USING SONGS TO IMPROVE STUDENTS’ MOTIVATION
IN PRONUNCIATION PRACTICE 1 COURSE

A SARJANA PENDIDIKAN FINAL PAPER

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

By
Vilmala Sari
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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July 24, 2015
A Sarjana Pendidikan Final Paper on

USING SONGS TO IMPROVE STUDENTS' MOTIVATION IN PRONUNCIATION PRACTICE I COURSE

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I honestly declare that this final paper, which I have written does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, August 10, 2015

The writer

Vilmala Sari
Student Number: 111214035
“I am able to do all things through the one who strengthens me.”

Philippians 4: 13

MOTTO:

“Yesterday will be different from today and tomorrow. Because, yesterday was experience, today is challenge, and tomorrow is future.”
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ABSTRACT


This study analyzed the use of songs to help the students to improve the students’ motivation in pronunciation mastery in Pronunciation Practice. The major concern was the description of songs’ implementation in the classroom and to what extent the use of songs could help the students to improve the students’ pronunciation mastery in pronunciation class.

This paper presents songs as the media to improve students’ motivation in pronunciation. This paper answers the following question: how do songs implemented in a pronunciation practice 1 course could improve students’ motivation in pronunciation? In this paper, the writer conducted the library study. Library study is a method to conduct this paper by finding some references. The writer identified the problem, gathered some books related to the topic, and answered the problem.

The writer concluded that this problem can be overcome by increasing students’ motivation. In order to increase students’ motivation the researcher created a fun learning through songs as the learning media. There were two titles of song that promote students’ curiosity and interest. Since the fun atmosphere, the relaxed situation and no monotonous activity were created, therefore, the students’ motivation to learn and pronounce the words increased.

Therefore, this study was expected as the alternative technique to enhance teaching pronunciation in Pronunciation Practice 1 Course as well as to develop teacher’s creativity to make it work. The writer also expects that songs can improve students’ motivation in pronunciation. Thus, learning English pronunciation was not frightening at all.

Keyword: song, pronunciation, motivation
ABSTRAK


Penelitian ini menganalisis penggunaan lagu untuk membantu meningkatkan motivasi siswa dalam latihan pronunciation. Perhatian utama dalam makalah ini adalah mengenai deskripsi tentang pengimplementasian lagu di dalam kelas dan sejauh mana penggunaan lagu dapat membantu siswa untuk meningkatkan motivasi dalam pelatihan pengucapan di kelas pronunciation.


Penulis melihat bahwa masalah ini dapat diatasi dengan meningkatkan motivasi siswa. Salah satunya dengan menciptakan pembelajaran yang menyenangkan yakni menggunakan lagu sebagai media. Ada dua judul lagu ini tentunya akan memunculkan rasa keingintahuan dan ketertarikan dalam diri siswa. Dikarenakan tercipta suasana yang nyaman, tidak menegangkan dan tidak monoton, dengan begitu, motivasi siswa untuk belajar dan berlatih mengucapkan kata-kata juga akan meningkat.

Oleh karena itu, penelitian ini diharapkan dapat membawa kontribusi sebagai teknik alternatif untuk meningkatkan pengajaran pengucapan dalam latihan pengucapan serta mengembangkan kreativitas guru untuk membuatnya bekerja. Penulis juga berharap bahwa lagu dapat meningkatkan motivasi siswa dalam pengajaran pengucapan sehingga belajar pengucapan dalam bahasa Inggris tidak lagi menjadi hal yang menakutkan.

Kata Kunci: song, pronunciation, motivation
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Vilmala Sari
CHAPTER I

INTRODUCTION

This chapter presents two main parts of the study. First, the research background presents the reasons why this study is conducted. Second, the research method presents the method used to conduct the study.

A. Background of the Study

Maslow (1987) states that motivation is very important factor to attain the goal of learning suit with hierarchy of a person’s need. Teaching English as a foreign language should give motivation to the students in a country where English is not used as communication language in daily life. The teachers have to prepare themselves in designing the materials for teaching and also in handling their students. Teaching a foreign language requires appropriate methods and materials to gain students’ interest. The students’ interest in learning becomes the important thing for the teaching and learning activities, so that the learning activities can work well. The conditions when the students do not have motivation in learning the materials will make the teachers work harder to assist the students in a classroom.

Hasibuan and Moedjiono (2006) state that the students’ participation is needed in order to support the teaching and learning process. The students are the main subject of the teaching and learning activity. The teaching and learning activity should pay attention to the characteristics and the needs of the students.
Sanjaya (2008) states that the teacher facilitates the students to develop their skill and encourage the students’ motivation. In order to facilitate the students in learning process, teacher can provide some media. As stated by Slattery and Willis (2001) song is the media that support the materials to improve students’ motivation because listening to the songs make the students happy and fun. Implementing the appropriate way through the songs in teaching and learning process is important, so that the students are motivated to learn English.

Students have opportunity to learn pronunciation at school because they learn English in the class. However, there are many students who pronounce English words incorrectly. As a result, they often make sound substitutions and sound deletions when they pronounced English words. It affects their speaking ability as well. They become hesitant to speak in English because they are afraid of producing incorrect sounds. Due to the problem, the teachers need to make the students more active in speaking activities. It is confirmed by Chamot (1993), who states that students in the class also experience the poorest condition of speaking. This result from lack of speaking practice, but students, especially Asian students tend to be reluctant to speaking English in class as well as after class. It is important for teachers to encourage and motivate students to speak English in the class.

There are many ways to enable the students to pronounce words correctly. One of them is through their motivation. Generally, highly motivated students can reach a good result in the class. It is supported by Sinclair and Coulthard (1975), “people learn best when they are relaxed, comfortable, unstressed, interested, and
involved in what is going on and motivated to continue. “The teacher should be creative to make the students enjoy the materials. Learning a foreign language with something familiar such as songs is helpful because the use of interesting media in the classroom can motivate the students so that they could understand the lesson. Paul (2003) states by singing and listening to the song, the students’ feeling to learn language is increased (p. 58). Moreover, Paul states that song is a good learning media for the students to improve their pronunciation. By listening to the songs, the students will be easier to imitate the lyrics of the songs. The teacher uses songs to improve students’ motivation and also students are required to repeat the same words or the same structure without boring them. Thus, song encourages the students to learn new words and memorize the English pronunciation easily. Those are the linguistic advantages gained in songs (Gale, 1942, pp. 27-28).

Based on Gale’s point of view, song is one element to help improve the students’ pronunciation mastery; since it is believed that language in English songs are rich and various. Using songs can be an appropriate media to improve the students’ motivation. As Hamalik (1998) states that media are used to motivate students in learning (p. 18).

In this study, songs are introduced as one of the teaching media. Slattery and Willis (2001) state that song is the media that support the materials that can improve students’ motivation because listening to the songs make the students happy and fun. Teaching pronunciation using songs will give different perception to the
students on learning pronunciation. It will make the students more become active and
teaching and learning process will become more fun.

In using songs as a media to improve students’ motivation, songs should be
accepted and understood by the students. This paper presents songs as media to
improve students’ motivation in pronunciation. This paper answers the following
question: how do songs implemented in a pronunciation practice 1 course could
improve students’ motivation in pronunciation?

The researcher expects that this paper is able to give a solution to help the
teacher to improve students’ motivation in pronunciation class. Then, by using songs,
the teacher can create and provide conductive atmosphere to study. This paper is also
expected to assist students to learn English easily and fun in class. Then, the next
researcher can consider choosing songs as media in teaching pronunciation.

B. Method of Study

In this paper, the researcher used library study. The researcher gathered
some references from some books related to the topic. Those references helped the
researcher to gain and solve the problem in this study. This paper tried to prove that
songs are one of the media to improve students’ motivation in pronunciation. The
researcher wants to help teacher to solve the problem.

As stated by Ary, Jacobs and Razavieh (1979), the way to gain the solution
is divided into 5 steps. The first step is a researcher should know knowledge of
related research, from the knowledge the researcher is able to define frontier on the
field. The second step is the researcher should understand the theory in the field. Therefore, the researcher is able to place the question in perspective. The third step is a researcher studies related research, the researcher learns how to choose song and implement it to the student and as a prediction, and the media have proved useful and can overcome the problem. The forth step is a researcher should know the previous study which is related to the research to avoid the same study or the same topic so that unintentional replication does not happen. The fifth step is a researcher should know the study of related literature. Therefore, the researcher is able to place in a better position to interpret the significance of their own results.

In library study, the researcher found the problem and tried to solve the problem. Before overcoming the problem, the researcher should know about the problem and tried to find how to solve the problem. The researcher searched some theories related to the topic. Based on related literature, the researcher solved the problem. Some theories helped the researcher to get the idea to teach pronunciation using songs as a media to solve the problem.
CHAPTER II

DISCUSSION

This section presents the theoretical description and the discussion. The theoretical description presents the main theories that are going to be used in this study. The discussion consists of the formulated problem, the solution and how the solution is implemented. The theories that are used are: the nature of pronunciation, songs, the nature of motivation, and cooperative language learning.

A. The Nature of Pronunciation

In communicating with other people, pronunciation is really important. If the pronunciation is unclear, it causes ambiguity in understanding the meaning. As stated by Kenworthy (1997), in pronouncing the words, intelligibility is really important to avoid ambiguity in communication. Intelligibility means “being understood by a listener at a given time in a given situation” (p. 13) She also mentions the factor which affects the intelligibility in pronunciation, i.e. the hesitancy in pronouncing words cause the speakers to make the pronunciation problems. Thus, the listeners get the difficulty in understanding it.

Kenworthy (1997) explains the example of sources that cause the intelligibility problems related to the sounds (p. 17). They are sound substitutions, sound deletions and sound insertions.
1. Sound substitutions occur when a speaker substitutes one sound for another. This causes the difficulties for the listener.

2. Sound deletions occur when the speaker leaves out a sound.

3. Sound insertions occur when the speaker add sounds in pronouncing the word.

In a classroom, the teacher has to be the good model for their students in pronouncing English words clearly. It means that the teacher needs to give an appropriate example how to pronounce English words. The difficulty that students face related to the pronunciation is they do not practice to speaking in English frequently. Students are afraid to make mistakes when they speak English. As the result, they tend to decrease the volume or they even hesitate to speak.

The teachers need to use the appropriate teaching media to teach the students. In pronunciation, Kenworthy (1997) suggests that it would be better if the media in teaching pronunciation contain the native language as it gives a clear example of the native language and the students would imitate the sounds precisely (p.4).

1. **Pronunciation**

As stated by Nunan (2003), pronunciation is the sounds that people make while they are speaking. The sounds people produce are used as a communication tool (p. 112). In learning English, the teachers have a responsibility to help the students to pronounce the English words intelligibly so that the meaning of the words
can be delivered correctly (Kenworthy, 1997). The students need to improve their pronunciation ability in order to use English properly in their daily communication. When the students do not improve their pronunciation it can make miscommunication in speaking.

The students usually pronounce English words by using their accent or their mother tongue style. It makes them find the difficulty to pronounce English words with the correct sounds. The students tend to pronounce the words by their spelling. Kenworthy (1997) agrees that English teachers often find the students get the difficulty in learning pronunciation because they are confused with the English accent.

B. Songs

Simms (1993) states, “a song is a short of piece in one concise movement for the medium of solo voice and piano” (p. 29). Moreover, Parto (1996) states “a song is a group of arrangements which consist of lyrics and elements of music like rhythm, melody, harmony and expressions” (p. 99). Moreover, Brewster, Ellis, and Girard (2002, pp. 162-163) explain that there are some positive impacts due to the use of songs, rhymes, and chants in teaching and learning activities.

In linguistic resources, the use of songs can improve all aspects of pronunciation. The students will imitate how to pronounce many English words by singing and listening to the songs. When the atmosphere of teaching and learning
activities is enjoyable, it will affect the students’ feeling. The students’ feeling increases. It means that the student’s psychological also obtains the positive impact.

1. **Learning through Songs**

Paul (2003) states “the students can remember language easily by listening to music and rhythm” (p. 94). Paul (2003) states that by singing and listening to the song, the students’ feeling to learn language is increases (p. 58). Moreover, Paul states that songs also help the students to remember words and practice the language more easily. The students also get deeper understanding in the learning process. Based on the explanation from Paul (2003), the researcher inferred that song is a good learning media for the students to increase their pronunciation. By listening to the songs, the students will be easier to imitate the lyrics of the songs.

Singing is the most common musical expression. Lee (2001), the author of *Learning Abilities Books*, states that singing a song develops not only the students’ ability to learn something but also at the same time it builds the students’ creativity. Lee (2001) states that in the field of psycholinguistics, songs bring positive contribution to the students to learn the words. Teenagers usually like to learn something through songs. They like a simple song to be learned. They can reveal what it is about in a simple song. A complicated song is not interesting for the students because it is too difficult for them. They generally like any kind of song as long as it is not difficult for them to reveal. One advantage that they can get from listening to the songs is that they can listen to a song while they are studying. Many
students state that they can learn something better through the songs (Chandler, 2002).

Using songs in teaching and learning activities can make students do the activities happily and concentrate on what they do. Brewster, Ellis, and Girard (2002, pp. 163-164) explain the pronunciation aspects of using songs. They are:

a. **Stress and Rhythm**

Stress and rhythm can also be practiced in a very natural way by using songs or rhymes. Encouraging the students to clap the beat as they go along or say rhymes will help to develop a sense of rhythm in English. Weak forms, where the pronunciation of a word differs based on whether it is stressed or unstressed, occur regularly in songs and rhymes (Brewster, Ellis, & Girard, 2002, pp. 163-164).

b. **Individual Sounds and Sounds in Connected Speech**

Songs and rhymes are useful for showing the sound in connected speech, for example, the way that certain sounds run on together: You don’t motivate IT! With you or WITHOUT you, I can still live! The quite complicated consonant clusters in English are often simplified, especially where a word which ends in /t/ or /d/ is followed by consonant cluster (Brewster, Ellis, & Girard, 2002, pp. 163-164).

c. **Intonation**

Intonation can also be practiced in songs and rhymes (Brewster, Ellis, & Girard, 2002, pp. 163-164).

The explanation above indicates that a song has a big contribution for the students’ learning development. A song is a kind of entertainment that becomes an
important source of knowledge for the students. Through a song, the students can learn how to pronounce or read it correctly, so that they can use it to communicate with others. By enjoying the song, a student is encouraged to focus on the song itself, to read the lyrics, and also to comprehend it by knowing the pronunciation of each word. Through this way, it can help them to develop their speaking and listening skills that can lead to the development of their own intelligence.

In order to strengthen the data, the researcher interviewed a lecturer. The result showed that the lecturer wanted to give an innovation, to develop the students’ interest in paying attention to the lyrics in order to know the meaning and pronunciation, to arise the students’ enthusiasm in learning pronunciation in general especially pronunciation practice 1 course, and to give the students other sides of the class to make the students more cooperate and collaborate with their classmates.

2. The Consideration and Principles in Choosing Songs

In using songs in teaching and learning activities, the teachers need to choose appropriate songs. Hubbard, Jones, Thornton, and Wheeler (1983, pp. 93-94) state that there are some consideration and principles in choosing educational songs. First, the teachers need to make sure if the songs are suitable for the language level of the students (elementary, intermediation, advanced). Second, the songs should be suitable for the age of the students. When the songs are not appropriate with the age of the students, the students might not enjoy singing and listening to the song. Third, the songs should be more appealing to the students. If the songs are interesting to them,
they will pay attention to the songs (Hubbard, Jones, Thornton, & Wheeler, 1983, pp. 93-94).

In addition, Tassoni, Beith, Eldridge, and Gough (2002) explain some principles in choosing songs. First, the songs which are used in teaching and learning for students should be fun and easy to be learnt. The teachers need to choose the songs which have interesting rhythm so that the students will enjoy singing and listening to the songs. The teachers have to avoid the songs which are too complicated for students, for example: the songs are too fast; the songs have many difficult words for the students. Second, the songs should have a relevance to the student environment. The teachers might introduce the students’ environment through songs. The students will be easy to draw their imagination because what they heard from the songs are close to them. Third, the songs should be linked to the theme. The teachers have to make sure if the songs are related to the theme and the content of the learning materials. Furthermore, the songs which will be used in teaching and learning activities should be familiar to attract students’ attention (Tassoni, Beith, Eldridge, & Gough, 2002, pp. 424-428).

The teachers have to understand those considerations when choosing songs as the teaching materials. If the songs are not appropriate to the students’ age, level, interest, and theme, the students might not be interested in listening to the songs. When the students are not interested in listening to the song, it will be difficult for the teachers to teach English through songs.
3. **The Benefits of Song in Pronunciation Teaching**

Using songs in teaching and learning activities has many benefits for the students. Brewster, Ellis, and Girard (2002, pp. 162-163) explain that there are some positive effects due to the use of songs, rhymes, and chants in teaching and learning activities. In linguistics resource, the use of songs can improve all aspects of pronunciation. The students will imitate how to pronounce many English words by singing and listening to the songs. The use of songs gives many benefits not only for the linguistic aspect of the students but also for other aspects. When the atmosphere of teaching and learning activities is enjoyable, it will effect on the students’ feeling. The students’ feeling will increase. It means that the students’ psychologist also obtains the positive impacts.

If the students are in a good feeling, they will do the activities happily and concentrate on what they do. After they listen to the songs, they will try to remember the lyrics of the songs. This activity will sharpen their ability in memorization. It means their cognitive aspect also obtains positive impacts. Moreover, the students usually share what makes them happy to their friends. In here, they will share what they have learnt by singing and listening to the songs. The students will be happy to sing together with their friends. The teachers can make a group discussion related to the songs which develop the social aspect of students (Brewster, Ellis, & Girard 2002, pp. 162-163).
4. **How to Present Educational Songs in Classroom**

Knowing the procedure to present song in teaching and learning activities is really important. Hubbard, Jones, Thornton, and Wheeler (1983) suggest some procedures present a song. By using songs as the teaching media, the teacher needs to explain the lyric of the songs carefully and patiently. Moreover, the teacher explains the words clearly to make the students understand how to pronounce the lyric and also the meaning. Then, the teacher plays the whole songs to make the students understand the rhythm; they will imitate what they heard from the songs.

Furthermore, the teacher needs to bring the lively atmosphere into the class. The teacher might use gesture activities related to the songs to attract the students’ enthusiasm and motivation. If the students cannot understand clearly what they heard from the cassette or recording, the teacher might play the song verse by verse. (Hubbard, Jones, Thornton, & Wheeler, 1983, p.94)

Besides the clearer song of the recording, the teacher also needs to pay attention on the criteria of song that can be heard by the students. The researcher interviewed the lecturer to get the data. The data showed that the criteria of song should not be too long; the song should be common to hear by the students, using acceptable language, and containing lyrics that the students may learn something from the lyrics of the song.
C. **The Nature of Motivation**

Motivation is an essential factor to determine students to do something. This factor is so important in teaching learning process. Hine and Rutherford (1982) also state that motivation is the feeling nurtured primarily by the classroom teacher in the learning situation as he engages in carefully planned as well as intuitive practices which will satisfy one or more of the basic, universal, cognitive and affective human needs. Tileston (2007) as cited in Merlina (2007) states that motivation relates to the drive to do something, to study new things, and encourages us to try again when we fail.

Through the motivation, the students will have an effort when they meet obstacles or failure. We cannot deny that motivation plays a vital role in the students’ achievement. Gardner (1985) classifies motivation into 2 levels, oriented motivation and core motivation, and the students’ orientation to language learning and the students’ attitudes towards the learning situation. Gardner (1985) describes core English language learning motivation as a construct composed of three characteristics; the attitudes towards learning a language (affect), the desire to learn the language (want) and motivational intensity (effort). In addition, Gardner (1985) states, a highly motivated student will want to learn the language, and strive to learn the language. Hence, based on this theory, the researcher believes that the songs which create comfortable atmosphere can improve students’ motivation toward their behaviour. The improvement can be looked at the students’ desire to do the work given by the teacher, and the students’ volition and their endeavour to do the task or
work during teaching learning process in the classroom. Furthermore, the teacher makes an observation sheet to see the improvement of students. The teacher can write down the students’ improvement in teaching learning process or after teaching process.

D. Cooperative Language Learning

1. The Definition of Cooperative Language Learning

Cooperative learning is the instructional approach that maximizes the use of cooperative activities involving pairs and small groups of learners in learning process. “Cooperative learning is also adopted as a way of promoting communicative interaction in the classroom” (Richards & Rogers, 2003, p. 192). Slavin (1995, p. 2) also states that cooperative language learning refers to variety of teaching method in which students work in small groups to help one another learn academic content.

From the explanation, cooperative language learning means a way in which the students work together with their partner, discuss, argue and help each other in order to get certain goal. Therefore, cooperative language learning can be very helpful to improve student’s pronunciation through others.

2. The Characteristics of Cooperative Language Learning

As stated by Kessler (1992, p. 5), there are five main key elements of cooperative language learning. They are described as follows:

1.) Students work together on common tasks or learning activities that are best handled through group work.
2.) Students work together in small groups containing two to five members.

3.) Students use cooperative, pro-social behaviour to accomplish their common tasks or learning activities.

4.) Students are interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities.

5.) Students are individually responsible for their work or learning.

Those characteristics above will give plus point to the students, not only the academic intelligence but also the social intelligence in a learning process.

3. The Goals of Cooperative Language Learning

Richards and Rodgers (2003, p. 195) state that the overall objectives of cooperative learning are to foster cooperation rather than competition, to develop critical thinking skill, and develop communicative competence through socially structured activities. Cooperative language learning is also appeared to increase the academic achievement, tolerance and acceptance toward diversity.

4. The Benefits of Employing Cooperative Learning

As stated by Johnson and Johnson (1991, p. 79), there are some benefits from a small-group learning in a collaborative environment from the general perspective. They are celebrations of diversity, acknowledgement of individual differences, interpersonal development, actively involving students in learning, and more opportunities for personal feedback.
a. Celebrations of Diversity

Cooperation learning provides chances for the learners to work with all types of people. During small group interactions, they find many opportunities to reflect upon and reply to the diverse responses other learners bring to the questions raised.

b. Acknowledgment of Individual Differences

When the questions are raised, different learners will have a variety of responses. Each of these can help the group creates a product that reflects a wide range of perspectives and thus more complete and comprehensive.

c. Interpersonal Development

Learners learn to relate to their peers and other learners as they work together in a group. This can be helpful for the learners who have difficulties with social skills.

d. Actively Involving Students in Learning

Each number has opportunities to contribute in small groups. Learners are likely to take more ownership of their material and to think critically about related issues when they work as a team.

e. More Opportunities for Personal Feedback

There are more exchanges among the learners in small groups. Hence, the learners receive personal feedback about their ideas and responses.

E. The Procedure of Using Song in Pronunciation Teaching

Songs in learning process are media to improve students’ motivation in pronunciation. The teacher teaches pronunciation by using songs in the classroom.
The selected song’s title for teaching pronunciation was “Always be My Baby” and “Endless Love”. The researcher chose that song’s title because the lyrics are easy to be heard by the students. Therefore, it can be easier for the students to imitate what they heard from the song. Besides, the researcher wants to enrich their knowledge of pronunciation aspect which is intonation.

In this paper, there are a lesson plan and a teaching-learning material. In this teaching material, there are two titles of songs. In the previous activity, the teacher teaches the students how to pronounce the lyrics and asks the students to make a group of four. After that, the teacher invites the students to play a game which is called spelling bee. In this game, the students need to compete to spell the words quickly and accurately. Then, the teacher reads a word and each group must compete by rising hand. The fastest group will be given an opportunity to spell the word and end with pronouncing the word again. If the spelling is correct the group would get 10 points, for a wrong answer will get no point.

In the second activity, the teacher divides the game into 2 round games. Each group contains 20 words. Group one gets the words from “Always be My Baby” and group two gets the words from “Endless Love”. After the teacher conducts a “Spelling Bee”, the teacher reviews the words which are used in spelling bee. Then, the teacher asks the students to sing the songs for few times with the correct pronunciation.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based on the study of students’ motivation in Pronunciation Practice 1 Course.

A. Conclusions

As stated in Chapter I, there was a research problem that should be answered through this research. The research problem is how are songs implemented in a pronunciation practice 1 course to improve students’ motivation in pronunciation?

From the study, the researcher found that using songs in teaching pronunciation gave the significant improvement on the students’ pronunciation. The students’ pronunciation was getting better after obtaining the treatment through songs.

In this study, the researcher focused on the English pronunciation. In communicating to other people, the way how to pronounce words is very important. When the pronunciation was unclear, it might cause ambiguity in understanding the meaning. The researcher decided to use the songs in improving the students’ motivation and students’ pronunciation. The reason of using songs in teaching and learning was related to the theory from Brewster, Ellis, and Girard (2002), who state “a student love songs, rhymes and chants and their repetitive nature and rhythm make
them an ideal vehicle for language learning” (p. 162). From the experts’ explanation, the researcher inferred that the students love songs and the teachers might use songs in the language teaching for the students.

Based on the analysis, the researcher concluded that teaching English pronunciation through songs can improve the students’ motivation and the students’ pronunciation. The use of songs in teaching pronunciation brought a significant improvement on the students’ pronunciation. It could be seen on the students who had been taught by using songs. They obtained a better improvement on their pronunciation because they have motivation to learn English pronunciation through the songs.

Furthermore, using songs in the classroom activities could be an interesting learning material for the students. The songs could improve the students’ interest to join the teaching and learning activities. When the students were well-motivated, they would learn easily. From the result of this final paper, the students could learn pronunciation easily because they were enthusiastic in singing and listening to the songs.

B. Recommendations

Recomendations consist of three parts, namely recommendations for English teachers, students, and future researchers.
a. For English Teachers

The researcher suggests that teachers explore all of their creativities in teaching English, especially for students in pronunciation practice course. The creativity is very important because the teachers teach the students who are in adult ages. Moreover, the teachers should know what makes them attracted in learning English since English is not their mother tongue.

Using songs can be an alternative to create a new atmosphere in the teaching and learning activity. Through the songs, the teachers can improve many activities which are fun for the students. However, the teachers should choose appropriate songs related to the students’ level class and also the basic competence.

b. For Students

Knowing that the students in pronunciation practice course like songs, the students do not only enjoy the songs but also learn how to pronounce those songs. Moreover, by listening to the songs, the students will increase their motivation in English pronunciation practice course.

Learning English through songs can be a fun learning activity for the students since they can interact with their friends. Moreover, singing songs can build their sense of language. The students will be accustomed to the use of the language in communication.

c. For Future Researchers

The researcher expects that this paper can help other researcher in conducting the future research which is related to this research. Moreover, the future
researchers might improve their creativity in teaching English through songs. The researcher suggests that the actions be implemented in other places to help other students in learning English. Songs can be the reference in English teaching since they can increase students’ attention in focusing on the English materials.
REFERENCES


APPENDICES
APPENDIX 1

Lesson Plan
LESSON PLAN

Class : Pronunciation Practice 1

Course Description:

This course provides students with the knowledge of English speech sound systems, speech mechanism, and phonetic transcription. On completing the course, the students are able to understand the organs of speech involved in producing speech sounds and how to produce the sounds. Besides, the students are trained to pronounce English words, phrases, and sentences with correct stress and intonation. In addition, they are required to write English words, phrases and sentences in phonetic transcription as well as to write the orthography of the phonetic transcription.

Basic Competence (speaking):

1. Making conversation to ask/give information in a good way which involves speech act: introducing him/her, asking to do something, asking and giving permission, agreeing, disagreeing, and prohibiting.

2. Making conversation to ask/ give information in a good way which involves speech act: giving information, giving opinion, and asking for clarification.

Material                  : The song’s lyrics namely “Always be My Baby” and “Endless Love”

Objectives                : The students are able to cooperate with their friends and pronounce the lyrics with the correct pronunciation.

Allocation time           : 90 minutes

Activities                :
1. The teacher greets the students.
2. The teacher gives the lyrics to the students for both songs, namely “Always be My Baby” and “Endless Love”.
3. The teacher teaches the students how to pronounce the lyrics.
4. The teacher asks the students to make a group of 4. In this game, the teacher invites the students to compete to spell words quickly and accurately.
5. The teacher reads a word, students must compete by rising hand; and for the fastest group will be given an opportunity to spell the word and end with pronounce the word again. For the fastest group which spell the word correctly would get 10 points, for a wrong answer will get no point.
6. The teacher divides the game into 2 round games, the first round will play with 20 words which are contained in “Always be My Baby” such as: you're, determined, to, leave, girl, inevitably, you'll, again, linger, escape, believe, gonna, darling, right, know, matter, everlasting, moment, letting, heart.
7. In the second round, there are 17 words that will be used in this game. The words which are used in this game are exist in the lyrics of the “Endless Love”: love, bright, breath, endless, hearts, charms, arms, fool, resist, sure, inside, mind, deny, sure, world, forever, beat, believe, erase, inevitably.
8. After the teacher conducts a “Spelling Bee”, the teacher reviews the words which are used in spelling bee.
9. Then, the teacher asks the students to sing the songs for few times with the correct pronunciation.
APPENDIX 2
The Example of Songs
ALWAYS BE MY BABY
By: Mariah Carey

We were as one babe
For a moment in time
And it seemed everlasting
That you would always be mine

Now you want to be free
So I'm letting you fly
Cause I know in my heart babe
Our love will never die
No!

You'll always be a part of me
I'm a part of you indefinitely
Girl don't you know you can't escape me
Ooh darling cause you'll always be my baby
And we'll linger on
Time can't erase a feeling this strong
No way you're never gonna shake me
Ooh darling cause you'll always be my baby

I ain't gonna cry no
And I won't beg you to stay
If you're determined to leave girl
I will not stand in your way
But inevitably you'll be back again
Cause ya know in your heart babe
Our love will never end no

You'll always be a part of me
I'm part of you indefinitely
Girl don't you know you can't escape me
Ooh darling cause you'll always be my baby
And we'll linger on
Time can't erase a feeling this strong
No way you're never gonna shake me
Ooh darling cause you'll always be my baby....

Always be my baby
ENDLES LOVE

By Lionel Richie

My love
There's only you in my life
The only thing that's right

My first love
You're every breath that I take
You're every step I make

And I
I want to share
All my love with you
No one else will do

And your eyes
They tell me how much you care
Oh, yes you will always be
My endless love

Two hearts
Two hearts that beat as one
Our lives had just begun

Forever
I'll hold you close in my arms
I can't resist your charms

And love

I'll be a fool for you
I'm sure
You know I don't mind
Whoooooa, you know I don't mind

'Cos you
You mean the world to me
Oh, I know
I know I found in you
My endless love

[Instrumental Interlude]

Oooooooh
And love
I'll be that fool for you
I'm sure
You know I don't mind
Whooooa, you know I don't mind
And yes
You'll be the only one
'Cos no one can't deny
This love I have inside
And I'll give it all to you
My love
My endless love