

**THE IMPLEMENTATION OF KARAOKE ACTIVITY  
TO FACILITATE ENGLISH PRONUNCIATION LEARNING**

**SKRIPSI**



**Submitted in partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan (S.Pd) in Teaching English**

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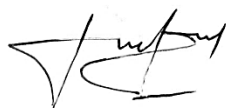
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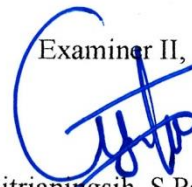
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Demi menjunjung tinggi integritas akademik, dengan tulus dan tanpa ada paksaan dari pihak manapun, saya menyatakan bahwa skripsi dengan judul: **THE IMPLEMENTATION OF KARAOKE ACTIVITY TO FACILITATE ENGLISH PRONUNCIATION LEARNING AT SMP IIBS ROUDLOTUSSALAF BOJONEGORO** merupakan hasil karya asli saya sendiri dan semua sumber informasi yang digunakan telah saya cantumkan dengan jelas dalam daftar referensi berdasarkan kode etik ilmiah. Saya menyadari bahwa apabila ditemukan adanya pelanggaran terhadap etika keilmuan terkait dengan keaslian karya ini, saya secara pribadi bersedia menerima konsekuensi sesuai dengan peraturan yang berlaku dan siap menanggung sanksi hukum.

Bojonegoro, 19 Juni 2024...



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## **ABSTRACT**

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Using songs in English teaching has been known as a popular strategy. As a part of using songs in English class, the implementation of karaoke also has been proved by some previous studies as an effective strategy to teach pronunciation. This research aims to investigate the procedures, difficulties faced by teacher, and students' responses in implementation of karaoke activity to facilitate pronunciation learning. This study had been conducted at SMP IIBS Roudlotussalaf Bojonegoro with the research subject consist of one English teacher who used karaoke to teach pronunciation, and one class of eight grade students who are taught use karaoke to method their pronunciation. The data was collected by observation, interview, and questionnaire which used a descriptive qualitative approach.

Keywords: Karaoke, English Pronunciation Implementation

## **MOTTO**

*“Allah doesn’t take a place a person in a position except according to his abilities”*

*(QS.Al-Baqoroh:286)*

## **DEDICATION**

First of all, I would like to say greatest thanks to Allah for all of the mercy and blessing, so that I can finish my skripsi well.

The second, I would like to say thanks to my parents, bapak dan ibuk thank you for praying for me and also always give me support.

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The forth, not forget to say thanks to my best friend who always give me support and always help me to did this duty. For my friend ”Aini” “Mis. Arin” “mas Husna” without you I can’t did it.

And the last for my special lecture Mrs. fitri I can’t say anything except thank you thank you and thank you, without you maybe I not a pass.

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Assalamualaikum Wr. Wb

All praise to Allah almighty, the most gracious and merciful. Alhamdulillah, I'm this script with entitled "THE IMPLEMENTATION OF KARAOKE ACTIVITY TO FACILITATE ENGLISH PRONUNCIATION LEARNING AT SMP IIBS ROUDLOTUSSALAF BOJONEGORO" the researcher also realize that without the other people's help, the researcher would like to express her great appreciation to:

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Finally, the writer realized that this skripsi still have not been perfect yet, therefore, the researcher wishes for the correctness, criticism and suggestion for

improvement this skripsi. Hopefully this skripsi would be useful for the readers and many people who need it.

May almighty, Allah SWT blesses us all now and forever. Aminnnn.

Wassalamualaikum Wr.Wb



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## **CHAPTER I**

### **INTRODUCTION**

The first chapter discusses the topic that was researched in this study, the reason why selecting the topic, some questions that answered by this research findings, research objectives, the significance of this research, the limitations used in this research, and some definitions of key terms used in this research. Those points were described into some subheadings named background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, definition of key terms.

#### **A. Background of the Study**

Speaking ability is an essential part of human communication. Hinkel states that the most difficult and complex skill to master is speaking skill. English is well known as the global language that most half of people around the world speak, thus people make some different styles of accent to speak English. Because of the popularity of English, many of foreign language students find some difficulties in practicing English as their daily language. Adam-Goertel (2013) states that for every English Foreign Language learner or non-native speaker, pronunciation is the most important thing to deliver meanings or to produce comprehensible utterances. In addition, confirmed that to gain full communicative competence, someone should have a good pronunciation as the key of communicative competence. The main purpose of learning

foreign language is so the learner can communicate with the target language well. Having conversation each speaker needs to dominate some aspects, such as speaking skill, listening skill, grammar, vocabulary, and pronunciation. Meanwhile, to deliver the meaning of what the speaker speaks does not need to dominate all aspects. For example, the interlocutor still can understand the speaker's meaning although the grammar structure is incorrect. But, pronunciation is an important aspect to master, as stated by Julia (2002) that spoken language and oral communication will not be created without pronunciation. Therefore, pronunciation is the core aspect in oral communication to build a comprehensible conversation.

One of the causes of difficulties of EFL students in pronunciation is the lack of contact with English native-speaker that can provide the correct example of how to pronounce words. Pardede said that listening and practicing is the best activity to improve students' pronunciation. Intensive and extensive listening and practicing is needed. Familiarizing the students with English sound systems can be reached by extensive and intensive listening and mastering the target language will be easy for the learners if they are familiar with the target language's sound system.

Other than that, Parade's declared (2019) that language skills can be practiced easily by using song, it also can develop grammar, pronunciation, and vocabulary in many ways. In a line, Carlsson (2015) argues that many studies around the world has investigated the use of music in language teaching and many of research findings achieved

positive results, using songs in EFL classroom can integrate and develop the four basic language skills: listening, speaking, reading, and writing naturally and harmonious way in the English Foreign Language class. Karsono added (2019) that at the same time karaoke can provide audio, textual and visual information so that one or more students can read the lyrics running on the screen and sing along to the melody while other students listen to and enjoy the performance. The main karaoke function is to mute the singer's voice and display the lyrics so that someone can listen to another musical instrument along with reading, pronouncing and singing the lyrics. Karaoke can be implemented to be used as a relaxing and joyful strategy. It means that the function of karaoke is suitable to be used to facilitate EFL learning which can reduce a lot of stress. By doing karaoke activities, students can listen to melody and read lyrics in a relaxed manner so that it is easier to practice as a language learning strategy. Thus, karaoke can be a promising way to keep students interested, as well as achieve their learning goals by helping them improve their pronunciation with a fun experience.

Several previous studies found that songs as an effective media to equip EFL learners in a meaningful, contextual, and motivating way, because songs implementation can be relaxing for the learner through its melody, harmony, timbre, rhythm, tempo, and lyrics. Pardede stated that these elements also promote memory, increase motivation, and develop language skills. In a line, Lems said that the repetitive lyrical nature of

the song and its inherent supra-segmental features can support it as an effective strategy to develop pronunciation skill.

Other than that, karaoke also gives other effects toward the improvement of students' pronunciation ability. As evidence, the effectiveness of karaoke activity using songs to develop English skills were shown in limited studies. Mc Gall (2008) reported that karaoke that is frequently used in classes can improve students' special needs in reading comprehension. In a line, Renfigo found that students can accept karaoke well as a strategy in learning and it is considered to help students improve their English pronunciation. In addition, experimental studies by Karsono (2019) and Benjumea (2018) found that karaoke activities significantly affect the English pronunciation and oral abilities of the students.

Using an action research, Santoso and Refingo found that karaoke activity is very effective to improve students' speaking skill, especially on pronunciation. While, a survey research from Ulate concluded that learners' understanding and some important pronunciation features can be improved by implementing songs in their class.

Those mentioned studies only focus on the improvement of students' pronunciation by conducting tests for the research rather than the procedure of using karaoke to facilitate English pronunciation learning, what are the teacher's difficulties in implementing karaoke to teach pronunciation in English class, and what are the students' responses

toward karaoke activity to improve their pronunciation skill. Then, previous studies do not have any data in a single method in descriptive qualitative method because the previous studies were only done in experimental, classroom action research, quasi-experimental, survey method, and action research.

Moreover, based upon the phenomenon in this case, the researcher chose the research location because one of the teachers there used karaoke activity to facilitate his students in learning English pronunciation. Therefore, the location is a suitable choice to conduct this research. Thus, this research aims to investigate the procedure that used by the teacher of karaoke activity to facilitate English pronunciation learning, and the difficulties faced by the teacher in implementing karaoke activity to facilitate English pronunciation learning, and what are the students' responses toward karaoke activity to improve their pronunciation skill. Moreover, this study used a descriptive qualitative method to find the result of this research that was not used in some previous studies above.

## **B. Research Questions**

Based on the background above, the researcher formulated the following questions as follow.

1. How does the teacher implement karaoke activity to facilitate English pronunciation at SMP IIBS Roudlotussalaf Bojonegoro?



2. What are the difficulties faced by the teacher in implementing karaoke activity to facilitate English pronunciation learning at SMP IIBS Roudlotussalaf Bojonegoro?
3. What are the students' responses to the use of karaoke activity to facilitate English pronunciation learning at SMP IIBS Roudlotussalaf Bojonegoro?

### **C. Objective of the Study**

Based on the research question above, the objectives of this research are the following.

1. To describe the procedure of using karaoke activity in facilitating English pronunciation learning at SMP IIBS Roudlotussalaf Bojonegoro.
2. To find out the difficulties faced by the teacher in implementing karaoke activity to facilitate English pronunciation learning at SMP IIBS Roudlotussalaf Bojonegoro.
3. To investigate the student's responses of the use of karaoke activity to facilitate English pronunciation learning at SMP IIBS Roudlotussalaf Bojonegoro.

### **D. Significance of the Study**

This research result is expected to give benefits and contributions for teachers, students, readers and further researchers.

1. Teachers can be inspired by this research through using karaoke as an activity to facilitate English pronunciation

learning. Other than that, teachers also can get more information and knowledge to teach pronunciation in school, including the procedure consisting of step by step used in implementing karaoke activity to teach pronunciation in English class and the teacher's difficulties in implementing karaoke activity to facilitate English pronunciation learning.

2. Students are expected to be more interested and encouraged to learn English and increase their pronunciation easily by applying karaoke activity by investigating students' responses.
3. Hopefully the readers also get some information from this research, especially on the advantages of using karaoke activity in facilitating English pronunciation learning.
4. For further researchers, this research hopes that the result can give a reference and piece of evidence that karaoke is an appropriate activity in facilitating English pronunciation learning. Secondly, this study can affirm other theories and give academic information for further researchers related to the use of karaoke activity to facilitate English pronunciation learning.

#### **E. Scope and Limitation of the Study**

This research focuses on the procedure used by the teacher in implementing karaoke activity and the difficulties faced by the teacher in implementing karaoke activity to facilitate English pronunciation learning.

Other than that, the researcher also investigates the student's responses toward the use of karaoke activity in the learning process inside of the class and outside the class. The procedure described in this research only focuses on investigating some steps of teaching activities used by the teacher while implementing karaoke to facilitate English pronunciation learning in the classroom. While the second research question only focuses on investigating the difficulties faced by the teacher in implementing karaoke to facilitate English pronunciation learning in the classroom, it is related to the teacher's preparation before the class and what difficulties faced by the teacher during the class. In addition, the third research question only focuses on investigating the students' responses during the class and outside the class after the implementation of karaoke. It is related to some responses of cognitive response in case of students' understanding, affective response in case of students' feeling and attitude during the class, and behavioral response in case of students' action during the class and their behavioral habits outside the class after the implementation of karaoke to teach pronunciation in English class.

In addition, the researcher limits this study to one English teacher who used karaoke activity to facilitate English pronunciation learning and to one class of eight-grade students who have been taught using karaoke activity to facilitate English pronunciation learning. This research takes place at SMP IIBS Raudlatussalaf Bojonegoro, there are four English teachers in SMP IIBS Raudlatussalaf, but only one English teacher who

uses karaoke activity as a strategy to facilitate English pronunciation learning. The teacher teaches eight classes at SMP IIBS Raudlatussalaf, and the teacher always chooses the one superior class to be taught using karaoke activity to facilitate English pronunciation learning at SMP IIBS Raudlhotussalaf. The class is 8 excellent class academic year 2023/2024. Furthermore, this study uses a descriptive qualitative data analysis technique from Creswell consisting of six steps in analyzing and interpreting qualitative data: organizing data, coding data, describing data, representing finding, interpreting finding, validating data.

#### **F. Definition of Key Terms**

The researcher clarifies the terms used in this study in detail to have the same ideas and concepts to avoid misunderstanding between readers and researcher. Each term is described as follows.

##### **1. Karaoke activities**

The main function of karaoke is to silence the song's voice and display one lyric so that one can listen to music while reading and pronounce the words of the lyrics to sing. In this case, karaoke activity is a strategy used by the English teacher in SMP IIBS Raudlatussalaf to teach pronunciation in which students pronounce the lyrics on the running texts while singing along. The activities that are categorized into karaoke in this research are the teaching stages that contain playing music, not only singing the song in karaoke version (silence the song's voice), but also all teaching stages that contain playing music with the lyric display in the

classroom. In this case, it may be difficult for the students if they are asked to sing in a silent song's voice, therefore the karaoke activity may use a complete songs' version with the song's voice in the beginning.

## 2. English pronunciation

Yates stated that pronunciation is the production of sounds used to make meaning. In this research, English pronunciation is defined as the English language that the sounds of words are produced by the teacher and students while singing a song using karaoke activity.

## 3. Facilitate

To achieve some goals which are assisted by certain processes is called facilitation. With the aim to make something easier to be achieved. In this research, the researcher determines that facilitation in this term is the use of karaoke activity in the pronunciation learning process to help achieve the learning goals easier.

## 4. Procedure

Based on the Oxford dictionary, procedure is an established or official way of doing something. Procedure in this context is the procedure of using karaoke activities in learning pronunciation in English class. To clarify, the procedure investigated in this research is how the teacher teaches pronunciation by implementing karaoke activities starting from the beginning of the class until the end described in each teaching stage.

## 5. Students' Response

Jalaludin Rakhmat declared that response is activity caused by a stimulus even if it is about positive movement or negative movement, but every type of all organism activities are called as response. In this study, students' response is students' reaction toward the use of karaoke activity to learn English pronunciation. The researcher investigated all of the students' responses in positive, neutral, or negative reactions based on the three kinds of responses inside and outside the class.