applied true experimental research design with a cluster random sampling to choose the sample. The result of the study found that the application of English songs is effective to be used to learn pronunciation and using English song can improve students' pronunciation ability. The researcher indicate that after conduction English song in learning, students of the eighth-grade of the junior high school had significant improvement in pronouncing English words.

The third study was an article journal written by Nurpratiwi and Zuhri (2012). The objective of this study is to know whether the English song is effective in teaching pronunciation or not. This study was a descriptive qualitative study using interview and observation checklist to collect the data. Research results from Nurpratiwi & Zuhri (2012) show that songs can be used to teach pronunciation and the use of songs as a medium can help students' ability to pronounce English words.

The fourth study was an article journal written by Muhammad Arief Zuliyani (2020). The objectives of this study is to know the implementation of English songs as a media in teaching English pronunciation. This study was descriptive qualitative using observation and interview to collect the data. The result from Arief (2020), the implementation of English Songs as a media in teaching pronunciation in the *Kampung Inggris* (English Village) course is ran well.

The last relevant study was an article journal by Mehrnaz Arjomad and Masood Yazdanimoghadam (2015). The objective of this study was to investigate whether listening to music has any significant effect on EFL learners' pronunciation. The participants of this study were 90 adult females and male EFL learners. This study was an experimental study that used a test to the participants. The result of the study was songs enable the teacher to monitor the class all the time and also removed the students' error. Then, the song has positive influence on memory and allows for better retention. Thus, music has significant effect on the pronunciation of Iranian EFL learners.

2.3. Conceptual Framework

In general, this research consists of some key construct which related to the use of English songs in learning English pronunciation which are the role of English pronunciation learning, the benefits, and the challenges of using songs in learning English pronunciation. Mastering English pronunciation is important for students to avoid mispronouncing English words and misunderstandings in the conversation. Furthermore, the teachers can use English songs as authentic material in teaching due to the songs have so many benefits in language learning. However, students may find it difficult to use songs in pronunciation lesson. Therefore, in this study, the researcher will highlight the benefits and challenges of using songs in pronunciation learning.

Table 2.1. Conceptual Framework

Key Constructs	Conceptual Definition of Key Constructs	Component of Key-constructs
The role of English Pronunciation Learning	Nurpratiwi & Zuhri (2012) stated that learning pronunciation is important because the correct pronunciation will help students in pronouncing English words, a clear pronunciation makes the listener understands what the speaker is talking about. Pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener, Hismanoglu (2006).	<ul style="list-style-type: none"> • The importance of learning pronunciation (correct pronunciation, clear pronunciation) • Help students in pronouncing English words correctly. • Mutual intelligibility (smooth communication between the listener and the speaker).

The Benefits of using songs in learning pronunciation

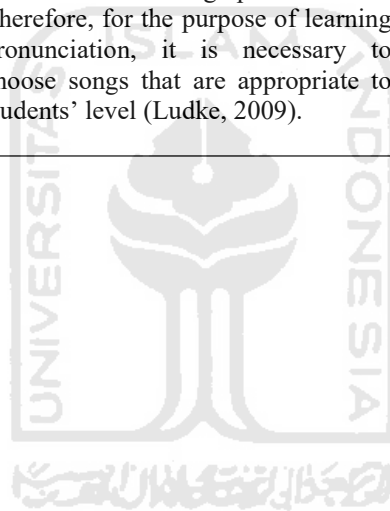
Fauziati (2002) stated that songs are recommended way to make students more enthusiastic, pay attention to the subject, and increase student's interest in material and song could affect their pronunciation improvement. Murphy (1992) added that song can support students to improve their pronunciation skill.

- Songs makes students more enthusiastic
- Increase students' interest in learning pronunciation
- Improve students' pronunciation skill

The Challenges in learning pronunciation

According to Izzah & Sukrisno (2017). One of the most difficult problem faced by non-native English speaker is pronunciation. Songs with difficult tones and rhythms can be challenging for students in learning pronunciation. Therefore, for the purpose of learning pronunciation, it is necessary to choose songs that are appropriate to students' level (Ludke, 2009).

- English words are difficult to pronounce by Indonesian students
- Songs can be challenging for students if it not suitable with their level



CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about the methodology of the study. It contains the research design, setting and participant, data collection, data analysis technique, and trustworthiness.

3.1. Research Design

In this research, the researcher employs a qualitative approach as a research design. As stated by Creswell (2009), qualitative research is a thorough research that includes discovery. Qualitative research is also said to be very efficient research that takes place in real situations that allow the researcher to increase the level and understanding of a person in detail (Creswell, 2009). It means that researchers who use qualitative methods can directly visit and interact with participants and ask their perceptions about how it feels to use English songs in learning English pronunciation in the actual situation based on their experiences.

The researcher chooses thematic analysis as the method for this qualitative research. Braun & Clark (2006) stated that thematic analysis is a method to identifying, recognizing, and reporting the themes within the data and it could describe the data in rich detail. Braun and Clark (2006) added that thematic analysis has the main advantage which is its flexibility. Thus, the researcher uses thematic analysis method because it is very appropriate and it could facilitate the researcher to explain and describe the findings in a flexible way. As mentioned by Braun & Clark (2006), the thematic analysis gives an adaptable and helpful

research tool, which can conceivably give a rich and detailed, yet complex record of data. For this reason, by using the thematic analysis method, the researcher can easily see the required data from respondents' answers as a theme that will be discussed with previous research theories.

3.2. Settings and Participants

This research took place in MM private English course that located in Mataram, West Nusa Tenggara. This private English course is one of the popular home-based courses in Mataram city. The place is more like a home that makes a comfortable learning atmosphere for the students. The reason why the researcher chooses the setting in MM private English course to collect the data is due to the teachers in MM private English course often employ English songs in the teaching-learning process especially in learning pronunciation. The students who learn in MM private English courses starting from elementary students up to the university level.

As stated by Mackey and Gass (2012), qualitative research usually implicates small number of the participants, and the sample of the participants usually consist of one or two classrooms, or the researcher can select a teacher or a student as a participant. Thus, in this research, the researcher will use a purposive sampling technique to choose the participants. In purposive sampling, the selection of the participants must be adjusted to the needs of research such as a sample that has specific characteristics that are in accordance with the objectives of the research itself (Marison, Manion, and Cohen, 2007). Additionally, purposive sampling is

used as a method of accessing people who are knowledgeable, people who have in-depth knowledge of certain issues, who have power and access to a network, as well as people who have expertise or experience (Marison, Manion, and Cohen, 2007). It means that the researcher must find the participants that are representative to what that the researcher needs and in accordance with the case she examined in her research.

Furthermore, the participants in this research will be the students who already had experience in learning pronunciation by using English songs for more than one months. In this research, the researcher interviewed three private English course students from MM Private English Course who in the different level class. The first participant is 15 years old female student from basic level class, in the interview transcription written as S1 (Student one). Then, the second participant is 17 years old male student from pre-intermediate level class, in the interview transcription written as S2 (Student two). The last participant is 18 years old female student from intermediate level class, in the interview transcription written as S3 (Student three).

Table 3.1 Table of Participants Characteristics

Name of the Participants	Gender	Age	Class Level	Duration of Experiencing Learning Pronunciation using Songs
Sisca (S1)	Female	15	Basic	1,5 Month
Fikri (S2)	Male	17	Pre-intermediate	2 Month
Mita (S3)	Female	18	Intermediate	1,5 Month

3.3. Data Collection Technique

In qualitative research, the researcher needs a lot of deeper and clearer information about the case that the researcher wants to know. As stated by Creswell (2009), the methods of collecting data in qualitative research are basically based on interviews, observation, and some documents. In this research, the researcher used interview questions as the primary data collection to get in-depth information from the participants. In addition, the researcher had an interview session with the participants by asking their perceptions related to the use of learning pronunciation by using English songs. The researcher interviewed the participants using the audio recording to record the discussion between the researcher and the participants. In addition, the data that has been collected by the researcher would be transcribed from the spoken words into the written words and then it would be examined using some of the relevant theories that are related to the research topic. The instrument of the interview displays below.

Table 3.2. Interview Questions

Subject	Conceptual Definition & Key Constructs	Components	Interview Questions
<p>The Role of English Pronunciation Learning</p>	<p>Nurpratiwi & Zuhri (2012) stated that learning pronunciation is important because the correct pronunciation will help students in pronouncing English words, a clear pronunciation makes the listener understands what the speaker is talking about. Pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener, Hismanoglu (2006).</p>	<ul style="list-style-type: none"> • The importance of learning pronunciation (correct pronunciation, clear pronunciation) • Help students in pronouncing English words correctly. • Mutual intelligibility (smooth communication between the listener and the speaker). 	<ol style="list-style-type: none"> 1. In In your opinion, can good pronunciation improve your conversation in speaking English? How do you feel about it? 2. In your opinion, why English pronunciation is important? Give your explanation Why is it important to pronounce English words correctly with a clear pronunciation? 3. How do you feel when learning English pronunciation? Do you find it hard to learn or not -- give your opinion why is it hard or why is easy for Indonesian learners to pronounce English words correctly?
<p>The Benefits of using songs in learning pronunciation</p>	<p>Fauziati (2002) stated that songs is recommended way to make students more enthusiastic, pay attention to the subject, and increase student's interest in material and song could affect their pronunciation improvement.</p> <p>Murphy (1992) added that, song can support students to improve their pronunciation skill.</p>	<ul style="list-style-type: none"> • Songs makes students more enthusiastic • Increase students' interest in learning pronunciation • Improve students pronunciation skill 	<ol style="list-style-type: none"> 4. How does your teacher teach pronunciation in English lesson, does she/he use English song to teach pronunciation? 5. How do you feel when using English song to learn pronunciation? Do you feel that using songs can increase your interest in learning pronunciation? 6. Please explain, why songs can make you more enthusiastic in learning English in the classroom? 7. Please give your opinion, why English songs

**The Challenge
in learning
pronunciation**

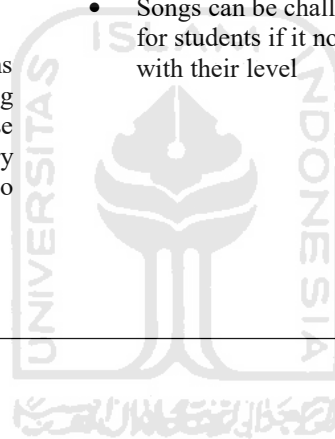
According to Izzah & Sukrisno (2017). One of the most difficult problem that faced by non-native English speaker is pronunciation.

Songs with difficult tones and rhythms can be challenging for students in learning pronunciation. Therefore, for the purpose of learning pronunciation, it is necessary to choose songs that are appropriate to students' level (Ludke, 2009).

- English words are difficult to pronounce by Indonesian students
- Songs can be challenging for students if it not suitable with their level

can increase your interest in learning pronunciation?

8. How do you think English songs can affect your pronunciation improvement?
9. What are the challenges when learning pronunciation using English songs?



3.4. Data Analysis Technique

In this research, the researcher uses thematic analysis to analyze the data which the data comes from interviews. According to Alhojailan (2012), thematic analysis enables the researcher to specify precisely the relationship between the draft and compare it with the data that was gathered by the researcher. Then, the researcher will analyze the data using the step guide from Braun & Clark (2006). The first step, familiarize the data, from the collected data, it is important for the researcher familiar with all aspects of the data. This step might implicate transcribing the interview, reread the entire data, and taking notes. The second step, generating initial codes, in this step the researcher need to code the data by highlighting the participants answer related to the theoretical framework with comments. The third step, search the themes by classifying different codes into potential themes and organize all the relevant coded data. In the fourth step, reviewing themes, the researcher has to review and make sure that the themes are useful and accurate. The next step, defining and naming themes. Defining themes involves formulating exactly what we mean by each theme and figure it out how it helps us to understand the data. After that, naming the theme. It involves coming up with a short and understandable name for each theme. The last step is writing the report.

Furthermore, the researcher will continue to interview three students to dig into their perception on the use of English songs in learning pronunciation to get more specific information about learning pronunciation by using English songs. The researcher also writes a note to write specific issues that participants' said.

After the researcher analyzed the data, the writer will present the data and make a conclusion based on the data findings.

3.5 Trustworthiness

Heigham and Croker (2009) stated trustworthiness is a set of standards used to show that a research study has been conducted competently and ethically. Thus, the researchers in a qualitative study cannot describe an assumption and perception, the researcher needs the specific criteria to find out whether it is in accordance with the validity. On the other hand, Guba in Shenton (2004) mentioned the appropriate criteria in determining qualitative research beliefs, i.e. credibility, transferability, dependability, and confirmability. In this study, the writer realized that there are some criteria that are needed to explore to gain trustworthiness; credibility, transferability, and confirmability.

a. Credibility

Credibility is defined as the trust that is used in trusting the quality of a study. Credibility determines whether the information in a study is true and reasonable information and there is data that is truly from the participant's point of view (Graneheim & Lundman, 2004; Lincoln & Guba, 1985) cited from Anney (2015). Based on this explanation, related to this research, known that credibility is the truth of a study where the researchers' interpretation must be compatible with the data obtained from participants.

b. Transferability

As cited by Anney (2015), Transferability is aimed at the extent to which a study can be transferred to another context with different respondents in general (Bitsch, 2005; Tobin & Begley, 2004). It means that confirmed research can be used or transferred to further research on the appropriate topic. The results of this study can also be used in further research because in the field of education it is possible that research involving learning methods will always be studied from time to time.

c. Confirmability

As explained by Anney (2015), confirmability shows the level of the findings from the investigation can be confirmed by other researchers. Confirmability relates to the determination that the data obtained by the researcher is not only the researcher's interpretation and imagination but is clearly obtained through the actual data (Tobin & Begley, 2004 in Anney, 2015). Thus, findings are not constituted by the researcher's opinion. However, the findings are based on data obtained from the participants during the study. In connection with this explanation, the researcher will involve the lecturer as thesis supervisor to indicate whether this research is feasible or not and also double-check whether this research has an objective or not to ensure its confirmability.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussions based on interviews with three participants who participated in this research based on their English class level. Thus, the discussion highlights the interpretation of the interview results.

4.1. Findings

This section discusses the main findings that were found by researchers when conducting this research about students' perception on the use of English Songs to Learn English Pronunciation. In this study, the researcher interviewed three students who are studying at MM Private English Course with different level class from basic, pre-intermediate, and intermediate levels. Participants are given several questions and answer the questions according to the experience that they feel while learning pronunciation using English songs. In this study, the researcher recorded and transcribed the recordings into written transcription. The example of the transcription displays below.

Table 4.1. Sample of the interview's transcript

Subject	Line	Transcription
S2	19	In my opinion, good pronunciation facilitates me a lot. Just like before, speaking with good pronunciation can make us fluent in speaking English. Then, personally, I feel very happy if I have a good and precise pronunciation because I can talk to foreigners. Then, they could understand what I was saying too. The joy is not only because I want to talk to tourists, I feel happy because English is global, right sis? So..
R		He'eh.. What then?
S2	20	We can also understand if there are people who speak in English

From this study, the researcher found that the participants gave many perspectives about the benefits of using English songs in learning English pronunciation. Based on the results of the interviews, students indicated that English songs had many benefits in pronunciation learning. Furthermore, in this study, the researcher found some problem faced by the participants while learning English pronunciation using English songs. Although the participants feel that using songs in English pronunciation lessons has many advantages, it does not mean that they did not find any difficulties when using songs in learning English pronunciation.

4.1.2. Thematizing and Coding

In this section, the researcher arranges and classifies the answers from students that are found in this study into several categories. The researcher gave a theme to each category derived from the analysis of participants' perceptions according to the experience that they had while using the song in pronunciation learning. Then, the researcher classifies several themes from the most prominent answer up to those that were mentioned the least. This study has three major themes and four sub-themes which will be discussed in the discussion section.

Table 4.2. Thematizing and Coding

Construct	Theme	Sub-Theme	Code	Total Trend
The Use of Songs to Learn English Pronunciation	The Role in Learning English Pronunciation	• The Importance of Learning Pronunciation	SLP/RLP-IMP	5
		• Mutual Intelligibility	SLP/RLP-MI	4
	The Benefits of Using Songs in Learning Pronunciation	• Boosting Students' Motivation in Learning Pronunciation	SLP/BSLP-MTV	16
		• Enhancing Students' Pronunciation Skill	SLP/BSLP-ENH	16
The Challenges of Using Songs in Learning Pronunciation	-	SLP/CLSP	10	

In the previous table, the researcher represent the examples of coding based on the thematizing process. Furthermore, the researcher will show the meaning of coding in the table below.

Table 4.3. Coding Translation

CODE	TRANSLATION
S1	Student 1
S2	Student 2
S3	Student 3
RLP	The Role in Learning English Pronunciation
IMP	The Importance of Learning Pronunciation
MI	Mutual Intelligibility (smooth communication between the listener and the speaker)
BSLP	Benefits of Using Songs in Learning Pronunciation
MTV	Boosting Students' Motivation in Learning Pronunciation
ENH	Enhancing Students' Pronunciation Skill
CLSP	The Challenges of Using Songs in Learning Pronunciation

4.2. Discussion

In this section, the researcher will elaborate on the results of the interview with the theories that have been elaborated from the previous chapter. The researchers will focus on discussing the benefits, challenges, and the role of using songs in pronunciation lessons.

4.2.1. Boosting Students' Motivation in Learning Pronunciation

Using songs as authentic material in pronunciation lessons is pleasant to apply in the classroom. Based on the research findings above, we can see that students frequently show the advantages of using songs in their pronunciation lessons. The three participants also agreed that using songs had many benefits in pronunciation learning.

The results of the interviews in this study indicate that using song in pronunciation learning can boost students' enthusiasm and interest in learning English pronunciation. Basically, songs are genuinely loved by the students because songs are entertaining and relaxing. In reality, in everyday life, students frequently listen to English songs, songs have become a part of students' life that cannot be missed. Starting from the students' preferences for listening to songs, it can make students feel happy if the song is used in foreign language lessons, especially when learning the pronunciation of the language. Although in general, the song was fun, the participants still had their own perspectives about the use of song which could make the students to be more motivated. In addition, according to S1's opinion, by using songs in pronunciation learning the class atmosphere becomes more pleasant. Then, S1 becomes more interested in following the pronunciation lessons if the teacher uses the song in the classroom. By using songs, S1 feels the classroom atmosphere becomes more exciting and less tense while learning because it feels like learning and playing at the same time.

"...When using a song, it is like e.. it is more exciting because e.. the atmosphere is busier when learning using songs". (BSLP-MTV/S1-52)

"...E.. I prefer to use songs, because with songs we can learn while playing. So, it does not seem too serious when we are studying". (BSLP-MTV/S1-63)

Furthermore, S2 also believes that using songs in learning are very fun and exciting. According to S2, his interest in pronunciation increased because he frequently listened to English songs too. S2 felt motivated in learning pronunciation using songs because the songs used by the teacher were familiar

songs that he loved. S2 felt that using songs could make him more focus and more enthusiastic in pronunciation class. S2 admits that he rarely listens to the teacher explanation while studying in the classroom. However, when using songs in learning English pronunciation, he felt more focused because he did not turn his attention to his mobile phone but still listened to what the teacher explained in class. As well as his classmates, the learning environment is more cheerful and the students in the class are also united. Thus, he really enjoyed and felt so motivated in learning English pronunciation by using songs.

“...Yes. In my opinion, because **the song is fun. So, if we use that song we can focus on the teacher not playing on the cellphone while studying in class. Well, it's not boring**, especially if the teacher can bring the class atmosphere, **it's fun**. Normally, I rarely pay attention in class, but if the teacher uses a song, the class will definitely be excited because we all work together”.
(BSLP-MTV/S2-52)

“...In my opinion, **because we listen to the songs frequently. So, learning by using a song can be more relaxed. So, I feel motivated**, because the teacher plays the familiar songs, **we can enjoy them**. Apart from studying at the course, I am also motivated to learn my own pronunciation at home and able to listen to my own songs in my room until I fall asleep”.
(BSLP-MTV/S2-70)

Then, in S3's opinion, using English songs can indeed enhance her motivation in learning English pronunciation because S3 believes that songs are very enjoyable and also can make the classroom atmosphere be more fun. S3 considers that when learning English pronunciation using the song is the time for herself to refresh her mind from complex subjects such as grammar. Additionally, S3 also mentioned one different from other participants. According to S3, songs can make her feel more enthusiastic due to his curiosity to know the meaning of the song

lyrics and also her desire for having a good English pronunciation, English songs really motivated her in pronunciation learning. It is supported by Fauziati (2009), "song is a recommended way to make the students more enthusiastic, pay attention to the subject, and increase the interest of the students in the material and it could affect their pronunciations improvement".

“...For example, in class, it makes learning more enthusiastic, **because it is more enjoyable and a little refreshing** for me from learning which is more complicated. **In class, the excitement is because after learning by using songs, all the students are allowed to sing. So we are solid for a moment, ehe**”. (BSLP-MTV/S3-51)

"...E.. Actually there are a lot of good English songs, when we listen to the melody too. Then, **our curiosity in understanding the lyrics also encourages us to learn vocabulary and pronunciation** so we can be free and understand the story of the song". (BSLP-MTV/S3-63)

To sum up the perspectives stated by the three participants above, it proves that using English songs in pronunciation class is fun and relaxing, it can make students more active in learning, it can change the atmosphere of the class to be more active and make students more motivated in a pronunciation lesson. English song can boost students' motivation in learning pronunciation due to the students' preference for the songs that they heard. Some familiar songs can also boost students' motivation in learning pronunciation because they already know the song played by the teacher and they enjoyed the music. Then, because of curiosity and wanting to know how to pronounce English words, it also can boost students' interest in pronunciation lessons. Compared to research conducted by Lo & Li (1998) as cited in Ghanbari & Hashemian (2014), songs have an important role in increasing learners' motivation in learning. Then, songs can also be used as a

medium to make students more relaxed during learning and teachers can use songs as a reward for the learners who had worked cooperatively during boring drills in the classroom (Arjomad & Yazdanimoghadam, 2015). It is conducted that using songs in learning English pronunciation activities can boost students' motivation in learning English pronunciation.

4.2.2 Enhancing Students' Pronunciation Skill

Students really appreciate interesting media such as video, audio, and games. One of them is using songs to learn pronunciation. Using songs in pronunciation is believed to be able to help students master English pronunciation. According to S1's opinion, she really likes songs and also listens to songs a lot. When listening to songs, she can follow some of the words that singer says in a song she listens to. S1 also used to listen to songs while learning the pronunciation of the songs that she listened to. Then, S2 added that he could follow what the singer said from the song by playing it many times. If only once, S2 could not catch the words of what the singer was saying, he would need to play it over and over again. Furthermore, in S3's opinion, she admits that when listening to English songs she often follows the lyrics and tries to imitate the pronunciation of the songs that she listens to. She really wants to pronounce the song lyrics in accordance with what the singer says and also when listening to English songs he can add her new vocabulary.

“...Because I really love songs. Sometimes, if I play an English song, **I sometimes imitate some lyrics that I know. So, I can listen to a song while studying**”. (BSLP-ENH/S1-47)

“...Of course i can if it is **played repeatedly**. If only once, i cannot catch them”. (BSLP-ENH/S2-95)

“...Yes, **very often. Because i really want to sing a song like that.** I have tried many times and sometimes from listening to a song, i can make my own sentences if i know some new vocabularies”. (BSLP-ENH/S3-36)

In addition, using songs in learning English pronunciation also can develop students' abilities in pronunciation. As stated by Ulate (2008), songs are very worthwhile tools in foreign language class that can improve language skills in an excellent way. Thus, using songs in pronunciation learning can also develop students' abilities in pronouncing English words. It can be seen from the results of the interviews, participants S1, S2, and S3 said that while using songs in pronunciation lessons, it could enhances their pronunciation skills. According to participants' perceptions, the way their teacher taught pronunciation was by playing English songs and students were told to listen to the song carefully. After students listen to the song, students are asked to fill in the blank lyrics. Then,, students practice to pronounce the words in the lyrics together and individually. After the lesson, the students and teacher sing along together while practicing the pronunciation of the song lyrics. S2 perceive that if we listen to songs frequently, we will get used to singing and pronouncing the lyrics of the songs that we listen to. The opinion conveyed by S3 was also almost the same as S2's opinion. She said that there are some English words that she already knows but she does not know how to pronounce them. When she listens to a song, she knows how to pronounce the words directly. By following the singer's pronunciation, S3 finds it easier to know the pronunciation of English words.

“...Improved. E .. **my pronunciation skill was improved** because E .. which previously i could not, then i become more able if using songs”. (BSLP-ENH/S1-66)

“...In my opinion E .. the more often we listen to the song, the more familiar we are with the song”. (BSLP-ENH/S2-74)

"...Yes, it increased a lot because we can e... the vocalist ... When the vocalist pronounces the words, we know how to pronounce the sentence that we've seen before but we don't know how to pronounce it". (BSLP-ENH/S3-54)

“...Oh yeah ... it's like the word that we knew before. e .. the words we've seen before, but we don't know how to pronounce them... Then, when the song is played, we know how to say the sentence, we can follow it to pronounce it". (BSLP-ENH/S3-71)

As a result, from the excerpts of the interview that mentioned before, it shows that by using English songs in learning English pronunciation, it can help students in pronouncing English words correctly. While listening to a song, students could follow and imitate the pronunciation of the words that were pronounced by the singer. Then, if the students listen to a song frequently, they can find it easier to remember English words and remember how the words are pronounced. If the teacher often plays English songs in the classroom, the student can record the pronunciation of a word in their mind. Apart from learning the pronunciation, using songs can also enhance students' knowledge of new vocabulary. Thus, songs really help students in correcting pronunciations that were previously mispronounced by students so that students can pronounce English pronunciation correctly. According to Murphy (1992), songs can support students to improve their pronunciation skills. Ulate (2008) confirm that by using songs in learning provides a good learning atmosphere and also improves student memory. Thus, songs are very influential materials in developing students' pronunciation skills. by listening and following the pronunciation spoken by the singer could enhance students' pronunciation skills. Then, By using songs, students will find it easier to

remember the words that were spoken by the singer, and also it could boost students' memory if they listen to a song frequently.

4.2.3 The Challenges of Using Songs in Learning Pronunciation

There have been many benefits of learning pronunciation using the songs mentioned. However, the fact is that students sometimes find it difficult to learn English pronunciation and also students have difficulty learning pronunciation using songs. All participants in this study agreed that there were still challenges they faced in pronunciation. In this study, the researchers found several challenges experienced by the participants. The first was that Indonesian students find it difficult to pronounce some English words. There are several letters from English that do not exist in Indonesia such as [ð], [ʒ], [ʃ], and [θ]. In accordance with Penny (1991), several things that keep students wrong in pronouncing English words are due to some sounds in English that are not in their mother tongue and if students have the correct sound but have not learned the word stress system or they use the accent intonation of their native language that does not match the target language. In this study, the students also mentioned the same thing as what Penny said. S1 argues that there are some letters that are difficult to pronounce because the way the English and Indonesian alphabets are pronounced differently. S1 also has a traditional accent that is inherent in herself. Therefore, she can not pronounce English words properly. It is difficult for her to pronounce some letters that does not exist in her mother tongue, even though she have tried to pronounce the letters many times.

“... Yes, for me, **there are some letters that are hard to pronounce**. Then, e.. i have tried many times. I am trying to remember how to say the /o/ letter, but i still can not pronounce it”. (CLSP/S1-31)

“...E.. I am feeling e.. what it is. It is like the English language is fluent. It is like e.. the way **English pronunciation is different with my pronunciation**. So, i do not understand”. (CLSP/S1-40)

“...”E .. I think there are **some words that don't sound the same as the alphabetical way**. So, I'm confused". (CLSP/S1-76)

Then, S2 has the same perspective as S1. According to S2, English pronunciation is complicated. Then, S2 said that it is difficult or not, a sentence that you want to pronounce depends on what letters are in the sentence. If there are letters that he thinks are difficult, S2 will also have difficulty pronouncing the word in English. Then, S2 also mentioned one letter that was very difficult for him to pronounce, it is letter [f], if he pronounced the letter [f] it would sound like the letter [p].

“...Hmm.. In my opinion, difficult or not the pronunciation, it depends on which words that we want to pronounce.. Then, **there are also some words that are really hard to pronounce**. I have tried, But, still i can not pronounce it well. Then, why is it hard for Indonesian students, probably because English is complicated, **how to read the English alphabet is different with Bahasa, right?**”. (CLSP/S2-32)

“...If the letter e.. **sounds like [f]**. I do not know exactly. **Sometimes it is hard to pronounce**”. (CLSP/S2-34)

Furthermore, S3 has a different perspective from S1 and S2. According to S3, for her, letters in English are not difficult to pronounce. There are no letters that are difficult for her to pronounce, everything is clear to herself. However, the challenge faced by S3 is when they meet words that are pronounced almost the same. S3 gives an example in interviews such as mentions skull /skʌl/ and school /sku:l/. It is difficult for her if she finds words like that. S2 also feels confused if

there are words that have similar vocals because they don't know exactly what the other person is saying.

“...Oh, If the letters, i think nothing. But, **I am confused when pronouncing a word that has different meaning and it has the same sounds.** Especially if someone else pronounces it to me. I am confused.” (CLSP/S3-37)

Besides pronunciation is hard to pronounce, learning pronunciation using English songs also has its own challenges for students. All participants who participated in this study had the same opinion. All participants feel that if the teacher uses a song that has a fast tempo and rhythms such as a rap song, it makes them confused about what lyrics are said by the singer. If the teacher uses a slow tempo song the students will understand and be able to hear the lyrics clearly. The songs usually used by the teacher are songs that are familiar to students and are slow in tempo, such as songs from the band Imagine Dragon and several songs popularized by Adele.

“...If the music is slow, yes I can follow. But, If it is like an E.. **fast rhythm, I cannot follow**”. (CLSP/S1-44)

“...So far.. I haven't felt challenged. I **would find it difficult if the song was like a rock song and a rap song. I cannot follow the lyrics and it is hard for me to catch the lyrics**”. (CLSP/S2-86)

“...Oh yes, yeah. **The song that makes me feel challenged is the song that has a fast tempo**”. (CLSP/S3-91)

From the results of the discussion above, S1 and S2 who have a basic and pre-intermediate level of English skills still cannot control their pronunciation in English because they are still thick with their traditional accents. However, S3 who have English skills at the intermediate level find it easy to pronounce the

letters in English. Then, the participants felt that some songs did not match their abilities when used in pronunciation lessons such as fast tempo songs. It is in accordance with Nicoleta (in Ikhsan, 2017), there are no standard songs to learn English pronunciation. Teachers can use any songs in teaching. However, the teacher needs to pay attention to the songs, the song should be clear, not too fast, memorable, appropriate with students' age, and students' level. In this research, all the participants feel challenging when learning English pronunciation using songs that have a fast tempo. Ummul Izzah & Sukrisno (2017) added teachers can choose the songs that are suitable for students' needs and interests of the students.

In this study, the researcher concluded that not all Indonesian students find it difficult to pronounce some English letters, the students who are from the intermediate level and above are likely to find it easy to pronounce the English alphabet. However, if the letter has entered English words or sentences, the students still feel challenged by the pronunciation of English. After that, the songs with a fast tempo make students with basic to intermediate levels have difficulty hearing and arresting the lyrics of the song. In selecting songs for pronunciation lessons, it would be better if the teacher selects a song according to the level of students.

4.2.4. The Importance of Correct and Clear Pronunciation

In learning a language we also need to learn how to pronounce the language. Without pronunciation, we cannot pronounce the language well. Based on the results of the interviews, the three participants expressed the opinion that today's

speaking English fluently is needed because English is widely used in social life, education, and also at the working place. It is necessary to learn the pronunciation of the target language, it will help us to communicate properly. According to Morley (1991) as cited in Hismanoglu (2006), perfect pronunciation is an essential component in communication. In addition, Hismanoglu (2006) stated, pronunciation is one of the most important parts of learning English, it is needed to achieve the purpose of oral communication between two persons. All participants who participated in this study agreed that having and mastering good pronunciation skills could help them in communicating with someone who speaks English. S1 said that English needs to be learned because it will be useful in finding a job. It is related to Rolf (2007) as cited in Ikhsan (2017), pronunciation will boost self-confidence, facilitate someone's communication, and there is a chance to get a better job or at least more respect in the workplace. Then, according to S1's opinion, by pronouncing English pronunciation correctly, it can help her to communicate with native English speakers.

“...Because a.. English is needed nowadays. We need to learn English Because later, if we are looking for a job, we must be able to speak English too”. (RLP-IMP/S1-14)

“...Oh yes, that's important, because maybe later on the road we will meet a foreigner who is E ... who asks for the way, so that we can also answer questions from them”. (RLP-IMP/S1-16)

From what was said by S1 above, it shows that learning English and having good pronunciation in English can help her to speak English fluently. S2 also has the same opinion as S1, having good English pronunciation can really help him to

talk to people who use English and also help him to speak fluently in English conversations.

“...Because English is a popular language, many teenagers today use English when they speak. Then, **if we have a good pronunciation in English it can really help us when talking to people who speak English or foreigners. So , if we have good pronunciation in my opinion it can smoothen our conversation**”. (RLP-IMP/S2-17)

Then, according to S3's opinion, speaking English should be mastered by people nowadays because there are so many people that use English everywhere. Of course, good pronunciation is important because according to S3, the better someone's pronunciation will show that she/he has learned a lot and mastered English.

“...E .. yes. In my opinion, because we know that English is an international language. **So nowadays speaking English is one of the skill have to be mastered by everyone.** Then, clear pronunciation is also important, **with better and correct pronunciation, it shows that we have learned a lot of English and are actively speaking English**”. (RLP-IMP/S3-17)

Related to Wong (1987) as cited in Jessica et al. (2015), even someone who has excellent grammar and vocabularies, if their pronunciation is below the average level they are unable to communicate effectively. From the results of the explanation above, the researcher concludes that English pronunciation is very important to learn. Having good English pronunciation is very useful in someone's life because good pronunciation can support someone to speak English fluently. Then, someone who has an excellent pronunciation can be said they had mastered a language.

4.2.5 Mutual Intelligibility

According to what was explained earlier, having good and correct pronunciation is the key to a smooth conversation. In this study, the three participants agreed that talking with the interlocutors using clear pronunciation can smooth out a conversation. According to S1 opinion, if someone mispronounces a word, our interlocutor will not understand. It could be that someone's words do not convey the intent and purpose. Furthermore, according to S2, having a good pronunciation really facilitates him to speak English and he also feel delighted. If what he was saying is understood by the other person. Then, S3 stated in her opinion that an excellent pronunciation can make her more confident in a conversation. S3 feels that she can have smoother conversation, more flexible in speaking without having to be fearful of being wrong, or corrected by the other person, and can also understand each other when talking to someone who speaks English frequently.

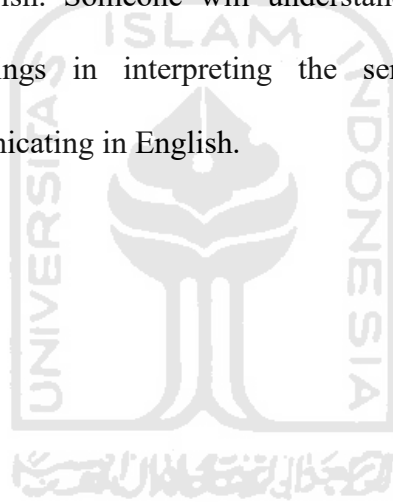
“...E.. because if one word is mispronounce, **maybe it could mean something different**, he will understand a different meaning. **So, we have to speak properly and correctly** because maybe later E .. what it is, maybe later the wrong meaning would be with that person’. (RLP-MI/S1-18)

“...In my opinion, **good pronunciation really facilitates me**. It's the same as before, **if we speak with good pronunciation it can make us fluent if we speak in the English language**. Then, I personally feel happy if I have a good and correct pronunciation because we can talk to foreigners. Then, **they can understand what I am saying**. The pleasure is not because I want to talk with foreigners, I am really happy because English is global”. (RLP-MI/S2-19)

“...Oh yeah, in my opinion, E ... **good pronunciation can make us more confident** if we want to talk to people. **Usually, if there is a little mistake, it won't feel good to be corrected and overly**

laughed at by people who often judge. That's my experience, so in pronunciation, having a good pronunciation can make you more confident, and also show that you often practice English". (RLP-MI/S318)

As a result, according to the explanation above, the researcher can conclude that by having a good English pronunciation can lead someone to a better conversation. Supported by Hismanoglu (2006) statement, pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener. Thus, by having good pronunciation, students become more confident when talking using English. Someone will understand the conversations and minimize misunderstandings in interpreting the sentences uttered by the interlocutor when communicating in English.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on the findings and the discussion. It also followed with the recommendation for the future research in educational learning especially in learning pronunciation topic.

5.1. Conclusion

The conclusion of this study is based on the findings and discussion of students' perceptions about the use of English songs in learning English pronunciation from three students who have different level class. Based on the findings, the researcher concludes that the participants who had learned English pronunciation using songs still felt challenges when the song was used in pronunciation class. The main challenge was English sounds were difficult to pronounce by Indonesian students whose mother tongue was different from English. S1 who has a basic level and S2 who has pre-intermediate level perceive that they found it difficult to pronounce some words in English because the writing of English words is different from the way they are pronounced. Then, S1 also has a little trouble getting used to pronouncing the letters [v] and [f]. Then, for S2, he has trouble pronouncing sounds /j/ and /f/. The participants are hard to pronounce some letters correctly because of their inherent local accent. However, to pronounce English sounds is not that difficult for S3 who has an intermediate level of English skills. She finds it difficult to find words with different writing but almost the same pronunciation. Then, S1, S2, and S3 perceive that they will

find it difficult to learn English pronunciation if the song used by the teacher does not match with their ability. All participants said that the songs with fast tempo made them find it difficult to hear and catch the sentences of the song lyrics.

Furthermore, although there were still challenges that were felt by students when using songs in learning pronunciation, the participants perceive that there were many other advantages to learning pronunciation by using English songs. The three participants agreed that the English song was very entertaining and relaxing, the song could make the classroom atmosphere fun and it could make students more enthusiastic about taking lessons in class and increase students' motivation in English pronunciation lessons. Using songs in learning English pronunciation can also make it easier for students to enhance their pronunciation skills. By listening to English songs, students can follow and imitate the pronunciation of the song's lyrics sung by a singer. Then, often listening to and imitating the words of a song can help and familiarize students to pronounce English words correctly.

In addition, based on the findings, students perceive that learning English pronunciation is important. By using right and accurate pronunciation, it can increase students' self-confidence when speaking in English. Good pronunciation can also smooth the conversation between the speaker and the listener so that there are no misunderstandings in a conversation.

5.2. Recommendations

Based on the findings, the researcher wants to convey some recommendations that can help further researchers to develop research in the field of pronunciation especially the use of songs in English pronunciation lessons. Since the researcher examined three students with different English language backgrounds, the researcher found that students who had English language skills at the basic and pre-intermediate class level had poor English pronunciation skills and needed to be well-guided, they found it difficult to pronounce. Some letters in English because they have their mother tongue and regional accents that are very attached to them. Then, in terms of learning pronunciation using songs, the teacher should be able to sort out songs according to students' abilities so that students can hear and be able to imitate the words from the song. In addition, as a research recommendation, the researcher argues that further investigation of the teacher's opinion when teaching English pronunciation is necessary, which discusses the strategies and techniques used by the teacher when teaching English pronunciation as well as how the teacher responds to problems that arise when teaching pronunciation using songs.

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APPENDICES

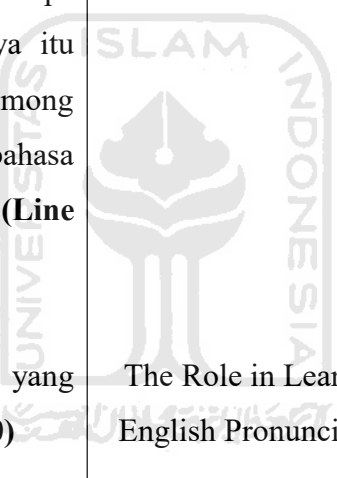
Appendix 1

Thematizing and Coding

Respondent	Transcript	Theme	Sub-Theme	Code
S1	<p>Karena ya a.. kalau di zaman sekarang itu ya harus perlu kayak bahasa Inggris gitu. Soalnya nanti kalau misalnya cari kerja itu harus bisa bahasa Inggris juga. (Line 14)</p> <p>Oh iya itu penting, soalnya mungkin nanti di tengah jalan kita bakal ketemu sama orang asing yang E.. tanya-tanya jalan gitu supaya kita juga bisa menjawab pertanyaan dari dia. (Line 16)</p>	<p>The Role of in Learning English Pronunciation</p> <p>The Role in Learning English Pronunciation</p>	<p>The Importance of Learning Pronunciation</p> <p>The Importance of Learning Pronunciatiion</p>	<p>RLP-IMP/S1-14</p> <p>RLP-IMP/12-16</p>
S2	<p>Karena bahasa Inggris itu bahasa yang</p>	<p>The Role in Learning</p>	<p>The Importance of</p>	<p>RLP-IMP/S2-17</p>

	<p>populer kak, terus banyak juga anak jaman sekarang yang pakai bahasa Inggris kalo ngomong. Terus, kalo kita punya pengucapan yang baik dalam bahasa Inggris itu bisa sangat membantu kita saat berbicara dengan orang yang pakai bahasa Inggris atau bule. Jadi, kalo kita punya pronunciation yang bagus menurut saya itu dapat memperlancar pembicaraan kita gitu kak. (Line 17)</p>	<p>English Pronunciation</p>	<p>Learning Pronunciation</p>	
S3	<p>E.. iya. Menurut saya karena kita tau sendiri bahasa Inggris itu kan bahasa internasional. Jadi jaman sekarang pun dimana-mana ngomong Inggris itu udah kayak skill yang emang harus di kuasai semua orang gitu. Terus pengucapan yang jelas itu pasti penting juga, karena semakin baik dan benar pengucapan kita pelafalan kita dalam bahasa Inggris itu berarti kan kita sudah banyak</p>	<p>The Role in Learning English Pronunciation</p>	<p>The Importance of Learning Pronunciation</p>	<p>RLP-IMP/S3-17</p>

	<p>belajar bahasa Inggris dan aktif berbahasa Inggris gitu. (Line 17)</p> <p>Perasaan saya kayak lebih bisa leluasa ngomong ke orang bahasa Inggris yang emang e.. apa.. kayak kalo kenal anak Jaksel gitu, hehehe enak banget. (Line 20)</p>	The Role in Learning English Pronunciation	The Importance of Learning Pronunciation	RLP-IMP/S3-20
S1	<p>E.. Soalnya nanti kalo misalnya satu aja kata yang salah, mungkin itu bisa artinya lain gitu, sampainya lain ke dia gitu. Jadi kalo kita ngomong itu harus baik dan benar, karena mungkin nanti E.. apa namanya, mungkin nanti salah juga gitu sama orang itu, gitu. (Line 18)</p>	The Role in Learning English Pronunciation	Mutually Intelligibility	RLP-MI/S1-18
S2	<p>Menurut saya sih, pelafalan yang baik itu sangat memfasilitasi saya sih kak. Sama sih kayak sebelumnya, kan kalo kita ngomong dengan pelafalan yang baik itu bisa buat kita</p>	The Role in Learning English Pronunciation	Mutually Intelligibility	RLP-MI/S2-19

	<p>lancar gitu kalo ngomong pake bahasa Inggris. Terus, kalo saya pribadi merasa senang kalo punya pengucapan yang baik dan tepat karena bisa ajak ngomong bule-bule gitu. Terus, mereka bisa paham sama apa yang saya ucapin gitu kak. Senangnya itu juga bukan cuma karena pengen ngomong sama bule sih.. senang karena kan bahasa Inggris itu mendunia kan ya kak? Jadi.. (Line 19)</p>			
S3	<p>Kita juga bisa paham kalo ada orang yang ngomong pake bahasa Inggris. (Line 20)</p>	<p>The Role in Learning English Pronunciation</p>	<p>Mutually Intelligible</p>	<p>RLP-MI/S2-20</p>
	<p>Oh iya, menurut saya, E.. pelafalan yang yang baik itu bisa bikin lebih PD kalau mau ngomong sama orang sih, soalnya biasanya kalo salah dikit itu engga enakya bakal di koreksi dan di ketawain berlebih sama</p>	<p>The Role in Learning English Pronunciation</p>	<p>Mutually Intelligibility</p>	<p>RLP-MI/S3-18</p>

	<p>orang-orang yang sering nge-judge. Itu pengalaman sih kak, jadi kalo ngucapin.. pengucapannya bagus bisa buat lebih PD gitu, dan juga kalau emang sering latihan bahasa Inggris. (Line 18)</p>			
S1	<p>E.. kalo Sisca sendiri sih bisa, karena Sisca juga suka dengar lagu ya. Mangkanya e.. (Line 45)</p> <p>E.. Karena e.. dengan kita menggunakan lagu itu kayak apa ya, kayak kita diajarkan biar E.. pelafalan kita itu lebih jelas dan kita bisa apa ya, kayak belajar mendengarkan lagu Inggris gitu kak. (Line 50)</p> <p>E.. kalau Sisca sih, e.. apa ya, karena Sisca juga ya kayak ingin tau gitu arti dari lagunya, dan juga ingin apa ya, pelafalan Sisca lebih</p>	<p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p>	<p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p>	<p>BSLP-MTV/S1-45</p> <p>BSLP-MTV/S1-50</p> <p>BSLP-MTV/S1-51</p>

	<p>bagus gitu. (Line 51)</p> <p>Kalau pakai lagu sih kayak E.. lebih seru gitu sih soalnya E.. lebih ramai suasana-nya karena belajar pakai lagu. Gitu kak. (Line 52)</p> <p>Oh iya, kayak bahagia gitu, suasana-nya kayak ceria gitu kak. (Line 53)</p> <p>E.. kalau pakai lagu sih Sisca kayak lebih suka gitu. Soalnya kayak, kita kayak sambil kayak main-main gitu pake lagu. Jadin kayak engga terlalu serius gitu belajarnya. (Line 63)</p>	<p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p>	<p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p>	<p>BSLP-MTV/S1-52</p> <p>BSLP-MTV/S1-53</p> <p>BSLP-MTV/S1-63</p>
S2	<p>E.. kalo saya sendiri sih, kalo udah belajar pelafalan pake lagu E.. soalnya saya kayak lebih fokus lebih semangat. Terus, pas belajar pelafalan pake lagu itu suasana kelas jadi seru, kayak main-main sambil belajar gitu.</p>	<p>The Benefits of Using Songs in Learning Pronunciation</p>	<p>Boosting students' motivation in learning pronunciation</p>	<p>BSLP-MTV/S2-47</p>

	<p>Gurunya juga sih asik.. (Line 47)</p> <p>Iya, jadi kita semua bisa rileks pas belajar. (Line 48)</p> <p>Iya-ya. Menurut saya, ya karena lagu itu seru.. menyenangkan.. Jadi, kalo udah pake lagu itu kita bisa fokus ke gurunya gak main hp gitu jadinya kalo di kelas. Yaa engga ngebosenin, apalagi kalo gurunya bisa bawa suasana kelas, seru. Biasanya saya kalo di kelas jarang perhatiin, tapi kalo udah pake lagu satu kelas pasti semangat karena kita komak semuanya. (Line 52)</p> <p>Menurut saya karena itu kan sering kita dengar.. Jadi, pas belajar pake lagu itu lebih rileks.. jadi saya merasa termotivasi lah,</p>	<p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p>	<p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p>	<p>BSLP-MTV/S2-48</p> <p>BSLP-MTV/S2-52</p> <p>BSLP-MTV/S2-70</p>
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	<p>karena lagu yang di puter guru-nya itu lagu-lagu familiar, jadi kita bisa enjoy. Selain belajar di tempat les, saya juga termotivasi untuk belajar pelafalan sendiri di rumah dan bisa denger-denger sendiri di kamar lah samai buat kita ketiduran. (Line 70)</p> <p>E.. perasaanya sih.. e, bagaimana ya, senang aja terus kalo misalkan pelafalan bahasa Inggris itu bisa buat enjoy.. kayak istirahat dulu dari pelajaran tenses-tenses yang lebih ribet lagi. Jadi kayak waktu refreshing gitu sih kalo misal pas belajar pelafalan doang itu. (Line 25)</p> <p>Kalau misalkan di dalam kelas ya lebih buat antusias belajar emang, karena lebih enjoyable dan refreshing dikit dari lagu dari belajar yang lebih ribet gitu. Kalau di kelas</p>	<p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p>	<p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p>	<p>BSLP-MTV/S3-25</p> <p>BSLP-MTV/S3-51</p>
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	<p>serunya itu abis belajar pakai lagu kita semua di bolehin nyanyi-nyanyi kayak jadi kompak untuk sesaat gitu, ehe. (Line 51)</p> <p>He'eh.. karena kompak sekali kompak kayak gitu bikin suasana jadi ceria gitu. (Line 52)</p> <p>E.. sebenarnya lagu bahasa Inggris itu banyak yang bagus, dengerin melody-nya juga, terus keingintahuan kita dalam memahami liriknya itu juga buat semangat untuk belajar kosa-kata dan pelafalan gitu, biar bisa leluasa dan nangkep cerita lagunya. (Line 63)</p> <p>E.. Jadi di buat pengen tau arti kalimat lagunya dan bisa tau ngucapin pelafalan kata-katanya kayak gimana gitu dan bisa bantu kita buat kalimat dalam bahasa Inggris</p>	<p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p> <p>The Benefits of Using Songs in Learning Pronunciation</p>	<p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p> <p>Boosting students' motivation in learning pronunciation</p>	<p>BSLP-MTV/S3-52</p> <p>BSLP-MTV/S3-63</p> <p>BSLP-MTV/S3-65</p>
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	<p>sendiri setelah tau kosa-katanya kan, bisa kita kumpulin kosa-kata dari lagu-lagu yang kita dengerin itu. (Line 65)</p> <p>Kalau di tempat lesnya itu seru karena emang murid-muridnya juga patuh gitu. Nah, mau dengeri gurunya.. tutornya itu lebih lancar.. engga bertele-tele jadinya. (Line 77)</p>	<p>The Benefits of Using Songs in Learning Pronunciation</p>	<p>Boosting students' motivation in learning pronunciation</p>	<p>BSLP-MTV/S3-77</p>
S1	<p>Yaa untuk sekarang, karena Sisca udah belajar bahasa Inggris itu kayak E.. lebih mudah gitu kak, soalnya ada beberapa kata yang udah Sisca tau, jadi Sisca kayak E.. apa ya, kayak udah memahami gitu. (Line 21)</p> <p>Karena Sisca suka lagu juga, kadang Sisca kalau setel lagu bahasa Inggris itu juga kadang E.. ngikutin beberapa bait yang Sisca tau. Jadinya Sisca dengerin lagu sambil kayak belajar gitu. (Line 47)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p> <p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p> <p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S1-21</p> <p>BSLP-ENH/S1-47</p>

	<p>Iya, kayak E.. kayak lebih meningkat dari yang awal-awal itu. (Line 48)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S1-48</p>
	<p>Meningkat. E.. kalau Sisca sih meningkat kak. Soalnya Sisca itu apa ya, E.. dari yang kayak engga bisa gitu jadi kayak lebih bisa gitu kalau pakai lagu. (Line 66)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S1-66</p>
<p>S2</p>	<p>Menurut saya E.. semakin sering kita denger lagu itu makin biasa gitu kak. (Line 74)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S2-74</p>
	<p>Dan begini ya, kita harus di mulai dengan keterpaksaan kan, terus lama-lama menjadi kebiasaan. (Line 75)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S2-75</p>
	<p>Kan di mulai dari keterpaksaan kan, kita di</p>	<p>Benefits of Using Songs</p>	<p>Enhance students'</p>	<p>BSLP-ENH/S2-76</p>

	<p>paksa untuk mendengar kan. Di mulai dari keterpaksaan sampai menjadi kebiasaan dan sampai menjadi kebutuhan, begitu. (Line 76)</p>	<p>in Learning Pronunciation</p>	<p>pronunciation skill</p>	
	<p>Bisa sih kalo di ulang terus, kalo Cuma sekali kan mana bisa nangkep. (Line 95)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S2-95</p>
	<p>Sangat terbantu. Kita bisa melihat kalimatnya, bukan mendengar saja. (Line 97)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S2-97</p>
S3	<p>E. . pelafalan bahasa Inggris engga begitu sulit sih, karena kalo secara perlahan dan telaten latihan itu apa aja bisa untuk di hapalin gitu lho. Asal banyak latihan aja. (Line 22)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S3-22</p>
	<p>Iya sering banget kalo itu karena emang</p>	<p>Benefits of Using Songs</p>	<p>Enhance students'</p>	<p>BSLP-ENH/S3-36</p>

	<p>pengen banget bisa nyanyi kayak itu gitu, di coba-coba aja terus kadang juga dari situ bisa bikin kalimat sendiri kan kalo saya udah tau kosa katanya banyak. (Line 36)</p> <p>Iya meningkat banget karena kita jadi e.. vokalisnya.. ngucapinnya itu kan kita jadi tau gimana ngucapin kalimat yang pernah kita lihat tapi kita engga tau gimana ngucapinnya gitu. (Line 54)</p> <p>He'eh.. yang kita engga tau gimana cara ngucapinnya, terus pas di ucapin lewat lagu.. ohh kayak gitu cara ngucapinnya. (Line 55)</p> <p>He'em karena sering juga jadi kita e.. lebih peka lah telinganya kalo misalnya ada kosa-kata emang sulit terus jadi terbiasa gitu ngucapinnya. (Line 67)</p>	<p>in Learning Pronunciation</p> <p>Benefits of Using Songs in Learning Pronunciation</p> <p>Benefits of Using Songs in Learning Pronunciation</p> <p>Benefits of Using Songs in Learning Pronunciation</p>	<p>pronunciation skill</p> <p>Enhance students' pronunciation skill</p> <p>Enhance students' pronunciation skill</p> <p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S3-54</p> <p>BSLP-ENH/S3-55</p> <p>BSLP-ENH/S3-67</p>
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	<p>Oh iya.. kayak dari kita tau sebelumnya.. e.. apa kata-kata yang pernah kita liat gitu, tapi kita ga tau cara ngucapinnya.. terus waktu lagunya di sebut ada kalimat itu kita jadi tau cara ngucapinnya, bisa ikutan ngomong gitu. (Line 71)</p> <p>He'eh, terus Cuma ngucapin terus hapalin gitu. Kalau pakai lagu juga jadi lebih gampang hapal jadinya. (Line 112)</p>	<p>Benefits of Using Songs in Learning Pronunciation</p> <p>Benefits of Using Songs in Learning Pronunciation</p>	<p>Ehance students' pronunciation skill</p> <p>Enhance students' pronunciation skill</p>	<p>BSLP-ENH/S3-71</p> <p>BSLP-ENH/S3-112</p>
S1	<p>Iya.. ada beberapa huruf yang kayak susah banget diucapin gitu, terus E.. kayak udah coba berulang kali, cobak kayak hafalin u-nya gitu, tapi tetap juga gabisa gitu. (Line 31)</p> <p>E.. perasaan Sisca itu E.. apa ya, kayak E..</p>	<p>The challenges of Using Songs in Learning Pronunciation</p> <p>The challenges of Using</p>	<p>-</p> <p>-</p>	<p>CSLP/S1-31</p> <p>CSLP/S1-40</p>

	<p>bahasa Inggris-nya itu kayak fasih gitu, terus kayak E.. apa ya, kayak ucapan-nya itu kayak beda gitu pengucapannya sama Sisca. Jadi, E.. Sisca engga mengerti gitu. (Line 40)</p>	<p>Songs in Learning Pronunciation</p>		
S2	<p>E.. kayak ada beberapa kata E.. cara bacanya engga sesuai sama abjad-nya gitu kak, jadi kayak jadi bingung gitu. (Line 76)</p>	<p>The challenges of Using Songs in Learning Pronunciation</p>	-	CSLP/S1-76
S2	<p>Hmm.. menurut saya, sulit engga-nya pelafalan itu tergantung sih kak apa-apa yang mau di ucapin.. terus emang ada itu beberapa kata yang susah banget di ucapin, udah coba terus tetap aja ga bener kalo saya ucapin. Terus, kenapa sulit buat pelajar Indonesia itu mungkin karena bahasa Inggris ribet kak, beda tulisan tapi beda juga cara bacanya. Ga seperti bahasa Indonesia kan?. (Line 32)</p>	<p>The challenges of Using Songs in Learning Pronunciation</p>	-	CSLP/S2-32

	Kalau hurufnya E.. pas yang cara bacanya ada Ef-nya gitu. Gatau pastinya yang mana aja sih kak, intinya kadang susah aja ngucapinnya itu. (Line 34)	The challenges of Using Songs in Learning Pronunciation		CSLP/S2-34
S3	Oh, kalau huruf sih kayaknya engga ada, cuma kalau ngucapin kata yang beda huruf dan beda makna tapi ngucapinnya sama itu yang masih bingung.. Apalagi pas diucapin sama orang lain kayak tengkorak sama sekolah itu bingung.. (Line 37)	The challenges of Using Songs in Learning Pronunciation	-	CSLP/S3-37
S1	Kalau pelan-pelan sih, ya bisa sih kak. Kalo kayak ritme yang E.. yang cepat gitu sih kak ga bisa. (Line 44)	The challenges of Using Songs in Learning Pronunciation	-	CSLP/S1-44
S2	Sejauh ini E.. saya belum merasa tertantang sih, ya paling saya kesulitan kalo lagunya itu kayak lagu rap gitu, yang ngerock.. gabisa	The challenges of Using Songs in Learning Pronunciation	-	CSLP/S2-86

	<p>saya ngikutinnya kalo lagu yang cepet-cepet gitu susah nangkepnya. Lagu yang cepet-cepet kayak gitu mending saya buang aja hehe.. (Line 86)</p>			
S3	<p>Oh iya..he'eh. Lagu yang bikin tertantang itu ya lagu yang temponya cepat gitu. (Line 91)</p>	The challenges of Using Songs in Learning Pronunciation	-	CSLP/S3-91
	<p>E.. tantangannya itu.. berdasarkan pengalaman ya nih ya, ada beberapa yang kita dengar pengucapannya masih engga jelas di lagu itu, terus kita tanya ke orang-orang juga gatau karena emang engga jelas ish apa yang vokalisnya bilang pas jamannya masih susah internet itu. Terus kan udah niat banget buat bisa nyanyi dan artiin lagu itu, itu dulu sih. Kalau sekarang kan tinggal search liriknya. (Line 80)</p>	The Challenges of Using Songs in Learning Pronunciation	-	CLSP/S3-80

Appendix 2

INTERVIEW TRANSCRIPTION

-Student 1-

Name : Sisca
Age : 15 Years Old
Date of birth : 05 Augusts 2004
Address : Gg. Melati No. 12, Melayu Timur, Ampenan
Level : Basic

Interview started at 11.09 WIB / June 24, 2020

R : Halo.

S1 : Halo.. **(Line 1)**

R : Hi Sisca, Selamat Siang.

S1 : Siang.. **(Line 2)**

R : E.. Jelas engga suaranya?

S1 : Jelas banget **(Line 3)**

R : Oke. Sisca boleh minta tolong masuk di kamar atau dimana gitu yang ga kedengeran ribut-ribut.

Tuuutt tuuutt tuuutt tuuutt (Signal problem)

S1 : Haloo.. **(Line 4)**

R : Iya, Sisca.. Oke, tadi--

S1 : Maaf tadi kak sinyalnya **(Line 5)**

R : Oh iya, ga apa-apa. Jadi, pertama-tama kak Zaza memperkenalkan diri dulu ya..

S1 : Oh iya.. **(Line 6)**

R : Nama kakak Raudyatuzzahra dari Universitas Islam Indonesia Yogyakarta, Jurusan Pendidikan Bahasa Inggris. Sebelumnya kak Zaza berterimakasih banyak ya, karena Sisca sudah mau membantu kak Zaza untuk menjadi respondent. Terimakasih ya..

S1 : Iya sama-sama.. **(Line 7)**

R : By the way, Sisca ini sekarang kelas berapa ya?

S1 : Baru kelas 1 kak **(Line 8)**

R : SMA-nya dimana?

S1 : Di SMA 3 **(Line 9)**

R : Sekarang usia Sisca berapa tahun?

S1 : Sekarang lima belas.. **(Line 10)**

R : Baru banget masuk SMA ya berarti?

S1 : Iya.. **(Line 11)**

R : E.. Kita langsung masuk ke interview-nya aja ya

S1 : Iya.. **(Line 12)**

R : Udah siap kan?

S1 : Udah.. (*Murotal sounds from Masjid*) **(Line 13)**

R : Jadi yang pertama, menurut Sisca, mengapa pengucapan bahasa Inggris itu penting? Pronunciation itu penting, mengapa?

S1 : Karena ya a.. kalau di zaman sekarang itu ya harus perlu kayak bahasa Inggris gitu. Soalnya nanti kalau misalnya cari kerja itu harus bisa bahasa Inggris juga. **(Line 14)**

R : Oh begitu, E.. tolong berikan penjelasan Sisca mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan baik dan jelas?

S1 : Karena E.. kalo kita meningkatkan bahasa Inggris itu kita E.. anu apa ya... **(Line 15)**

R : Gimana? Apakah ini penting saat Sisca berbicara dengan orang-lain gitu, atau bagaimana?

S1 : Oh iya itu penting, soalnya mungkin nanti di tengah jalan kita bakal ketemu sama orang asing yang E.. tanya-tanya jalan gitu supaya kita juga bisa menjawab pertanyaan dari dia **(Line 16)**

R : Jadi gini, E.. menurut Sisca itu berbahasa Inggris dengan pengucapan yang baik itu bisa melancarkan pembicaraan antara kamu dengan *tourist*, begitu ya?

S1 : Iya **(Line 17)**

R : Oh baik, ok. Selanjutnya, menurut kamu apakah pengucapan yang baik dapat memfasilitasi percakapanmu dalam berbicara bahasa Inggris? Dan bagaimana perasaanmu tentang itu?

S1 : E.. Soalnya nanti kalo misalnya satu aja kata yang salah, mungkin itu bisa artinya lain gitu, sampainya lain ke dia gitu. Jadi kalo kita ngomong itu harus baik dan benar, karena mungkin nanti E.. apa namanya, mungkin nanti salah juga gitu sama orang itu, gitu. **(Line 18)**

R : Terus, bagaimana perasaan Sisca tentang itu?

S1 : Kalo Sisca sih, E.. perasaan Sisca itu kayak harus benar-benar bagus gitu, soalnya itu sangat penting kak. Untuk sekarang Sisca sih E.. kurang ya, kurang dalam pelafalannya, makanya Sisca lagi berusaha untuk bisa melancarkan E.. bahasa Inggris Sisca. **(Line 19)**

R : Oh, jadi Sisca sangat ingin ya untuk mempunyai *pronunciation* yang bagus dan baik, gitu ya?

S1 : Iya **(Line 20)**

R : Oke, terus E.. bagaimana nih perasaan Sisca ketika belajar *pronunciation* dalam bahasa Inggris? Apakah sisca merasa sulit atau tidak saat belajar *pronunciation*?

S1 : Yaa untuk sekarang, karena Sisca udah belajar bahasa Inggris itu kayak E.. lebih mudah gitu kak, soalnya ada beberapa kata yang udah Sisca tau, jadi Sisca kayak E.. apa ya, kayak udah memahami gitu. **(Line 21)**

R : Oh.. terus saat di kelas gitu senang ga sih Sisca itu kalau belajar *pronunciation*?

S1 : E.. sedang sih kak, ga terlalu suka gitu. **(Line 22)**

R : Kenapa tidak terlalu suka?

S1 : Iya soalnya nanti E.. ada beberapa kata yang Sisca gak tau. Nah, bikin Sisca kayak gimana gitu. *(laughing)*. **(Line 23)**

R : Gimana gitu-nya nih, maksudnya gimana ya?

S1 : *(laughing)* iya, kayak apa ya, kayak, E.. kayak kurang percaya diri gitu sih kak. **(Line 24)**

R : Oh, berarti Sisca kurang percaya diri sama *pronunciation*-nya Sisca?

S1 : Iya.. **(Line 25)**

R : Terus E.. Coba berikan pendapat Sisca mengapa sih mempelajari *pronunciation* itu sulit dan kenapa mudah bagi pelajar Indonesia untuk mengucapkan kata-kata bahasa Inggris dengan baik dan benar?

S1 : Hm.. Gimana ya, E.. karena.. **(Line 26)**

R : Kan tadi Sisca bilang E.. karena ga suka gitu belajar *pronunciation* karena agak sulit. Kenapa sulit gitu menurut Sisca?

S1 : Karena kalo menurut Sisca itu A.. apa ya, karena Sisca juga kayak kurang tertarik disitu, jadi Sisca kayak kurang mau pelajarannya, disitu sih kak. **(Line 27)**

R : Jadi Sisca kurang tertarik dan kurang ingin untuk belajar *pronunciation* gitu ya?

S1 : Iya (**Line 28**)

R : Terus, ada alasan lain gak sih, kenapa A.. mahasiswa eh maaf, kenapa sih siswa Indonesia itu sulit untuk mempelajari pronunciation? Kayak dari internal-nya mungkin, atau gimana?

S1 : E.. (**Line 29**)

R : Atau mungkin sulit gitu untuk orang.. mohon maaf, Sisca orang Lombok yah?

S1 : Iyah (*Signal problem*) Hmm... kalok menurut Sisca sih, E.. Apa ya.. (**Line 30**)

R : Mungkin ada beberapa huruf yang susah di ucapkan oleh Sisca, biasanya kan orang Lombok susah untuk ucap F gitu jadi dibilang Ep kayak gitu.

S1 : Iya.. ada beberapa huruf yang kayak susah banget diucapin gitu, terus E.. kayak udah coba berulang kali, cobak kayak hafalin u-nya gitu, tapi tetap juga gabisa gitu. (**Line 31**)

R : Kenapa ga bisa? Karena tidak dilatih gitu ya?

S1 : Iya.. (**Line 32**)

R : Jadi, karena lidahnya Sisca udah terbiasa dengan pengucapan itu jadi susah ya untuk dilatih mengucapkan bahasa Inggris, gitu ya?

S1 : Iya.. (**Line 33**)

R : Terus, ini masuk ke pertanyaan selanjutnya. Tapi, yang dimaksud guru disini adalah guru-guru yang mengajar di Mr. Moe ya.

S1 : Oh iya.. (**Line 34**)

R : Bagaimana gurumu mengajarkan pelafalan dalam pelajaran Bahasa Inggris? Apakah ia menggunakan lagu-lagu bahasa Inggris untuk mengajarkan pelafalan atau tidak?

S1 : E.. Engga sih, kita diajarin gitu kayak biasa-biasa aja dah, kayak di tanya-tanya gitu. Ga pernah pakai lagu sih kak. (**Line 35**)

R : Engga pernah pakai lagu?

S1 : Iya.. (**Line 36**)

R : Oh, Sisca belum pernah E.. apa namanya, punya pengalaman belajar pakai lagu ya?

S1 : Pernah sih, E.. Cuma engga terlalu sering gitu kak. (**Line 37**)

R : Oh, jadi waktu itu kan kak Zaza sudah tanya sama Mr Moe, katanya sudah pernah. Nah, berarti pernah menggunakan lagu dalam pelajaran pronunciation, Cuma tidak terlalu sering ya?

S1 : Iya, karena pas bagian Sisca E.. les di Mr Moe itu E.. kayak jarang gitu diajar pakai lagu. **(Line 38)**

R : Oh, Sica jarang kedapatan seringnya ya? Tapi pernah kan?

S1 : Iya, iya pernah. **(Line 39)**

R : Oh baik kalau begitu. Terus, bagaimana sih perasaan Sisca saat belajar menggunakan lagu itu?

S1 : E.. perasaan Sisca itu E.. apa ya, kayak E.. bahasa Inggris-nya itu kayak fasih gitu, terus kayak E.. apa ya, kayak ucapan-nya itu kayak beda gitu pengucapannya sama Sisca. Jadi, E.. Sisca engga mengerti gitu. **(Line 40)**

R : Apa Sisca bisa mengikuti pengucapan dari lagu tersebut atau engga?

S1 : Ada di beberapa bait sih bisa. **(Line 41)**

R : Misalkan satu E.. misalkan dalam lagu itu mengucapkan “*Elephant*” mungkin, apakah Sisca bisa mengikuti dengan jelas dan mendengar dengan jelas lagu tersebut saat di gunakan?

S1 : Sisca sih kurang bisa karena E.. penyebab E.. apa ya E.. Ucapannya itu kayak beda gitu sama yang di hafalin gitu. **(Line 42)**

R : Oh, berarti Sisca belum bisa mengikuti, begitu?

S1 : Iya belum bisa mengikuti, iya. **(Line 43)**

(Adzan Dzuhur)

R : Tapi kalau di dengar apa bisa pelan-pelan gitu, di ulangi, di ikutin, itu bisa engga?

S1 : Kalau pelan-pelan sih, ya bisa sih kak. Kalo kayak ritme yang E.. yang cepat gitu sih kak ga bisa. **(Line 44)**

R : Oh, baik, baik, baik. E.. Apakah Sisca merasa kalau menggunakan lagu dalam pelajaran pronunciation itu dapat meningkatkan minat Sisca untuk belajar pronunciation?

S1 : E.. kalo Sisca sendiri sih bisa karena Sisca juga suka dengar lagu ya. Mangkanya e.. **(Line 45)**

R : Lagu bahasa Inggris?

S1 : Iya lagu bahasa Inggris. **(Line 46)**

R : Iya.. boleh di lanjut?

S1 : Karena Sisca suka lagu juga, kadang Sisca kalau setel lagu bahasa Inggris itu juga kadang E.. ngikutin beberapa bait yang Sisca tau. Jadinya Sisca dengerin lagu sambil kayak belajar gitu. **(Line 47)**

R : Apakah Sisca merasa saat mendengarkan lagu mm.. pronunciation-nya Sisca itu meningkat?

S1 : Iya, kayak E.. kayak lebih meningkat dari yang awal-awal itu. **(Line 48)**

R : Berarti menggunakan lagu ini dapat membantu Sisca ya untuk mempelajari pronunciation?

S1 : He'eh iya kak. **(Line 49)**

R : Selanjutnya, E.. Tolong jelaskan, mengapa lagu dapat membuat kamu lebih antusias dalam belajar bahasa Inggris di kelas pronunciation?

S1 : E.. Karena e.. dengan kita menggunakan lagu itu kayak apa ya, kayak kita diajarkan biar E.. pelafalan kita itu lebih jelas dan kita bisa apa ya, kayak belajar mendengarkan lagu Inggris gitu kak. **(Line 50)**

R : Terus ada lagi gitu, mengapa sih kok di kelas Sisca bisa antusias kalau belajar pakai lagu?

S1 : E.. kalau Sisca sih, e.. apa ya, karena Sisca juga ya kayak ingin tau gitu arti dari lagunya, dan juga ingin apa ya, pelafalan Sisca lebih bagus gitu. **(Line 51)**

R : Oh begitu, kalau dalam segi suasana kelasnya nih gimana? Kalau pakai lagu itu bagaimana suasana kelasnya, Sisca?

S1 : Kalau pakai lagu sih kayak E.. lebih seru gitu sih soalnya E.. lebih ramai suasana-nya karena belajar pakai lagu. Gitu kak. **(Line 52)**

R : Ini ramai maksudnya E.. bahagia atau bagaimana nih?

S1 : *(laugh)* Oh iya, kayak bahagia gitu, suasana-nya kayak ceria gitu kak. **(Line 53)**

R : Oh more fun gitu ya, lebih nyaman belajarnya karena lebih fleksibel gitu ya?

S1 : yaa **(Line 54)**

R : Sisca pernah merasa terganggu engga sih saat belajar pronunciation pakai lagu?

tuutt tuuutt tuutt (signal problem)

R : Putus...

(connected)

R : Halo..

S1 : Iya kak **(Line 55)**

R : Oke. Lanjut lagi ya, tadi terputus

S1 : Iyaa **(Line 56)**

R : E.. Kak Zaza langsung tanya. Sisca pernah merasa terganggu engga sih saat belajar pakai lagu di dalam kelas?

S1 : E.. kalau terganggu sih engga pernah sih ya kak, soalnya kan E.. misalnya kalau Sisca engga tau E.. satu bait yang salah satu bait itu E.. temen Sisca yang sadar kayak tetap terusin itu. **(Line 57)**

R : Gimana, gimana?

S1 : Jadi Sisca E.. Sisca kayak engga pernah terganggu gitu soalnya kalau misalnya Sisca engga tau, nanti pasti temen Sisca pasti bakal bantuin gitu. **(Line 58)**

R : Oh berarti Sisca dapat bantuan dari teman Sisca untuk memahami lagu yang tadi ya?

S1 : Iyaa **(Line 59)**

R : Oke. Sekarang sampai mana tadi, tadi antusias ya? Berarti Sisca ini lebih antusias saat belajar bahasa Inggris menggunakan lagu ya? Teman-teman Sisca juga begitu?

S1 : Iyaa **(Line 60)**

R : Oke, baik. Kemudian, tolong beri pendapatmu mengapa lagu-lagu bahasa Inggris saat meningkatkan minat kamu dalam belajar pronunciation?

S1 : E.. Kalau pendapat Sisca sih.. *(interrupted)* **(Line 61)**

R : Ini lebih ke minatnya Sisca ya, menggunakan lagu untuk belajar pronunciation.

S1 : Iyaa **(Line 62)**

R : Gimana?

S1 : E.. kalau pakai lagu sih Sisca kayak lebih suka gitu. Soalnya kayak, kita kayak sambil kayak main-main gitu pake lagu. Jadin kayak engga terlalu serius gitu belajarnya. **(Line 63)**

R : Oke.. terus?

S1 : Terus E.. karena Sisca itu engga terlalu suka kayak belajar yang kayak terlalu serius gitu kak. Soalnya nanti pasti engga bakal masuk di otak gitu. **(Line 64)**

R : Oh, jadi Sisca ini lebih nyaman belajar dengan suasana yang menyenangkan. Begitu ya?

S1 : Iyaa **(Line 65)**

R : Oke. Terus, saat menggunakan lagu bahasa Inggris. Apakah pronunciation Sisca ini meningkat atau tidak? Tolong jelasin ya.

S1 : Meningkatkan. E.. kalau Sisca sih meningkat kak. Soalnya Sisca itu apa ya, E.. dari yang kayak engga bisa gitu jadi kayak lebih bisa gitu kalau pakai lagu. **(Line 66)**

R : Apa sih yang membuat Sisca bisa memahami lagu itu untuk belajar pronunciation, untuk menyebutkan kata bahasa Inggris itu gimana sih?

S1 : E.. kalau Sisca sih, nadanya. **(Line 67)**

R : Nadanya? Apa Sisca pernah menggunakan lirik gitu sebagai acuan. Apa.. liriknya gitu, sambil lihat lirik gimana, pernah engga?

S1 : Iya kak, sambil E.. Pernah banget, soalnya Sisca itu, kalau Sisca itu, kalau Sisca engga tau E.. selanjutnya itu pasti Sisca lihat liriknya. **(Line 68)**

R : Coba dong, kak Zaza kepengen tau nih, gimana sih cara Sisca belajar pronunciation dengan lagu, terus menggunakan lirik itu gimana sih caranya?

S1 : E.. Biasaya Sisca E.. Anu ya, dari nonton di YouTube di YouTube-nya itu kayak ada liriknya gitu. Nah, jadi Sisca ikutin aja sambil baca liriknya, begitu. **(Line 69)**

R : Jadi, diikutin sambil baca liriknya?

S1 : Iyaa **(Line 70)**

R : Tapi Sisca pengucapannya juga bisa jadi baik, lebih baik begitu?

S1 : Iya lebih baik. E.. dari yang awal-awal itu. **(Line 71)**

R : Oke. Ini pertanyaan terakhir nih Sisca selanjutnya.

S1 : Iyaa **(Line 72)**

R : Sebentar, kak Zaza mau nanya, apakah Sisca pernah merasa tertantang dalam bahasa Inggris, dalam belajar pronunciation bahasa Inggris?

S1 : E.. Pernah Sisca. **(Line 73)**

R : Tantangan-nya itu bagaimana?

S1 : Kayak E.. gimana ya, E.. kayak teman sekelas Sisca itu kan kayak E.. rata-rata pelafalannya itu bagus banget. Nah, terus kan Sisca jadi kayak minder gitu jadi Sisca kayak tertantang buat supaya pelafalan Sisca itu lebih bagus dari teman-teman sekelas Sisca gitu. **(Line 74)**

R : Oh, oke, baik. Jadi kan sebelumnya Sisca sudah pernah punya pengalaman belajar pronunciation menggunakan lagu nih.

S1 : Iyaa **(Line 75)**

R : Apa aja sih tantangan dalam belajar pronunciation saat menggunakan lagu tuh? Menurut Sisca bagaimana? Yang Sisca hadapi.

S1 : E.. kayak ada beberapa kata E.. cara bacanya engga sesuai sama abjad-nya gitu kak, jadi kayak jadi bingung gitu. **(Line 76)**

R : Oh, jadi saat Sisca praktik bingung ya?

S1 : Iyaa **(Line 77)**

R : Itu aja nih tantangan yang Sisca hadapi?

S1 : Iya sih kak, kalau untuk sekarang cuma itu aja sih kak **(Line 78)**

R : Selebihnya engga ada tantangan lain gitu, mungkin Sisca kayak kurang nangkap gitu dari lagu-nya itu dia ngucapin-nya gimana, seperti itu, bagaimana?

S1 : E.. Sisca sih engga pernah kesitu ya kak, soalnya kalo Sisca dengerin lagu itu Sisca pasti apa ya, kayak E.. ngikutin mood Sisca gitu. **(Line 79)**

R : Ngikutin mood Sisca, bagaimana nih?

S1 : E.. misalnya kayak Sisca lagi kayak males gitu, kayak E.. ngomong pakai bahasa Inggris itu. Jadi Sisca engga pernah belajar gitu. **(Line 80)**

R : Berarti pengalaman Sisca tuh, untuk belajar penguasaan sekedar di tempat les aja ya?

S1 : Iyaa **(Line 81)**

R : Oh begitu. Berarti tantangan terbesar Sisca ini gara-gara teman-teman Sisca udah pandai semua ngucapinnya, terus Sisca merasa tertantang, seperti itu?

S1 : Iyaa. Karena Sisca juga punya satu E.. temen ya dari apa ya, dari classmate gitu, yang pakai bahasa Inggris gitu. Jadi kan otomatis Sisca harus balas chat-nya pakai bahasa Inggris juga. Nah, disitu juga Sisca tertantang buat bisa belajar bahasa Inggris gitu. **(Line 82)**

R : Oh, oke. Terus kalau hambatannya saat belajar pronunciation di kelas menggunakan lagu, ini di tempat kursus ya, hambatannya itu apa saja yang membuat Sisca tidak mengikuti pelajaran tersebut?

S1 : E.. hambatannya sih kayak E.. apa ya, kayak Sisca tu kayak malu gitu mau E.. apa ya, kayak malu mau nanya gitu, malau tanya pelafalan-nya itu kayak gimana, begitu. Sisca kayak malu-malu nanya gitu sih kak. **(Line 83)**

R : Oh, kayak gitu. Kalau saat menggunakan lagu pas belajar pronunciation hambatannya apa?

S1 : E.. Kalau Sisca sih E,, kayak pendengarannya aja sih, Sisca kalau pakai lagu gitu harus kayak ada liriknya gitu. **(Line 84)**

R : Oh, harus di bantu dengan lirik ya?

S1 : Iyaa **(Line 85)**

R : Kenapa Sisca merasa tertantang atau kesulitan dalam belajar pronunciation menggunakan lagu tersebut?

S1 : E.. karena kayak E.. Sisca kayak E.. Sisca karena suka lagu gitu jadi kayak Sisca mau apa ya, Sisca mau pelafalan Sisca bagus gitu pas nyanyinya. **(Line 86)**

R : Jadi, kak Zaza ulangi ya pertanyaan interviewnya ya, terus nanti Sisca jawab ya.

S1 : Iyaa **(Line 87)**

R : Begini. Apa saja tantangan dalam belajar pronunciation menggunakan lagu-lagu bahasa Inggris yang Sisca hadapi? Mengapa Sisca tertantang atau kesulitan dalam belajar pronunciation menggunakan lagu-lagu bahasa Inggris?

S1 : E.. (thinking) **(Line 88)**

R : Gimana? Atau kak Zaza potong aja ya. Begini, Apa saja tantangan dalam belajar pronunciation saat menggunakan lagu bahasa Inggris yang Sisca hadapi?

S1 : E.. tantangan Sisca sih.. **(Line 89)**

R : Maksudnya tantangan disini kayak kesulitannya, hambatan-hambatan, kesulitan Sisca.

S1 : E.. kalau Sisca sih kayak E.. karena Sisca udah kayak lebih sering pakai bahasa Indonesia gitu, jadi kayak kalau ngomong bahasa Inggris itu kayak beda jauh gitu dari apa ya, dari E.. apa sih. **(Line 90)**

R : Kalau begini Sisca, kalau saat belajar pronunciation pakai lagu. Nah, tantangan-nya itu apa saja, hambatannya ini tuh apa saja Sisca?

S1 : Hambatannya itu E.. kata-katanya yang E.. yang kayak beda sama tulisan abjadnya itu sih kak. **(Line 91)**

R : Oh, oke, baik. Berarti sama kayak yang tadi ya ini jawabannya ya

S1 : Iyaa **(Line 92)**

R : Terus, kenapa sih Sisca merasa kesulitan dalam.. Em apa namanya, belajar pronunciation pakai lagu bahasa Inggris?

S1 : E.. karena Sisca kayak E.. gimana ya, kayak kurang, pelefalan Sisca itu kurang gitu kak. **(Line 93)**

R : Oh di karenakan pelafalan Sisca yang kurang, jadi Sisca juga kurang bisa mengikuti lagu tersebut ya?

S1 : Iyaa **(Line 94)**

R : Ada lagi engga nih? Soalnya pertanyaan nomor 9 ini kakak butuh jawaban yang sangat banyak (laughing). Di sisi lain ada engga?

S1 : Oh.. E.. gimana ya. **(Line 95)**

R : Kayak misalkan, kak Zaza ini dengerin lagu, belajar pronunciation pakai lagu bahasa Inggris, tapi kak Zaza itu kesulitan kayak misalnya kak Zaza kurang bisa mengingat atau apa gitu. Nah, kalau Sisca sendiri bagaimana?

S1 : Kalau Sisca, E.. selain dari E.. pelafalan yang berbeda dengan abjadnya itu kak, kayak mudah lupa gitu pelafalannya kayak gimana, gitu. **(Line 96)**

R : Mudah lupa gitu ya. Berarti tantangannya itu saja? Di sisi lain gaada ya Sisca?

S1 : Engga ada **(Line 97)**

R : Berarti untuk Sisca itu saja?

S1 : Iyaa **(Line 98)**

R : Sekarang kak Zaza mau tanya ya, Sisca sering engga sih menggunakan lagu untuk belajar pelafalan?

S1 : E.. Kalau Sisca sih engga pernah. Jarang gitu loh, kayak jarang kak. **(Line 99)**

R : Bukannya engga pernah ya, berarti pernah. Sendiri di rumah gitu ya?

S1 : Ho'oh, iya.. **(Line 100)**

R : Jarang ya kalau sendiri di rumah?

S1 : Sisca kalau pelafalan pakai musik itu, E.. kalau lagi sendiri di rumah lagi kayak engga da temen gitu, baru Sisca dengerin musik itu. **(Line 101)**

R : Pas Sisca dengerin musik ini, apakah Sisca sambil mempraktikkan gimana cara pengucapannya atau tidak?

S1 : E.. iya Sisca sambil praktek-in sih, kalau ada liriknya. Kalau engga ada liriknya biasanya Sisca Cuma dengerin aja. **(Line 102)**

R : Berarti tantangan Sisca selain mudah lupa dan tidak sesuai dengan lirik sama ucapannya itu, tidak ada ya?

S1 : Iya, engga ada kak. **(Line 103)**

R : Sisca lebih enjoy gitu ya saat belajar menggunakan lagu?

S1 : Iyaa **(Line 104)**

R : Udah deh, udah habis pertanyaan-nya.

S1 : hehehe **(Line 105)**

R : Kira-kira Sisca ada yang mau di sampaikan lagi atau engga? Mungkin ada yang belum di tanyakan gitu.

S1 : Sudah engga ada kak. **(Line 106)**

R : Iya.. Terimakasih banyak ya Sisca atas bantuannya.

S1 : Iya kak sama-sama **(Line 107)**

R : Terimakasih sudah bersedia untuk menjadi responden kak Zaza. Have a nice day.

S1 : Oke kak, Thank you. **(Line 108)**

R : Assalamu'alaikum..

S1 : Waalaikumussalam. **(Line 109)**



INTERVIEW TRANSCRIPTION

-Student 2-

Nama : Muhil Fikri
Age : 17 Years Old
Date of birth : 07 October 2002
Address : Ketejer, Sukamakmur, Gerung, Lombok Barat.
Level : Pre-Intermediate

Interview started at 18.11 WIB / July 05, 2020

R : Hallo. Assalamualaikum

S2 : Waalukumussalam **(Line 1)**

R : Ok. Ini Fikri kan?

S2 : Iya. Gimana, gimana? **(Line 2)**

R : Baik..

S2 : Bisa di mulai ini? **(Line 3)**

R : Oh iya boleh. Sebelumnya perkenalkan nama kakak Raudyatuzzahra sekarang lagi kuliah di UII jurusan Pendidikan Bahasa Inggris. Ee.. Sekarang kakak Zaza lagi ngerjain skripsi, makanya minta tolong Fikri untuk membantu kakak Zaza untuk menjadi responden. Sebelumnya, apakah Fikri sudah bersedia tau sudah siap?

S2 : InsyaAllah siap. **(Line 4)**

R : Oke. Udah siap nih untuk interview sekarang?

S2 : Oke insyaAllah siap **(Line 5)**

R : E.. By the way Fikri sekarang kelas berapa ya?

S2 : E.. Baru naik kelas 3 SMA. **(Line 6)**

R : Oh baru naik kelas 3. Usia Fikri sekarang berapa tahun?

S2 : Tuhuh belas berjalan **(Line 7)**

R : Tujuh belas. Oke. SMA-nya dimana nih?

S2 : Iya? **(Line 8)**

R : SMA-nya dimana?

S2 : Oh ada dekat rumah namanya I'tihad Al-Ummam. **(Line 9)**

R : Apa, bisa di ulangi?

S2 : PONPES. Pondok Pesantren I'tihad Al-Ummam **(Line 10)**

R : Oh, SMA islam ya?

S2 : Iya.. **(Line 11)**

R : Oh, oke kalau begitu. Sekarang masuk ke pertanyaan ya, tapi sebelum itu kak Zaza mau tanya.. Apakah Fikri suka mempelajari bahasa Inggris?

S2 : Oh jelas sih.. saya.. saya apa namanya.. saya mau masuk program kapal pesiar soalnya. **(Line 12)**

R : Oh.. makanya Fikri ini sangat senang ya belajar bahasa Inggris, suka banget gitu ya karena ingin masuk kapal pesiar. Oke.

S2 : Iya.. **(Line 13)**

R : Berarti bahasa Inggris itu penting ya buat Fikri?

S2 : Iya, sangat penting sekali **(Line 14)**

R : Oke baik, jadi ini masuk ke pertanyaan ya, langsung. Pertanyaan yang pertama, menurut kamu..

S2 : Siap.. **(Line 15)**

R : Menurut kamu, mengapa pengucapan bahasa Inggris itu penting? Berikan penjelasanmu, mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan baik dan benar, dan dengan pengucapan yang jelas? Bagaimana?

S2 : Oke siap saya jawab ya **(Line 16)**

R : Iya..

S2 : Karena bahasa Inggris itu bahasa yang populer kak, terus banyak juga anak jaman sekarang yang pakai bahasa Inggris kalo ngomong. Terus, kalo kita punya pengucapan yang baik dalam bahasa Inggris itu bisa sangat membantu kita saat berbicara dengan orang yang pakai bahasa Inggris atau bule. Jadi, kalo kita punya pronunciation yang bagus menurut saya itu dapat memperlancar pembicaraan kita gitu kak. **(Line 17)**

R : Oke baik..

S2 : Kita bisa lebih nyaman juga, engga perlu ragu atau takut salah gitu jadinya kalo mau ngucapin bahasa Inggris. Oke terimakasih. **(Line 18)**

R : *(Laughing)*. Oke, pertanyaan selanjutnya nih ya, karena jawaban Fikri udah detail banget. E.. Menurut kamu, apakah pengucapan yang baik dapat memfasilitasi percakapanmu dalam berbicara bahasa Inggris? Bagaimana perasaan kamu tentang itu?

S2 : Menurut saya sih, pelafalan yang baik itu sangat memfasilitasi saya sih kak. Sama sih kayak sebelumnya, kan kalo kita ngomong dengan pelafalan yang baik itu bisa buat kita lancar gitu kalo ngomong pake bahasa Inggris. Terus, kalo saya pribadi merasa senang kalo punya pengucapan yang baik dan tepat karena bisa ajak ngomong bule-bule gitu. Terus, mereka bisa paham sama apa yang saya ucapin gitu kak. Senangnya itu juga bukan cuma karena pengen ngomong sama bule sih.. senang karena kan bahasa Inggris itu mendunia kan ya kak? Jadi.. **(Line 19)**

R : He'eh.. terus-terus gimana?

S2 : Kita juga bisa paham kalo ada orang yang ngomong pake bahasa Inggris.
(Line 20)

R : Oke.. mungkin Frikri bisa ngomong lebih rileks aja, kok kayaknya Fikri kaku gitu ya.

S2 : Groggi kak (*Laughing*) **(Line 21)**

R : Engga apa-apa kok, santai aja ngomongnya.

S2 : Iya.. **(Line 22)**

R : Terus, gimana, gimana? Ada lanjutannya ga, atau udah itu aja?

S2 : Cukup **(Line 23)**

R : Oh, oke kalau begitu. Tapi jawabnya lebih rileks aja ya.. gausah kaku, gausah malu kita santai aja. Oke?

S2 : Mumpung ada yang nemenin juga nih, ada kopi ini... **(Line 24)**

R : Oh iya baik.. Oke. (suara klakson motor). Pertanyaan selanjutnya, menurut kamu, apakah pelafalan bahasa Inggris itu sulit?

S2 : Yaa lumayan sulit kak. Tapi kadang engga sulit juga, tergantung pada kalimatnya. **(Line 25)**

R : Oh tergantung kalimatnya ya, kalo kalimatnya sulit jadi sulit gitu..

S2 : Iya.. **(Line 26)**

R : Menurut kamu kalimat apa sih yang sulit?

S2 : Haa?.. **(Line 27)**

R : Kalimat apa sih yang sulit kalo menurut Fikri tuh?

S2 : E.. kalimat yang gimana ya.. yang ada huruf yang sulit dibaca kak seperti ada huruf S.. yang huruf S di tengah-tengahnya itu. **(Line 28)**

R : Oh, oke.. oke paham, baik. Oke, kita langsung *move* ke pertanyaan selantutnya. E.. bagaimana perasaan kamu ketika belajar pelafalan bahasa Inggris?

S2 : Perasaan saya sih biasa-biasa aja. Pas belajar pelafalan ya kaya belajar biasa aja sama seperti belajar di sekolah, tapi kan beda ... **(Line 29)**

R : Gimana? Kurang jelas.

S2 : Perasaan saya biasa aja, pas belajar pelafalannya sama seperti belajar biasa di sekolah. **(Line 30)**

R : Oh, baik berarti *nothing special*. Biasa-biasa aja gitu?

S2 : Nah.. **(Line 31)**

R : Oke. Terus pertanyaan selanjutnya, apakah kamu merasa sulit untuk belajar pelafalan atau tidak? Kemudian, berikan pendapatmu mengapa sulit atau mengapa mudah bagi pelajar Indonesia untuk mengucapkan kata-kata bahasa Inggris dengan benar?

S2 : Hmm.. menurut saya, sulit engga-nya pelafalan itu tergantung sih kak apa-apa yang mau di ucapin.. terus emang ada itu beberapa kata yang susah banget di ucapin, udah coba terus tetap aja ga bener kalo saya ucapin. Terus, kenapa sulit buat pelajar Indonesia itu mungkin karena bahasa Inggris ribet kak, beda tulisan tapi beda juga cara bacanya. Ga seperti bahasa Indonesia kan?. **(Line 32)**

R : Iya bener.. Iya sih, memang banyak juga sih siswa-siswa yang lain itu bilang kalau bahasa Inggris itu sulit kalau di ucapin, beda tulisan beda pengucapan gitu.

S2 : Iya.. **(Line 33)**

R : Ok. Next, menurut kamu, huruf apa aja sih yang sulit di ucapin sama Fikri sendiri?

S2 : Kalau hurufnya E.. pas yang cara bacanya ada Ef-nya gitu. Gatau pastinya yang mana aja sih kak, intinya kadang susah aja ngucapinnya itu. **(Line 34)**

R : Oh iya ya, kasus-nya memang seperti itu ya, kalo orang Lombok itu susah sebut F. Dulunya sih kak Zaza juga ngerasa seperti itu. Kayaknya sih kebanyakan siswa-siswa di Lombok itu masalahnya di situ sih menurut kak Zaza. Fikri juga merasa demikian kah?

S2 : Iya.. **(Line 35)**

R : Ya mau gimana lagi ya *(laughing)*

S2 : hahaha.. (ada yang ajak ngomong). **(Line 36)**

R : Halo?

S2 : Iya bisa di lanjut. **(Line 37)**

R : Oke di lanjut yaa

S2 : Iya-iya. **(Line 38)**

R : E.. Bagaimana gurumu mengajarkan pelafalan dalam pelajaran bahasa Inggris? Apakah ia menggunakan lagu-lagu bahasa Inggris untuk mengajarkan pelafalan?

S2 : Iya.. Kadang pakai lagu kadang di contohin biasa aja cara ngucapinnya pas di kelas. Contohnya kayak E.. apa *(interrupted by kid crying sound)* Gak terlalu keras juga katanya contohnya lagu.... *(interrupted by kid crying sound)*. **(Line 39)**

R : E.. maaf Fikri kurang jelas, bisa di ulangi?

S2 : Oh iya maaf. Iya kadang pake lagu sih, kadang di contohin dengan handphone atau apa gitu.. video.., dan itu apa namanya, sama seperti lagu sedih, lagu barat yang selow itu kan, yang judulnya bad liar itu kan, tau?. **(Line 40)**

R : Oh iya tau. Oh Fikri ini senang dengerin lagu bahasa Inggris ya?

S2 : Ya lumayan sih, kadang bikin hati saya sakit karena ga paham.. **(Line 41)**

R : *(laughing)* Oh.. begitu. Jadi, E.. guru-nya Fikri ini juga sering kan pakai lagu untuk ngajarin pronunciation di kelas? Gimana?

S2 : Iya sering sih namanya juga guru. **(Line 42)**

R : Oh iya, next. Pertanyaan selanjutnya, pas pakai lagu gimana sih cara guru-mu ngajar pronunciation?

S2 : E.. kita di suruh.. E.. apa namanya kita di suruh denger lagu dulu kan, terus kayak ngisi bagian-bagian yang kosong gitu, abis itu kita isi yang kosong itu, baru deh kita di suruh ucapin gimana cara ngucapinnya sambil di benerin sama gurunya. **(Line 43)**

R : Oh.. Jadi gini ya maksudnya, pas gurunya itu puterin lagu, terus kalian ngisi bagian rumang gitu kan? Terus pas udah tau itu kalimat apa baru di praktek-in gitu ya?

S2 : Iya betul sekali.. langsung di ucapin. **(Line 44)**

R : E.. Fikri bisa ngikutin engga kalo belajar pakai lagu gitu?

S2 : Yaa ikutin sih. **(Line 45)**

R : Oh.. lancar ya bisa ikuti cara ngucapinnya itu lancar?

S2 : Lumayan sih kalo cum.. kalo apa namanya baru pertama kali gitu. Tapi kalo udah biasa bisa. **(Line 46)**

R : Oke baik. Pertanyaan selanjutnya nih, bagaimana sih perasaan kamu saat guru menggunakan lagu bahasa Inggris dalam pelajaran pelafalan bahasa Inggris? Apakah kamu merasa bahwa menggunakan lagu dapat meningkatkan minat kamu untuk belajar pronunciation atau engga?

S2 : E.. kalo saya sendiri sih, kalo udah belajar pelafalan pake lagu E.. soalnya saya kayak lebih fokus lebih semangat. Terus, pas belajar pelafalan pake lagu itu suasana kelas jadi seru, kayak main-main sambil belajar gitu. Gurunya juga sih asik.. **(Line 47)**

R : Ohh asik..

S2 : Iya, jadi kita semua bisa rileks pas belajar. **(Line 48)**

R : Oh, jadi bawaan dari gurunya juga ya, makanya suasana belajar bisa jadi menyenangkan gitu?

S2 : Iyaa.. **(Line 49)**

(hening)

R : Oke, Fikri, Halo?

S2 : Iyaa? **(Line 50)**

R : Bisa dengar kan?

S2 : Bisa.. bisa. **(Line 51)**

R : Next ya. Tolong jelasin, mengapa sih lagu itu dapat membuat kamu jadi lebih antusias dalam belajar bahasa Inggris di kelas pronunciation? Di jelasin ya.

S2 : Iya-ya. Menurut saya, ya karena lagu itu seru.. menyenangkan.. Jadi, kalo udah pake lagu itu kita bisa fokus ke gurunya gak main hp gitu jadinya kalo di kelas. Yaa engga ngebosenin, apalagi kalo gurunya bisa bawa suasana kelas, seru. Biasanya saya kalo di kelas jarang perhatiin, tapi kalo udah pake lagu satu kelas pasti semangat karena kita kompak semuanya. **(Line 52)**

R : Oh.. jadi murid-murid di Mr. Moe ini kompak semua ya?

S2 : Iyaa. **(Line 53)**

R : Jadi kalo udah belajar pake lagu itu bawaannya happy gitu ya, senang semuanya ya?

S2 : Iya, jadi ribut kan. **(Line 54)**

R : Kalo belajar biasa, kalo ga pake lagu tuh gimana sih?

S2 : Iya lumayan paham sih juga, apa namanya.. lebih baik sih gak pake lagu. **(Line 55)**

R : Kenapa lebih baik ga pake lagu nih?

S2 : Karena kita lebih fokus ke praktiknya. **(Line 56)**

R : Ohh.. jadi Fikri prefer engga pakai lagu daripada pakai lagu

S2 : Praktik setiap hari sama guru itu yang bisa buat kita lancar dalam speaking.
(Line 57)

R : E.. bukannya pakai lagu juga bisa ngeancarin gitu, gimana menurut Fikri?

S2 : Ya menurut saya sih, terlalu lama pakai lagu. Yang penting perbanyak praktik-nya. **(Line 58)**

R : Oke baik. Misalkan kaya gini ya, pas udah dengerin lagu, terus udah stop lagunya, nah terus praktik ngucapinnya lebih banyak, gitu?

S2 : Iya sih, kan saya juga pernah dengerin pake lagu. **(Line 59)**

R : He'eh, dengerin sendiri di rumah gitu ya?

S2 : Iya.. **(Line 60)**

R : Next ya, kita lanjut. Tolong beri pendapat kamu mengapa lagu-lagu bahasa Inggris itu dapat meningkatkan minat kamu dalam belajar pronunciation?

S2 : Menurut saya karena itu kan sering kita dengar.. Jadi, pas belajar pake lagu itu lebih rileks.. jadi saya merasa termotivasi lah, karena lagu yang di puter guru-nya itu lagu-lagu familiar, jadi kita bisa enjoy. Selain belajar di tempat les, saya juga termotivasi untuk belajar pelafalan sendiri di rumah dan bisa denger-denger sendiri di kamar lah samai buat kita ketiduran. **(Line 70)**

R : Oh, jadi Fikri ini juga sering ya denger lagu sambil praktekin cara ngucapin gitu?

S2 : Iya, apalagi yang Justin Bieber itu fan saya itu. **(Line 71)**

R : Oh suka Justin Bieber..

S2 : hehehehe.. **(Line 72)**

R : Next ya, menurut Fikri nih.. (interrupted by kid's voices) Bisa dengar?

S2 : Iya bisa, bisa.. **(Line 73)**

R : Menurut Fikri nih, bagaimana sih lagu-lagu bahasa Inggris itu dapat memengaruhi peningkatan pengucapan berbahasa Inggris-nya Fikri?

S2 : Menurut saya E.. semakin sering kita denger lagu itu makin biasa gitu kak. **(Line 74)**

R : He'eh.. terus?

S2 : dan begini ya, kita harus di mulai dengan keterpaksaan kan, terus lama-lama menjadi kebiasaan. **(Line 75)**

R : E.. gimana?

S2 : Kan di mulai dari keterpaksaan kan, kita di paksa untuk mendengar kan. Di mulai dari keterpaksaan sampai menjadi kebiasaan dan sampai menjadi kebutuhan, begitu. **(Line 76)**

R : Terus ada jawaban lain gitu ga?

S2 : Mungkin itu saja. **(Line 77)**

R : E.. misalkan nih, kan kata Fikri tadi karena keterpaksaan gitu ya mendengar pakai lagu, mungkin karena sering dengar pakai lagu jadi kuping Fikri jadi terbiasa, apa gitu maksudnya?

S2 : Iya.. *(talking to someone else)*. **(Line 78)**

R : Halo?

S2 : Iya.. iya lagi Adzan soalnya nih. **(Line 79)**

R : Oh iya, kalau begitu break dulu sebentar ya.

S2 : Iya, iya.. **(Line 80)**

R : Abis adzan nanti di lanjut lagi atau di tunggu aja?

S2 : Oiya bisa nanti kita lanjutkan ya. **(Line 81)**

R : Oke, kita lanjut habis adzan ya, nanti di kabari ya Fikri..

S2 : Enggehh iya. **(Line 82)**

R : Ok, Terimakasih. Assalamualaikum

S2 : Waalaikumussalam. **(Line 83)**

(Adzan break)

R : Halo Assalamualaikum

S2 : Waalaikumussalam. **(Line 84)**

R : E.. kita sambung lagi ya

S2 : Iya iya iya. **(Line 85)**

R : Oke ini langsung kak Zaza tanya aja. Pertanyaan selanjutnya, Apa saja sih tantangan dalam belajar pengucapan menggunakan lagu bahasa Inggris yang Fikri hadapi dan mengapa kamu merasa tertantang atau kesulitan dalam belajar pronunciation menggunakan lagu bahasa Inggris?

S2 : Sejauh ini E.. saya belum merasa tertantang sih, ya paling saya kesulitan kalo lagunya itu kayak lagurap gitu, yang ngerock.. gabisa saya ngikutinnya kalo lagu yang cepet-cepet gitu susah nangkepnya. Lagu yang cepet-cepet kayak gitu mending saya buang aja hehe.. **(Line 86)**

R : Karena ga bisa nangkrp liriknya gitu ya?

S2 : Iya, terus udah liat lirik pun tetep susah ngikutinnya. Tapi untung aja kalo di tempat les ga pernah pake lagu yang rap, pake lagu yang selow, yang rileks, sedih itu. **(Line 87)**

R : Oh, pakai lagu-lagu yang sedih, yang mudah di tangkap gitu ya pronunciationnya?

S2 : Iya.. **(Line 88)**

R : E.. masa sih di tempat les itu ga pernah E.. apa namanya kasih lagu yang agak keras gitu ga pernah?

S2 : Mungkin kalau volumenya keras sih sering (laughing). **(Line 89)**

R : Oh.. kalo volumenya keras sering.. tapi kalo alirannya keras engga ya?
Berarti lagu-lagu yang slow ya lagu-lagu jaman sekarang, lagu pop gitu?

S2 : He'em.. **(Line 90)**

R : Kalo lagu metal gitu gimana, Fikri bisa nangkep ga sih pronounciationnya?

S2 : Mungkin itu kalo metal itu lagu yang paling saya engga suka (laughing).
(Line 91)

R : Ohh gitu?

S2 : Iya.. **(Line 92)**

R : berarti Fikri ini emang suka lagu-lagu yang slow yang galau gitu ya?

S2 : Iya.. **(Line 93)**

R : Untungnya di tempat les ga pernah muterin lagu-lagu ribut

S2 : Iya hehe. **(Line 94)**

R : Kalo boleh tau nih, E.. Fikri itu bisa ga sih ngikutin kalo belajar pronounciation pakai lagu di kelas?

S2 : Bisa sih kalo di ulang terus, kalo Cuma sekali kan mana bisa nangkep. **(Line 95)**

R : Tapi bisa kan buat ngikutinnya?

S2 : Ya bisa sedikit-sedikit lama-lama jadi bukit. **(Line 96)**

R : Terus kak Zaza punya pertanyaan tambahan nih, E.. Sebelumnya kan ka Zaza udah interview murid dari Mr Moe, katanya kalo belajar pake lagu ini sambil lihat lirik, Nah, apakah pas lihat lirik itu Fikri lebih terbantu atau tidak?

S2 : Sangat terbantu. Kita bisa melihat kalimatnya, bukan mendengar saja. **(Line 97)**

R : Udah dengar, terus udah lihat liriknya jadi bisa ngucapinnya gitu?

S2 : Iya, terus di ulang ulang terus sampai bisa. **(Line 98)**

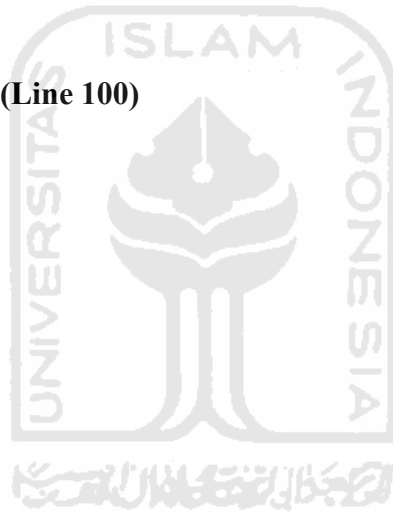
(Private conversation about Mr Moe English course)

R : Ya sudah kalau begitu ya, karena interview-nya sudah selesai, sebelumnya kak Zaza berterimakasih banyak sama Fikri karena udah menyempatkan waktunya, kak Zaza tau Fikri sibuk banget kayaknya, terimakasih banyak Fikri atas waktunya..

S2 : Enggehh.. sama-sama. **(Line 99)**

R : Assalamualaikum

S2 : Waalaikumussalam. **(Line 100)**



INTERVIEW TRANSCRIPTION

-Student 3-

Name : Ni Kadek Yumita Arini Dewi

Age : 18 Years Old

Date of birth : 21 February 2002

Address : Jl. Gilianyar, Karang Baru Utara, Mataram.

Interview started at 19.08 WIB / July 14, 2020

S3 : Halo.. **(Line 1)**

R : Halo, Selamat malam Mita

S3 : Selamat malam kak. **(Line 2)**

R : Bagaimana kabarnya nih?

S3 : Sudah baikan. **(Line 3)**

R : Oke.. Pertama-tama terimakasih banyak ya Mita sudah bisa menyempatkan waktu untuk di wawancarai

S3 : Iya kak. **(Line 4)**

R : E.. ini Mita beneran udah sehat kan ya?

S3 : He'em udah.. udah jalan-jalan tadi juga. **(Line 5)**

R : Tapi suaranya kayak masih lemas gitu.

S3 : Hehe iya, agak deg-degan sih. **(Line 6)**

R : Oh engga apa-apa santai aja kayak telponan biasa ya

S3 : Hehehe. **(Line 7)**

R : Engga perlu deg-degan, oke?

S3 : Hehe iya kak. **(Line 8)**

R : Oke, gini, jadi kan kak Zaza sekarang tuh sedang meneliti tentang pendapat siswa dalam mempelajari pronunciation.. maksudnya itu mempelajari pronunciation saat menggunakan lagu bahasa Inggris

S3 : Oh iya iya. **(Line 9)**

R : Nah, untuk interview kali ini kak Zaza akan menanyakan beberapa pertanyaan , terus nanti Mita bisa jawab dengan pengalaman yang sudah Mita rasakan ya saat belajar pronunciation menggunakan lagu di.. di.. Mr. Moe, ya?

S3 : E.. di sekolah juga ada. **(Line 10)**

R : Tapi lebih ke Mr. Moe aja. Pokoknya nanti bisa di jawab dengan E.. apa namanya pengalaman Mita aja ya, OK?

S3 : Oh iya. **(Line 11)**

R : Oke sekarang mm.. langsung aja ya. Oh iya, sebelum masuk ke pertanyaan inti kak Zaza mau tanya

S3 : He'eh.. **(Line 12)**

R : Mita itu suka belajar bahasa Inggris engga sih?

S3 : Ihh suka banget sihh.. suka baca-baca.. dengar lagu gitu.. **(Line 13)**

R : Oh jadi Mita ini sangat tertarik ya kalau belajar bahasa Inggris?

S3 : Iya, emang dari kecil udah di biasain. Tapi cuma ya masih agak jarang latihan, kalo senggang aja kalo misalkan di suruh. **(Line 14)**

R : Oh gitu.. kalau belajar bahasa Inggris-nya pakai lagu gimana, suka juga?

S3 : Iya lebih enjoy aja sih kalo misal pakai lagu. **(Line 15)**

R : Oh oke.. baik kalo gitu kita langsung masuk ke pertanyaan pertama ya

S3 : Iya.. **(Line 16)**

R : Menurut kamu, mengapa sih pengucapan bahasa Inggris itu penting? Kemudian, berikan penjelasan kamu mengapa penting untuk mengucapkan kata-kata bahasa Inggris dengan baik dan jelas?

S3 : E.. iya. Menurut saya karena kita tau sendiri bahasa Inggris itu kan bahasa internasional. Jadi jaman sekarang pun dimana-mana ngomong Inggris itu udah kayak skill yang emang harus di kuasai semua orang gitu. Terus pengucapan yang jelas itu pasti penting juga, karena semakin baik dan benar pengucapan kita pelafalan kita dalam bahasa Inggris itu berarti kan kita sudah banyak belajar bahasa Inggris dan aktif berbahasa Inggris gitu. **(Line 17)**

R : Oh begitu, oke baik.. E.. jadi pertanyaan selanjutnya.. Menurut Mita, apakah pengucapan yang baik dapat memfasilitasi percakapan Mita dalam berbicara bahasa Inggris? Lalu bagaimana perasaan Mita soal itu?

S3 : Oh iya, menurut saya, E.. pelafalan yang yang baik itu bisa bikin lebih PD kalau mau ngomong sama orang sih, soalnya biasanya kalo salah dikit itu engga enakny bakal di koreksi dan di ketawain berlebih sama orang-orang yang sering nge-judge. Itu pengalaman sih kak, jadi kalo ngucapin.. pengucapannya bagus bisa buat lebih PD gitu, dan juga kalau emang sering latihan bahasa Inggris. **(Line 18)**

R : E.. jadi karena pengucapan yang bagus itu jadi bisa lebih PD dan lancar gitu ya ngomongnya ya?

S3 : Iya.. dan menunjukkan kalau kita memang sering latihan. **(Line 19)**

R : Oke baik.. Selanjutnya.. Oh iya, bagaimana perasaan Mita tentang itu? Maksudnya perasaan Mita kalau punya pronunciation yang bagus?

S3 : Perasaan saya kayak lebih bisa leluasa ngomong ke orang bahasa Inggris yang emang e.. apa.. kayak kalo kenal anak Jaksel gitu, hehehe enak banget. **(Line 20)**

R : Jadi, perasaan Mita senang gitu ya kalau punya pronunciation yang baik?

S3 : Iya.. Enak banget kalau misal udah bisa lancar ngomongnya terus bagus cara ngomongnya itu. **(Line 21)**

R : Oke.. terus selanjutnya, menurut kamu apakah pelafalan bahasa Inggris itu sulit?

S3 : E.. pelafalan bahasa Inggris engga begitu sulit sih, karena kalo secara perlahan dan telaten latihan itu apa aja bisa untuk di hapalin gitu lho. Asal banyak latihan aja. **(Line 22)**

R : Oh jadi Mita engga pernah merasa sulit ya untuk mempelajari pronunciation?

S3 : Engga juga karena emang senang aja sih belajar pronunciation. **(Line 23)**

R : iya sih emang biasanya kalo udah senang itu apa aja pasti gampang ya rasanya

S3 : Iya.. di *enjoy-in*. **(Line 24)**

R : hehe, iya di *enjoy-in*. Terus, e.. bagaimana sih perasaan Mita ketika belajar pronunciation dalam bahasa Inggris?

S3 : E.. perasaanya sih.. e, bagaimana ya, senang aja terus kalo misalkan pelafalan bahasa Inggris itu bisa buat *enjoy*.. kayak istirahat dulu dari pelajaran *tenses-tenses* yang lebih ribet lagi. Jadi kayak waktu refreshing gitu sih kalo misal pas belajar pelafalan doang itu. **(Line 25)**

R : Kalau perasaannya Mita pas belajar pelafalan di kelas gimana tuh?

S3 : Oh, kalau itu sih.. biasa aja ya, soalnya e.. gurunya juga kurang asik gitu sih bawainnya karena kelas ribut, jadinya lebih enak belajar sendiri. **(Line 26)**

R : Oh.. Jadi Mita ini lebih senang belajar sendiri ya kalau belajar pronunciation?

S3 : Iya, lebih enak.. **(Line 27)**

R : Oke, selanjutnya.. Apakah Mita pernah merasa kesulitan ga sih untuk belajar pelafalan? Tadi Mita ini ya.. bilang engga sulit ya..

S3 : Iya.. E.. kalo saya waktu ini, karena memang ada orangtua sebagai tutor dari kecil, pelafalan bahasa Inggris itu di jadiin kayak game gitu. Jadi, ga terlalu sulit dan malah bikin asik. **(Line 28)**

R : Orangtua-nya Mita ini ya guru ya?

S3 : Engga, Cuma pernah kerja di hotel aja jadi kan diajarin cara ngucapin bagaimana. **(Line 29)**

R : Oh iya benar juga.. Oke deh, kalau gitu gini deh, menurut Mita sendiri nih kenapa sih e.. apa namanya.. kebanyakan siswa –siswa di Indonesia itu merasa sulit untuk mempelajari pronunciation?

S3 : E.. kalau ada yang merasa sulit itu mungkin mereka belum nemu media untuk latihan ngucapin pelafalan bahasa Inggris gitu, bilanganya jarang praktik untuk latihan pengucapannya gitu. **(Line 30)**

R : Hmm jadi karena itu ya.. Terus kalau Mita sendiri itu kenapa mudah bagi Mita untuk mempelajari pronunciation?

S3 : Karena kayak misalnya di jadiin game gitu, kayak latihan lidah.. kayak ngulang-ngulang ngucapin.. lucu-lucuan gitu. **(Line 31)**

R : Oh *tongue twister*, ya?

S3 : Iya he'eh.. **(Line 32)**

R : Iya terus ada lagi engga? Kenapa sih kok Mita ngerasanya mudah banget gitu kalau buat ngucapin *pronunciation* dalam bahasa Inggris?

S3 : Karena sebelum belajar itu pasti di bilang “Ayok kita belajar bahasa Inggris”. Kayak udah ngerasa ke *enjoy* daripada ngerasa sulit gitu. **(Line 33)**

R : Karena sudah *enjoy* aja gitu ya?

S3 : Iya, tapi tetap harus ada dorongan gitu biar bisa senang belajar bahasa Inggris. **(Line 34)**

R : Oke. E.. misalkan saat Mita dengar lagu, Mita pernah menirukan e.. apa namanya.. *singer*-nya itu buat ngucapin *pronunciation*-nya engga?

S3 : Iya kak?. **(Line 35)**

R : E.. pas Mita lagi denger lagu bahasa Inggris nih, e.. Mita pernah atau sering engga sih e.. apa namanya ngikutin *singer*-nya untuk *pronounce* dengan benar itu pernah engga?

S3 : Iya sering banget kalo itu karena emang pengen banget bisa nyanyi kayak itu gitu, di coba-coba aja terus kadang juga dari situ bisa bikin kalimat sendiri kan kalo saya udah tau kosa katanya banyak. **(Line 36)**

R : Oke baik, ok. Menurut Mita sendiri nih kira-kira huruf apa aja sih yang sulit di ucapkan dalam bahasa Inggris? Kan kita ini orang Indonesia ya, pasti ada aja gitu yang sulit buat di ucapin..

S3 : Oh, kalau huruf sih kayaknya engga ada, cuma kalau ngucapin kata yang beda huruf dan beda makna tapi ngucapinnya sama itu yang masih bingung.. Apalagi pas diucapin sama orang lain kayak tengkorak sama sekolah itu bingung.. **(Line 37)**

R : Gimana gimana?

S3 : kayak misalnya orang mau bilang bahasa Inggris-nya “tengkorak” terus kita nangkepnya malah “sekolah” itu kan. **(Line 38)**

R : Jadi Mita ini merasa sulit kalau ada yang mirip-mirip gitu ya cara *pronunciation*-nya, iya begitu?

S3 : Iya, beda makna beda huruf gitu. **(Line 39)**

R : “skull” sama “School” gitu?

S3 : Iya.. **(Line 40)**

R : Terus, pertanyaan selanjutnya. Bagaimana guru Mita mengajarkan pelafalan dalam pelajaran bahasa Inggris? Apakah ia menggunakan lagu-lagu bahasa Inggris untuk mengajarkan pelafalan?

S3 : Iya kalau guru kelas sempat beberapa kali pertemuan melatih pelafalan lewat lagu-lagu. Kalau di Mr. Moe juga waktu ini pernah sekali mungkin dalam pembahasan kita ngisi kayak tempat yang kosong gitu, lengkapi yang kita dengar, samaan.. terus di ulang cuma 2 kali aja kesempatan buat ngisi, lengkapi yang tadi kosong itu.. **(Line 41)**

R : Terus e.. setelah ngisi blank itu apakah di suruh ngucapin lagi atau engga?

S3 : Iya di suruh ngucapin lagi sampai benar-benar bisa gitu. **(Line 42)**

R : Oh, oke. Jadi listening dulu terus di tulis.. baru di pronounce, gitu ya?

S3 : Iya, he'eh.. tulisan kita juga di koreksi. Kalau misalnya salah dikit aja langsung di coret (laughing). **(Line 43)**

R : Terus menurut Mita teman-teman Mita bisa engga sih ngikutin kalau guru-nya ngajar kayak gitu?

S3 : Kalo misalnya di tempat les ya muridnya tertib, jadi bisa.. Kalo misalnya di sekolah itu mungkin agak ribet karena memang terlalu banyak siswa yang ribut. Kalau di sekolah itu kita pakai lagu, jadi gurunya nyuruh kita nyanyi beberapa kalimat di depannya dia, terus kalo salah di koreksi dan di kurangi nilai itu sih.. **(Line 44)**

R : Oh begitu.. terus kalau di Rumah Inggris Mr. Moe itu, apakah pernah begitu atau engga, kayak di sekolah gitu?

S3 : Oh kalo itu belum, cuma kalau yang di suruh lengkapi bagian-bagian itu pernah di sekolah dan pernah di Mr. Moe juga. **(Line 45)**

R : Di Mr.Moe pernah engga sih kayak di suruh nyanyi gitu, terus nanti di koreksi langsung sama gurunya pernah ga sih?

S3 : Belum pernah sih, kalo misalnya pakai lagu, baru di suruh lengkapin bagian-bagian itu kalo di Mr.Moe. **(Line 46)**

R : Oh berarti di Mr. Moe itu cuma kayak yang per-kalimat aja ya per-kata.

S3 : Iya, terus di kasih lembaran. **(Line 47)**

R : Habis dengar lagu, terus itu di ucapin gitu ya?

S3 : Iya abis di kasih lembaran terus ada yang di kosongin itu kita tulis terus kita ucapin nanti. **(Line 48)**

R : Oh jadi caranya hanya kayak gitu aja ya, engga pernah yang kayak di suruh nanyi habis itu langsung di koreksi itu engga pernah ya?

S3 : He'eh.. belum belum pernah sih. **(Line 49)**

R : oke baik.. kemudian gimana sih perasaan Mita saat guru menggunakan lagu bahasa Inggris dalam belajar pronunciation? Apakah Mita merasa menggunakan lagu itu dapat meningkatkan minat pada diri Mita untuk belajar pronunciation?

S3 : Kalo perasaan saya sih biasa aja kak, kalo menurut saya kalo belajar pelafalan bahasa Inggris lewat lagu itu lebih enak di lakuin sendiri, jadi lebih fokus mengoreksi kemampuan sendiri.. Kalau guru-nya pasti cuma sedikit-sedikit gitu untuk di lengkapin karena emang waktu ngajar yang terbatas gitu sih. **(Line 50)**

R : Oh iya, benar juga ya. Terus bagaimana sih perasaan Mita saat menggunakan lagu, saat belajar pronunciation menggunakan lagu di dalam kelas, gimana sih perasaan Mita kalau udah di dalam kelas itu?

S3 : Kalau misalkan di dalam kelas ya lebih buat antusias belajar emang, karena lebih enjoyable dan refreshing dikit dari lagu dari belajar yang lebih ribet gitu. Kalau di kelas serunya itu abis belajar pakai lagu kita semua di bolehin nyanyi-nyanyi kayak jadi kompak untuk sesaat gitu, ehe. **(Line 51)**

R : Jadi... karena seru jadinya minat belajarnya itu meningkat gitu ya?

S3 : He'eh.. karena kompak sekali kompak kayak gitu bikin suasana jadi ceria gitu. **(Line 52)**

R : Oh oke-oke baik.. Jadi misalkan.. eh maaf. Saat Mita belajar pakai lagu, maksudnya belajar pronunciation pakai lagu ini apakah pronunciationnya Mita.. *(interrupted)* maaf ya suara bunyi-bunyi.

S3 : Hehehe engga apa-apa. **(Line 53)**

R : Oke kak Zaza ulangi.. Saat Mita belajar pronunciation menggunakan lagu, apakah Mita merasa kemampuan pronunciation-nya Mita ini meningkat atau tidak?

S3 : Iya meningkat banget karena kita jadi e.. vokalisnya.. ngucapinnya itu kan kita jadi tau gimana ngucapin kalimat yang pernah kita lihat tapi kita engga tau gimana ngucapinnya gitu. **(Line 54)**

R : Iya.. Jadi kayak bisa ngikutin gitu ya, apa yang dicucapin..

S3 : He'eh.. yang kita engga tau gimana cara ngucapinnya, terus pas di ucapin lewat lagu.. ohh kayak gitu cara ngucapinnya. **(Line 55)**

R : Oke, by the way.. Mita sendiri ini sukanya lagu yang kayak gimana sih?

S3 : Lagu yang kayak Kansas gitu, kayak Speedwagon, kayak Mariah Carey gitu. **(Line 56)**

R : Oh iya bener-bener lagu-lagu agak lawas ya?

S3 : He'eh iya.. masih enak melody-nya soalnya.. **(Line 57)**

R : Kalau, kalau apa namanya.. kalau Adele gitu?

S3 : Iya kak?. **(Line 58)**

R : Kalau Adele?

S3 : kalo Adele juga suka.. **(Line 59)**

R : Iya, malah bagus loh kalo dengerin Adele soalnya dia kan British ya, jadi pronunciationnya itu bener-bener British. Kan kebanyakan American sih yang biasa kita dengar itu, beberapa penyanyi juga British, jadi bisa ngikutin lagu-lagu yang vokalisnya itu dari England gitu, biar British accent-nya juga bagus.

S3 : Ohh iya iya, pelafalannya lebih enak gitu ya?. **(Line 60)**

R : Iya lebih sesuai gitu, kalau dengar American juga boleh sih.. Tapi kalau pengen pelajari British accent-nya mending cari vokalis atau penyanyi yang bener-bener dari Inggris gitu. Soalnya kan beda banget ya pronunciation American sama British itu beda banget.

S3 : Ohh baru tau. **(Line 61)**

R : Terus kita lanjut ya. Tadi kan Mita udah bilang ya pas belajar pakai lagu pronunciation-nya bisa meningkat dan sangat terbantu ya dengan mendengarkan vokalisnya

S3 : Iya.. **(Line 62)**

R : Kemudian pertanyaan selanjutnya..Tolong jelaskan mengapa lagu dapat membuat kamu lebih antusias dalam belajar bahasa Inggris di kelas pronunciation?

S3 : E.. sebenarnya lagu bahasa Inggris itu banyak yang bagus, dengerin melody-nya juga, terus keingintahuan kita dalam memahami liriknya itu juga buat semangat untuk belajar kosa-kata dan pelafalan gitu, biar bisa leluasa dan nangkap cerita lagunya. **(Line 63)**

R : Ah.. begitu. Oke. Jadi gara-gara itu Mita bisa jadi lebih antusias gitu ya dalam belajarnya? Karena penasaran, e.. karena lagunya enak.. seru terus e.. rasa ingin tau Mita untuk mengetahui artinya gitu ya?

S3 : Iya kak.. **(Line 64)**

R : Oke baik. Terus tolong beri pendapat Mita mengapa sih lagu-lagu bahasa itu dapat minat Mita dalam belajar pronunciation? Ini hampir mirip sih sebenarnya, tapi mungkin Mita bisa kasih jawaban yang lebih mendetail lagi .

S3 : E.. Jadi di buat pengen tau arti kalimat lagunya dan bisa tau ngucapin pelafalan kata-katanya kayak gimana gitu dan bisa bantu kita buat kalimat dalam bahasa Inggris sendiri setelah tau kosa-katanya kan, bisa kita kumpulin kosa-kata dari lagu-lagu yang kita dengerin itu. **(Line 65)**

R : He'em.. terus ada lagi engga?

S3 : Iya itu aja sih.. pengen tau makna liriknya. **(Line 66)**

R : Mungkin karena lagunya seru gitu kan kalau di puter.. atau karena sering juga Mita dengernya, gimana?

S3 : He'em karena sering juga jadi kita e.. lebih peka lah telinganya kalo misalnya ada kosa-kata emang sulit terus jadi terbiasa gitu ngucapinnya. **(Line 67)**

R : Pas dengernya ya?

S3 : Iya.. **(Line 68)**

R : Sebentar ya Mita.. cek recorder.. takutnya belum terekam

S3 : Iya.. **(Line 69)**

R : Oke, selanjunya bagaimana sih lagu-lagu bahasa Inggris itu dapat mempengaruhi peningkatan pronunciation dalam bahasa Inggris Mita ?

S3 : E.. gimana kak?. **(Line 70)**

R : Begini.. Menurut Mita bagaimana sih lagu-lagu bahasa Inggris itu dapat mempengaruhi peningkatan pengucapan ber-bahasa Inggrisnya Mita?

S3 : Oh iya.. kayak dari kita tau sebelumnya.. e.. apa kata-kata yang pernah kita liat gitu, tapi kita ga tau cara ngucapinnya.. terus waktu lagunya di sebut ada kalimat itu kita jadi tau cara ngucapinnya, bisa ikutan ngomong gitu. **(Line 71)**

R : Oh oke.. Mita juga termasuk orang yang sering putar lagu ya?

S3 : Iya kak hehehe. **(Line 72)**

R : Genre apa sih yang Mita putar?

S3 : Suka-nya RnB.. **(Line 73)**

(Private conversation)

R : Kita lanjut lagi ya.. Terus gimana selain itu, gimana sih lagu-lagu bahasa Inggris itu bisa mempengaruhi kemampuan Mita dalam pronunciation? Selain yang tadi

S3 : Iya karena dorongan dari ibuk tepatnya, dia sering nyetel lagu bahasa Inggris.. terus di paksa “Ayo hapalin, biar bisa nyanyi”. Jadi dorongan lah gitu, ada yang pengen banget kita mau bisa gitu, jadi lebih semangat. Apalagi kalau lewat lagu kan lebih gampang. **(Line 74)**

R : Oh.. karena gitu ya. Krena lagu itu memang enak aja gitu kalo dengernya, terus e.. apa namanya ngikutin penyanyinya, enak aja.

S3 : Tapi kakak pelajari dari lagu metal-metal gitu kan cepet itu lagunya, berarti bisa gitu ya nangkepnya. **(Line 75)**

R : Iya karena udah terbiasa aja sih.. karena udah biasa dengar jadi bisa ikutin. Kalau Mita sendiri nagaimana pas belajar pronunciation pakai lagu?

S3 : Iya enak aja gitu, kayak punya waktu sendiri buat e.. ngabisin waktu belajar bahasa Inggris. Lebih enak sendiri sih belajarnya. **(Line 76)**

R : Lebih enak sendiri ya.. hm iya sih memang. Menurut Mita kalau belajar pronunciation pakai lagu di kelas itu seru engga sih, di tempat les?

S3 : Kalau di tempat lesnya itu seru karena emang murid-muridnya juga patuh gitu. Nah, mau dengeri gurunya.. tutornya itu lebih lancar.. engga bertele-tele jadinya. **(Line 77)**

R : Tapi di tempat les itu bisa ngikutin kan gimana pronunciation-nya tuh?

S3 : He'em bisa banget.. di Mr. Moe itu kayak ngembangin bakat siswanya banget gitu. **(Line 78)**

R : kayak gimana tuh contohnya?

S3 : Kayak kita di latih buat ga malu buat ngeluarin bakat kita, jadi kayak bisa lebih teliti.. lebih mau ngembangin. **(Line 79)**

R : Hmm gitu.. Terus e.. apalagi ya kalau di Mr. Moe. Tadi kayaknya udah di jawab semua sama Mita. Oke kita move aja pertanyaannya. Apa aja sih tantangan dalam belajar pronunciation saat menggunakan lagu yang Mita hadapi? Mengapa Mita merasa tertantang atau kesulitan dalam belajar pronunciation menggunakan lagu?

S3 : E.. tantangannya itu.. berdasarkan pengalaman ya nih ya, ada beberapa yang kita dengar pengucapannya masih engga jelas di lagu itu, terus kita tanya ke orang-orang juga gatau karena emang engga jelas ish apa yang vokalisnya bilang pas jamannya masih susah internet itu. Terus kan udah niat banget buat bisa nyanyi dan artiin lagu itu, itu dulu sih. Kalau sekarang kan tinggal search liriknya. **(Line 80)**

R : Berarti e.. Cuma itu ya, Mita engga merasa tertantang ya saat menggunakan lagu, engga ada tantangan lain gitu ya?

S3 : E.. kalau dulu sih tantangannya karena emang gaada internet terus masih ada yang engga jelas di bilang sama vokalisnya itu, kita pengen tau gimana gitu kayak udah pasrah gitu lah.. Terus sekarang udah ada internet kita tinggal search aja gitu. **(Line 81)**

R : Oh.. Jadi gini, berarti Mita itu Cuma tertantang gara-gara gaada internet karena engga bisa lihat liriknya gitu, ya?

S3 : Iya yang belum jelas, yang masih ada belum jelas gitu kan kita engga tau gimana liriknya. **(Line 82)**

R : Kalau di tempat les sendiri nih, di kelas itu gimana sih tantangannya kalau belajar pronunciation pakai lagu?

S3 : Tantangannya e.. gurunya waktunya kurang, jadi kayak gimana sih tuh kak, kayak guru bahasa Inggrisnya itu lebih sering ngobrol ke muridnya daripada belajar. **(Line 83)**

R : Oh jadi gara-gara waktunya yang kurang jadi kayak kurang mantap aja gitu ya Mita rasainnya saat belajar pronunciation pas pakai lagu?

S3 : He'eh.. **(Line 84)**

R : Terus di tambah lagi temen-temen juga temen-temen di kelas juga karena terlalu seru belajarnya jadi... (kepotong)

S3 : Iya karena engga terlalu minat di Inggris jadi kayak belajar kayak gitu aja jadi engga apa-apa gitu. **(Line 85)**

R : Ini siapa nih yang engga terlalu minat di Inggris nih?

S3 : Banyak hehehe.. **(Line 86)**

R : Oh jadi teman-teman di tempat kursus itu kurang minat ya belajar bahasa Inggrisnya?

S3 : Iya.. rata-rata. **(Line 87)**

R : Jadi tantangan Mita saat belajar pronunciation pakai lagu di kelas itu Cuma perkara waktu aja ya, engga merasa tertantang sama sekali..

S3 : Perkara waktu sama teman yang ribut itu sih.. kita kan harus fokus juga ke gurunya Cuma karena ribut itu kita sering engga denger gitu. **(Line 88)**

R : Oh oke baik.. jadi gara-gara ribut jadi sering engga denger

S3 : Iya. **(Line 89)**

R : Terus pas di kelas itu pas belajar pronunciation pakai lagu itu sendiri gimana tantangannya Mita? Maksudnya dari lagu-nya ya, dari medianya, gimana?

S3 : He'eh.. kalo dari lagunya.. maksudnya nyari yang kata-katanya sulit gitu, biar bisa dapat nilai lebih tinggi gitu?. **(Line 90)**

R : Engga, maksudnya itu lagu.. apa sih yang buat Mita tertantang dalam belajar pronunciation gitu saat di kelas? Misalkan gurunya putar lagu yang apa gitu..

S3 : Oh iya..he'eh. Lagu yang bikin tertantang itu ya lagu yang temponya cepat gitu. **(Line 91)**

R : Yang pengucapannya cepat ya?

S3 : He'eh..itu yang buat ling-lung jadinya. **(Line 92)**

R : Hmm jadi saat Mita di kelas itu linglung, engga denger itu, solusi dari guru Mita itu apa?

S3 : E.. latihan sendiri di rumah biar lebih fokus gitu. **(Line 93)**

R : Oh latihan sendiri di rumah?

S3 : Iya.. **(Line 94)**

R : Sebelumnya kan kak Zaza udah interview teman-teman Mita yang lain, katanya tuh sambil di kasih lihat lirik gitu di layar. Apa Mita uda pernah ngerasain juga?

S3 : Ohh kalau itu... yang di Mr. Moe kak?. **(Line 95)**

R : Iya yang di Mr. Moe

S3 : Engga, belum.. Pakai papan tulis waktu itu. **(Line 96)**

R : Oh.. Oke. Mita udah berapa lama di Mr. Moe?

S3 : Mmm satu setengah bulanan waktu ini. **(Line 97)**

(Private conversation)

R : Berarti tantangan Mita itu pas di tempat les pas belajar sama teman-teman itu kayak kurang enak gitu ya belajar ramai-ramai?.

S3 : Kalau misalnya di tempat les itu tertantang itu karena emang pengen lebih bagus dari pada yang lain, kalau di sekolah itu emang pengen banget bisa dengerin gurunya tapi kan karena waktunya juga engga cukup dan suasana kelas yang engga mendukung gitu. Jadi tertantang untuk belajar sendiri untuk asah sendiri gitu. **(Line 98)**

R : Menurut Mita nih, apakah genre lagu itu mempengaruhi listening sama pronunciationnya Mita?

S3 : Mempengaruhi kayak gimana kak?. **(Line 99)**

R : Maksudnya kayak gini, Mita kan denger lagu pop ya? Jadi Mita kayak lebih mudah ada gitu dengernya. Nah, menurut Mita apakah genre lagu itu mempengaruhi e.. pronunciationnya Mita atau engga?

S3 : Iya sih.. kalau yang kayak rap-rap gitu bakal sulit sih pasti belajarnya. Jadi lebih ke lagu yang slow slow itu dulu untuk latihan nulis sama latihan dengernya. **(Line 100)**

R : hmm ok. Biasanya kalau di Mr. Moe itu di puterin lagu yang kayak gimana?

S3 : Yang kayak Adele itu dah kak, yang British gitu. **(Line 101)**

R : Berarti lagu-lagu yang sering di dengerin orang juga ya?

S3 : He'eh.. masih sekitaran situ, tapi sekarang gatau gimana. **(Line 102)**

R : Terus lagu-lagu yang di puterin di Mr. Moe itu mudah semua di tangkap atau engga sih?

S3 : Iya kak?. **(Line 103)**

R : Lagu-lagu yang di putar di Mr. Moe itu lagu-lagu yang enak dan mudah di tangkap atau engga sih?

S3 : Lumayan.. **(Line 104)**

R : Mita pernah ini engga sih kayak ketinggalan gitu pas lagi belajar?

S3 : Pernah apa?. **(Line 105)**

R : Pernah ketinggalan gitu ga sih pas lagi di puterin lagu tapi Mita kayak missing singernya tuh bilang apa, pernah engga?

S3 : Pernah.. pernah.. pernah banget itu. **(Line 106)**

R : Sering ya?

S3 : He'eh tapi kan karena belajar sendiri jadi kayak lebih bisa lebih lama ingetnya gitu kalo misalnya udah tau itu. **(Line 107)**

R : Mita sendiri ngerasa antusias engga sih kalau belajar pakai lagu di kelas?

S3 : Kalo di kelas sih biasa aja kak. **(Line 108)**

R : Biasa aja ya?

S3 : Soalnya kalo misalnya lagu itu lebih enak belajar sendiri gitu daripada rame-rame. **(Line 109)**

R : Oh.. jadi Mita lebih senang belajar sendiri ya daripada rame-rame? Baru nih.. Jawaban Mita paling beda dari yang lain, biasanya tuh lebih senang belajar di kelas.. kalau Mita lebih senang belajar sendiri

S3 : Iya.. hehehe. **(Line 110)**

(Private conversation: sharing experiences)

R : Mungkin Mita mau cerita gimana sih pengalaman Mita di tempat les saat belajar pronunciation?

S3 : Oh e.. apa ya, kalo misalnya pronunciation itu kesereingan engga pakai lagu belajarnya, sekali-sekali pakai lagu Cuma untuk refreshing aja biasanys. Kalo biasanya sih kayak ngucapin biasa dah, latihan biasa, gurunya nyebutin kita ulangi. Itu di tempat les. Tapi kalau misalnya pronunciation itu emang udah dari SD diajarin kan kayak kata-kata benda itu. **(Line 111)**

R : Berarti di tempat les itu pakai lagu untuk belajar pronunciation itu Cuma sesekali aja ya, engga selalu gitu?

S3 : He'eh, terus Cuma ngucapin terus hapalin gitu. Kalau pakai lagu juga jadi lebih gampang hapal jadinya. **(Line 112)**

R : Iya sih bener, kalau pakai lagu itu lebih gampang hafal, kayak terngiang-ngiang gitu ya? Oh ini cara bacanya gini.

S3 : He'eh.. he'eh.. bener apalagi kalau suka sama melody-nya. **(Line 113)**

R : Kalau boleh tau nih, Mita di Mr. Moe kelasnya level apa?

S3 : E.. yang pertengahan itu kak, kelas malam.. **(Line 114)**

R : Intermediate, ya?

S3 : he'eh iya gitu. **(Line 115)**

(private conversation)

R : Ngomong-ngomong nih pas belajar di kelas pakai lagu, Mita bisa ikuti kan?

S3 : He'eh bisa. Kebetulan waktu itu kan gurunya setel dua lagu, satu lagu Bruno Mars sama satu lagunya Kansas.. Nah, temen-temen pada tau lagunya Bruno Mars, sedangkan lagu Kansas ini sering di setel sama bapak di rumah hehe jadi kayak udah tau gitu. Tapi tetap salah kak.. salah dua. **(Line 116)**

R : Jadi Mita bisa ngikutin itu gara-gara udah biasa dengar sebelumnya ya?

S3 : He'eh, tapi e.. bukan liat lirik sih, Cuma denger-denger keterusan gitu, jadi terbiasa. **(Line 117)**

R : Jadi karena udah biasa gitu ya kupingnya Mita?

S3 : He'eh.. **(Line 118)**

R : Kayaknya sih udah..kak Zaza rasa sudah.. Terimakasih ya Mita udah menyempatkan waktunya

S3 : Terimakasih udah share pengalaman juga kak. **(Line 119)**

R : Iya hehe.. makasih Mita makasih banyak udah mau jadi responden kak Zaza. Selamat malam Mita..

S3 : Iya, semoga lancar ya kak skripsinya. **(Line 120)**

R : Oke. Selamat malam

S3 : Selamat malam kak. **(Line 121)**

