

THE EFFECTIVENESS OF ENGLISH SONGS TO IMPROVE STUDENTS' PRONUNCIATION OF SINGLE VOWELS IN ENGLISH WORDS FOR EFL STUDENTS

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Abstrak

Pengucapan yang benar menjadi salah satu faktor utama yang penting dalam berbahasa Inggris agar kita dapat berbicara bahasa Inggris dengan benar dan lancar. Dengan mengetahui hal tersebut, peneliti menyadari bahwa sangat berguna untuk membuat dan membantu siswa berlatih pengucapan melalui kegiatan yang menarik sesering mungkin dengan menggunakan beberapa strategi atau media yang menarik. Peneliti memilih lagu khususnya lagu bahasa Inggris sebagai salah satu media untuk mengajar dan membantu siswa melafalkan kata-kata bahasa Inggris dengan baik. Penelitian ini bertujuan untuk menyelidiki keefektifan lagu bahasa Inggris dalam hal pengucapan kata-kata bahasa Inggris terutama pengucapan vokal tunggal untuk siswa pelajar asing bahasa Inggris sekunder. Desain penelitian ini adalah penelitian kuantitatif eksperimental. Penelitian ini dilakukan pada siswa pelajar asing bahasa Inggris di SMA kelas X (X MIPA1 sebagai kelompok eksperimen dan X MIPA 2 sebagai kelompok kontrol) di salah satu SMA Negeri di Sidoarjo. Dalam penelitian kuantitatif ini peneliti memberikan pre-test dan post-test untuk kelas-kelas tersebut dan media diberikan kepada kelompok eksperimen, sedangkan kelompok kontrol akan diajar tanpa media. Penelitian ini menghasilkan data kuantitatif yang berbentuk numerik. Peneliti menganalisisnya dengan *Wilcoxon Test*, dihitung dengan menggunakan IBM SPSS for Windows release 24. Hasil penelitian menunjukkan bahwa lagu bahasa Inggris efektif dalam pengajaran guna meningkatkan kemampuan pelafalan khususnya huruf vokal tunggal dalam kata-kata bahasa Inggris pada murid EFL.

Kata Kunci: lagu Bahasa Inggris, cara pengucapan, huruf vokal tunggal.

Abstract

The correct pronunciation becomes one of the main that are important in communication using English. Thus, the researcher realized that was very useful to make and help the students practiced pronunciation through such interesting activity as often as possible by using some attractive strategy or interesting medias. The researchers chose song especially English songs as one of the media to teach and help the students to pronounce English words well. This present research investigated the effectiveness of English songs in teaching pronunciation especially the pronunciation of single vowels for secondary EFL students. It was a quantative research that used experimental design. This study was conducted on secondary EFL students in Senior High School in the tenth grade (X MIPA 1 as an experimental group and X MIPA 2 as a control group) at one of Public Senior High School in Sidoarjo. The researcher gave pre-test and post-test for those classes and the treatment would be given to the experimental group, while the control group would be taught with no treatment. The researcher analyzed the data by using *Wilcoxon Test*, using IBM SPSS for Windows release 24. The finding of this research revealed that English songs were effective in teaching English to improve students' pronunciation of single vowels in English words for EFL students.

Keywords: English song, pronunciation, single vowel.

INTRODUCTION

Indonesian students have learnt English as a foreign language during the study from kindergarten until university level. However, they still get some problems in learning English, especially in pronouncing words in English. In addition, they have to speak fluently and correctly so that other people know and understand clearly what we are talking about and what is the purpose of our conversation. Tench (1981) claimed that pronunciation is not an additional aspect for language learners which is

important, such as grammar, vocabulary or other aspects unless the main goal of the learner is to communicate well, correctly, fluently and clearly, then pronunciation is very important to learn. Thus, the good pronunciation becomes important in speaking so people can know and understand what we are talking about.

Harmer (2001) stated that pronunciation is the study of how to pronounce a word. It is the way in which a word or a language is pronounced or spoken. It is perceived as a language component which focuses on the manner or the way of uttering words. All languages are spoken first and

written second. In addition, according to Josef Essberger (2019) some languages are "phonetic". Cambridge Dictionary states phonetic is how the words are pronounced simply by looking at their spelling. Meanwhile, English is not a phonetic language. That is to say that we can not know exactly how to pronounce a word by the spelling. It also related with English sound systems that are different from the way its speaking and writing system. In addition, if we learn about pronunciation, we have to focus on the sound of the words than written English system.

Pronunciation is important in every language tasks, like reading, listening especially in speaking. The important purpose of pronunciation itself is to make the speaker understand what is accept by the listener (Hismanoglu, 2006:87). In this case, communication means to be able to understand and to be understood easily. When we talk or communicate with other people, it would be better if we pay attention and have a good and correct pronunciation so we can avoid some misunderstandings (Derwing & Munro, 2005: 97). We should have the ability to pronounce language well so we can speak correctly and fluently. The correct and fluent pronunciation can make the conversation much better and can be understood easily. However, if we have poor pronunciation it may result in misunderstanding between the speakers and the listeners.

Based on the researcher's experience in internship program (PPL), most students in Senior High School still have difficulties in pronouncing English words well. They had difficulties to pronounce English words and even in single vowels in English words. Based on the pre observation done by the researchers, the students said that they did not need to know, learn and speak in English in details because that was not their first language, English was only a foreign language that they must learn because it was in school lessons. Therefore, they did not care about how to pronounce English words correctly. In addition, many teachers in schools generally did not focus on how to pronounce English well and correctly when teaching English itself. According to Wong (1993), any ESL or EFL teachers and students think that there is no point and the importance of taking the time to speak and even learn how to pronounce correctly and fluently because it will make students feel difficult, such as distinguishing pronunciation between sheep and ship. The lack of attention to the pronunciation material in English lessons is one of the obstacles in teaching and learning about the pronunciation material in English. Moreover, teachers do not have enough time to teach pronunciation.

Secondary school students especially tenth graders do not like something formal. As the researchers' experience, students would feel bored and less motivated in the learning process, especially if they learned some lessons that are considered difficult. Thus, the teachers should create not only a great learning activity but also good educating methods to make students enjoy the learning process.

According to the researcher's experience above, the researcher felt that it was very necessary to get the learners practiced pronunciation through such interesting activities as often as possible by using some attractive techniques or

interesting medias. There were some ways, medias, or techniques in teaching English pronunciation. According to Wei (2006), pronunciation takes an uncommon position in English dialect learning; hence, EFL learners got to progress their pronunciation since it impacts specifically their communicative competence. It related to the creative techniques or medias that will be used by teacher which greatly support the learning process and foster students' interest in learning passionately, such as creating a fun atmosphere in the classroom will make students more fun, exciting, motivated to learn and do other activities at school. Therefore, fun atmosphere, interesting activities and creative techniques in teaching will be able to decrease the students' feeling such as bored, sleepy, less motivated even students' fear in learning English and also help the students understood the lessons quickly. The researcher chose song especially English song as one of the media to teach and help the students to pronounce in English words well. Learning through song can be recommended for teachers in teaching English and its aim to create fun atmosphere in the classroom so the pupils can be more comfortable and easily understandable to the lessons.

Besides, in the curriculum for Senior High School, there are basic competencies about song material, they are *KD 3.10* and *KD 4.10* (*Permendikbud No. 24 Tahun 2016*). Overall, the points of those basic competencies covered on how students could interpret social functions and language features also grasp the meaning of song lyrics related to secondary students' life in context. Moreover, there were also indicators of competence achievement that were designed so that learning process can be more systematic and run well. The indicators of competency achievement about how students could recognize song lyrics, mention social functions, identify language features, also find the detailed information and moral messages in the song that being taught. In addition, students will also be told to read pieces of song lyrics and sing songs with the correct pronunciation. So, the song as a media can help how to teach the correct pronunciation, it contained in the basic competencies in accordance with *Permendikbud No. 24 Tahun 2016*.

Thus, the research questions of the study was committed as follows:

1. Are the English songs effective in teaching English to improve Students' Pronunciation of Single Vowels in English Words for EFL Students?

In this study, the objective was investigating to find out whether English Songs were effective in teaching English to improve Students' Pronunciation of Single Vowels in English Words for EFL Students.

METHOD

This is a quantitative research which used Nonrandomized Control Group, Pretest-Posttest Design. In this experimental quantitative study, the researcher used two classes as an experimental and control group. The researcher gave pre-test and post-test for the ones training and the treatment became given to experimental group, while the control group became taught without treatment.

First, the researcher gave pre-test to both of the group in order to make certain that both groups are equal in terms of their ability. In the end of the studies, the researcher conducted post-test for the ones training with a purpose to recognize whether English songs effective in teaching English to improve Students' Pronunciation of Single Vowels in English Words for EFL Students or not. The research design in conducting the experiment is illustrated in the following table :

Table 1. The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X	Y2
Control	Y1	-	Y2

Where :

Experimental :Experimental group that will be given a treatment

Control :Control group that will be not given a treatmentPronunciation Score (Pre-test

score)

Y1 :The pre-test administered before treatment

Y2 :The post-test administered after treatment

X :English songs

This research used two instruments, test and scoring rubric. First was the test, there were two kinds of test; Pre-test (to make certain that the experimental group and the control group was equal) and Post-test (used for the *Wilcoxon Test* for the experimental group after they had treatment). For the test, the researcher and the teacher provided 10 sentences which contained some single vowels related with the materials which students had already learned. Those words with single vowels were also presented in a table. The students were asked to read 2 sentences then they were asked to pronounce some words in the table that the researcher and the teacher chose. Next, the researcher with the English teacher checked whether they pronounced appropriate or not and gave score to the students based on the scoring rubric.

The second instruments was scoring rubric that was used to give score for the students' performance in pronouncing English words especially of single vowels. It was adopted from the speaking rubric by J. B. Heaton (1988) which covers the component of pronunciation, fluency and comprehensibility. Yet, the researcher just used the pronunciation components' since this research only focus on pronunciation words. In the pronunciation components', there were 4 points that the researcher used (1 point for unsuccessful, 2 points for below average, 3 points for slightly below average and 4 points for average).

Besides, the researcher needed to measure the validity by asking a validator, an English lecturer to do content validity. The lecturer checked for some aspects such as the relevance, accuracy, the completeness of the presentation

of the test, the basic concept of the test, the suitability of the presentation with learning. Then he gave additional comments when finally the test material was declared valid and could be used.

This research was conducted in one of the urban Senior High Schools in Sidoarjo. Moreover, the researcher chose the tenth graders because it was suitable with the basic competence in curriculum of English lesson. It based on syllabus that stated the related material, it was on Basic Competence 3.10 (Interpreting social functions and linguistic elements of song lyrics related to the lives of Senior high school/MA teenagers) and 4.10 (Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to the lives of Senior high school/MA teenagers). X MIPA 1 (consisted of 36 students) and X MIPA 2 (consisted of 35 students) were chosen as the research subjects by the researcher based on the result of *homogeneity of variance test* after the pre-test. This step was taken to make sure that both groups are equal.

Table 2. Test of Homogeneity of Variances
Pronunciation Score (Pre-test score)

Levene Statistic	df1	df2	Sig.
,119	1	70	,732

According to table 2, from the test of homogeneity of variances, the significance level of pre-test score of both groups was .732. It was more than .05 which means the data of pre-test score of both groups was homogeny, both groups were equal. Therefore, the researcher was able to continue to next steps.

The treatment was conducted in four meetings. During teaching and getting to know activity, the researcher implemented a scientific approach. The process of collecting data conducted by three steps. The first step was for the Pre-test that had been explained before. The second step, the researcher provided a learning material about songs. For the control group, the researcher discussed the material in the English book about song entitled '*Heal the World*' without any treatment that focused on the single vowels but rather focused on language features or catching meanings about the song itself. Meanwhile for the experimental group, the researcher also discussed the same material, about song entitled '*Heal the World*', but more focused on the single vowels. The researcher also gave a treatment by using another English songs that focused on the single vowels such as '*The Short Vowel Song*' and '*Count On Me*'. In this meeting, the students had to fill in the blank lyrics. It contained the lyrics of the song where some of the words were left blank while the students had to guess the answer when the song was played. After the song stopped, the researcher asked the students to give the answer of the blank lyrics by pronouncing the lyrics. The third step, the researcher conducted post-test. It was

conducted to measure students' pronunciation in single vowel after using English song.

After the pretest and post test were collected, the data was analyzed as follows:

1. The mean score of the pretest and post-test from the experimental group were presented.

The normality of the data was analyzed by using *shapiro-wilk* test. It changed into in used due to the fact the participant of every group had been much less than 50 students. Here changed into the output:

Table 3. Test of Normality
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statis tic	df	Sig.	Statis tic	df	Sig.
PRE TEST	.267	36	.000	.776	36	.000
POST TEST	.281	36	.000	.790	36	.000

a. Lilliefors Significance Correction

According to table 3, the significance level which turned into given as Sig. may be recognized that the value of Sig. for the Pre-test of X MIPA 1 turned into .000 and the value of Sig. for the Post-test of X MIPA 1 turned into .000. The interpretation of the table turned into primarily based totally on Santoso (2014:191). The value of Sig. of each test turned into much less than 0.05, consequently it may be concluded that the Pre-test and the Post-test scores of the experimental groups turned into now no longer normally distributed. Hence, the researcher used Wilcoxon Test for finding the students' English pronunciation score.

2. To respond the studies question, the researcher interpreted the numerical statistics gained by seeing on the score of Wilcoxon primarily based totally on Pallant (2010:229). Here is the analysis:
 - If the probability value (p) is less than 0.05, it means English Songs is effective in improving students' pronunciation of single vowels.
 - If the probability value (p) is more than or equal 0.05, it means English Songs is not effective in improving students' pronunciation of Single Vowels.
3. The effect size was calculated with formula that created by the Pallant (2010:230). The formula for calculating effect size is as follows:

$$r = \frac{Z}{\sqrt{N}}$$

To interpret the eta square data, the researcher used a principle that is proposed through Cohen (1988), they are:

.01=small effect
.06=moderate effect
.14=large effect

RESULT AND DISCUSSION

Result

The activities carried out in the classroom was asking students to listen to other songs that had many single vowels in the song. Then students were asked to come forward one by one to sing some of the lyrics that had been appointed by the researcher, from there the researcher did more research and found out again whether after hearing a lot of English songs, the students' pronunciation were better or not and whether the method was effective for improving students' pronunciation, especially on single vowel in English. In addition, the researcher still discussed the content and language features in the song according to the basic competencies that had been determined.

The next activity was the researcher made two games that related with the material that had been studied with the theme of English songs. First, students listened to the appropriate song in their textbook, then the researcher gave a pencil to the student sitting in the front and the student must give the pencil to the friend beside him to the back in turns while they were sang the song. After the song stops, the student holding the pencil sang the next lyrics of the song which would be played back.

The second game was a whisper game, so this game was done in groups, each of them there were 4 groups in the class. Each group decided who the first to listen to the song and who the last to deliver the answer. After that, the first person listened to a song consisting of several lyrics, the first person was given two opportunities to listen to the song again while the other group friends covered their ears with their hands. After the first person listened, then that person whispered the lyrics of the song that was heard to the next person to the very last person who answered the lyrics of the song as well as with other groups in turn.

In final section, there had been pre-test and post-test rankings for control and experimental groups based on the calculation. The researcher needed to test the hypotheses and found the significant difference between the post-test scores of the control group and the experimental group in order to recognize the effect of using English songs was effective or not to students' English pronunciation. The researcher used data which were students' pre-test and post-test scores. Students' pre-test scores were used to assure whether both groups had equal English pronunciation while the students' post-test score was used to compare students' English pronunciation after getting the treatment.

Afterward conducting some steps of the data analysis, it may be discovered that using English songs in gaining knowledge of process might also additionally influences students' English pronunciation. The process of analysis was detailed as follows:

The Result of Post-test in Experimental Group

The post-test was held after the control group and the experimental groups were given a treatment. The goal of undertaking a post-test was obtaining the records of the

facts whether or not the treatment turned into effective or not.

Table 4. The Result Of Post- Test In Experimental Group

N	Valid	36
	Missing	0
	Mean	3.14
	Median	3.00
	Mode	3
	Std. Deviation	.723
	Variance	.523
	Range	2
	Minimum	2
	Maximum	4

The next stage was calculating the significant difference using *Wilcoxon Test*. It was analyzed through the use of IBM SPSS for home windows model 24. The significance level of the treatment group after given treatment is as follows:

Table 5. The Significance Level of The Treatment Group

	POST TEST - PRE TEST
Z	-5.657 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the table of *Wilcoxon Test*, the significance level of students' pre-test and post-test scores for The Significance Level of The Treatment Group was .000. Pallant (2010:229) said if the p-value became much less than 0.05, it indicated that there has been a significant distinction among the end result of the Pre-test and Post-test score. It may be described that the null speculation is rejected and alternate speculation is accepted. It might be concluded that the treatment English songs was effective in improving students' English pronunciation of single vowels. Therefore, the researcher could continue to the following steps by calculating the effect size.

The purpose is to discover the level of effect given, it changed into essential to calculate the effect size of Wilcoxon Test. Pallant (2010) stated an impact statistic changed into now no longer supplied with the result of using SPSS, however in the end result of Wilcoxon Test

(see table 4) there has been a value of 'Z'. It changed into carried out to get the standard deviation which changed into comparable in t-test. It changed into utilized in understanding the effect size given with the result of using the treatment to the experimental group. The components for calculating effect size is as follows:

$$r = \frac{Z}{\sqrt{N}}$$

Point, here is the the calculation:

$$r = \frac{-5.657}{\sqrt{72}}$$

$$r = \frac{-5.657}{8.485}$$

$$r = .66670595 \approx .66$$

Based at the calculation of effect size above, the r worth is .66. In line with the rule by Cohen (1988), it is miles extra than .14, therefore it is reasoned that the effect size given by treatment exist within the huge large effect.

Discussion

Based on the results of the post-test scores presented earlier, it shows that the pronunciation of single vowels in English words increases significantly. This can be seen from the magnitude of the effect given. There are many motives why songs is ideal for English pronunciation. It additionally has many contributions in teaching pronunciation. For example, Kramer (2001: 3) said that songs are excellent for teaching due to the fact songs are fun. They offer a few mimics, gestures, etc, and it may be associated with the meaning. Songs are excellent to introduce supra segmental phonetics too. The students will play a participative role. They may be implemented to comprehension stages (listening) or production (singing). Moreover, songs are for every age and levels.

This end result of this have a look at is in line with some researchers that already have conducted research about teaching and mastering English particularly in pronunciation aspect. Unfortunately, best a few that explain about the effectiveness of English songs in term of pronunciation in English words. Sondang Manik (2015) in his research states that English songs can enhance students' pronunciation mastery. This research had a look at become performed through the usage of Classroom Action Research. Furthermore, Supeno (2018) proves in his research that English songs help learners improve their understanding and production of important pronunciation feature. He states that the usage of songs inside the English school room could make the pupils easier to enhance their English pronunciation. It is in line with the research by Ahmad I.A., *et.al* (2018) about Fixing Students' Pronunciation Using Songs. They claim the most pupils would be able to fix their pronunciation and feature greater hobby in listening and know-how famous English songs.

Songs will be a good choice based on Millington (2010). It can play an important role in the way children learning a second language. Also Ebong B&Sabbadin in British Council stated that songs have memorable and rhythmic language that will help the pupils more motivated to listen and imitate the song itself repeatedly. In same

way, the students also get used to it by themselves practicing their pronunciation through the songs.□□□

CONCLUSION

As authenticated by the findings in above, it could be determined that there was a significant effect of English songs in term of pronunciation of single vowels in English words on tenth-grade students ($Z= 5.657$ and $r= .66$). In short, it was one that might be used for some teachers to teach and the students to learn English pronunciation skill, especially in single vowels.

Suggestions

The use of English Songs in teaching and learning activity in pronunciation skill especially single vowels are effective. Students will be motivated to practice their pronunciation skill in English by interesting and exciting activities such as using English Songs. It increases their fluency of their pronunciation. Thus, they get high confidence to speak English words fluently and clearly during conversation. Also can help teachers to teach pronunciation skill easier and create the teaching situation more fun so that everybody will not get bored.

The future researchers may also examine the usage of English Songs in different aspects, which includes in pronunciation. It can also be a reference and an idea to different research linked to the usage of English Songs.

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