

UTILIZATION OF SONG IN TEACHING ENGLISH PRONUNCIATION TO ELEMENTARY SCHOOL STUDENTS

SKRIPSI



Presented to
IKIP PGRI BOJONEGORO
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
Tutik Nur Fitriani
NIM 21120038

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO

2025

APPROVAL SHEETS

APPROVAL SHEETS

The skripsi entitled **"UTILIZATION OF SONG IN TEACHING ENGLISH PRONUNCIATION TO ELEMENTARY SCHOOL STUDENTS"** is compiled by:

Name : Tutik Nur Fitriani
NIM : 21120038
Department : English Education

Has been approved by the advisors.

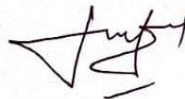
Bojonegoro, 10 Juli 2025

Advisor I,



Oktha Ika Rahmawati, S.Pd., MPd.
NIDN 0701108602

Advisor II,



Dr. Moh. Fuadul Matin, S.S., M.Pd.
NIDN 0727028703

LEGITIMATION

LEGITIMATION

The skripsi entitled **“UTILIZATION OF SONG IN TEACHING ENGLISH PRONUNCIATION TO ELEMENTARY SCHOOL STUDENTS”** is compiled by:

Name : Tutik Nur Fitriani
NIM : 21120038
Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 28 July 2025

Chairman,



Dr. Cahyo Hasanudin, M.Pd.

NIDN 0706058801

Bojonegoro, 28 July 2025

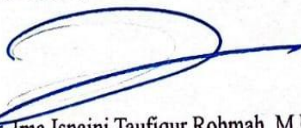
Secretary,



Ayu Fitriarningsih, M.Pd.

NIDN 0720049101

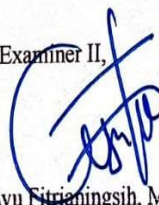
Examiner 1,



Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

NIDN 0723058302

Examiner II,



Ayu Fitriarningsih, M.Pd.

NIDN 0720049101

Rector,

Dr. Dra. Junarti, M. Pd.

NIDN 0014016501

MOTTO

"Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful."

— **Albert Schweitzer**

"Kesuksesan bukan milik mereka yang pintar, tetapi milik mereka yang mau berusaha."

— **B.J. Habibie**

ACKNOWLEDGMENT

Assalamu 'alaikum Warahmatullahi Wabarakatuh

All praise and gratitude the writer offers to Allah SWT for His blessings and mercy, which have enabled the writer to complete this thesis entitled ***“Utilization of Song in Teaching English Pronunciation to Elementary School Students”*** as a requirement for obtaining a sarjana degree in the English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.

In the process of writing this skripsi, the writer realizes that without guidance, support, and assistance from many parties, this work would not have been completed successfully. Therefore, with all humility, the writer would like to express sincere gratitude to:

1. Dr. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro, for providing the opportunity to pursue education at this institution.
2. Cahyo Hasanudin, M.Pd., as the Dean of the Faculty of Teacher Training and Education, for supporting the smooth process of the writer's studies.
3. Oktha Ika Rahmawati, S.Pd., M.Pd., as the skripsi advisor, for dedicating time, sharing knowledge, giving advice, guidance, and motivation throughout the process of writing this thesis.
4. Dr. Moh. Fuadul Matin, S.S., M.Pd., as the skripsi advisor, for the valuable time, insightful input, guidance, and motivation given during the completion of this thesis.
5. The principal, the English teacher, and the fourth-grade students of SDN Sranak 2, for granting permission and providing support for conducting this research.
6. The writer's beloved family and friends, for their love, patience, and constant encouragement that have helped the writer stay strong throughout this journey.

The writer realizes that this skripsi is still far from perfect. Therefore, constructive criticism and suggestions for improvement are sincerely welcomed. Finally, the writer hopes this thesis will be useful and serve as a reference for future readers.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

Bojonegoro, 10 juli 2025

The Writer

Tutik Nur Fitriani

STATEMENT OF AUTHENTICITY

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Tutik Nur Fitriani
NIM : 21120038
Department : English Education
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

UTILIZATION OF SONG IN TEACHING ENGLISH PRONUNCIATION TO ELEMENTARY SCHOOL STUDENTS

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 Juli 2025



Tutik Nur Fitriani

NIM 21120038

ABSTRACT

Fitriani, Tutik, Nur 2025. Utilization of Song in Teaching English Pronunciation to Elementary School Students. Skripsi, English Education, Departement. Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisor (I): Oktha Ika Rahmawati, (II): Moh. Fuadul Matin.

Keywords: Songs, English pronunciation, Elementary school students, Language teaching, Qualitative research

This study investigates the utilization of songs as a medium in teaching English pronunciation to elementary school students. Young learners faced challenges in acquiring accurate pronunciation due to the phonological differences between their first language and English. A qualitative research design was employed, involving classroom observation and interviews with an English teacher and fourth-grade students at SDN Sranak 2 Bojonegoro. Data analysis was conducted using a qualitative descriptive approach, with steps such as data reduction, data presentation, and conclusion drawing. Data from observations and interviews were analysed to identify patterns, experiences, and challenges in utilizing song in teaching students' pronunciation. Furthermore, the use of songs enhances students' motivation and participation during pronunciation lessons. The rhythm and repetition in songs provide natural exposure to authentic pronunciation models, allowing students to practice pronunciation patterns subconsciously. In conclusion, songs serve as an interactive medium in English pronunciation instruction for young learners. Their integration into classroom activities not only supports linguistic development but also fosters a positive and enthusiastic learning atmosphere. Therefore, the use of songs is strongly recommended as an alternative strategy to improve students' pronunciation skills in elementary education settings.

ABSTRAK

Fitriani, Tutik, Nur 2025. Pemanfaatan Lagu dalam Pengajaran Pengucapan Bahasa Inggris kepada Siswa Sekolah Dasar. Skripsi, Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing (I): Oktha Ika Rahmawati, (II): Dr. Moh. Fuadul Matin.

Kata kunci: Lagu, pengucapan bahasa Inggris, Siswa sekolah dasar, Pengajaran bahasa, Penelitian kualitatif

Penelitian ini mengkaji pemanfaatan lagu sebagai media dalam pengajaran pelafalan bahasa Inggris kepada siswa sekolah dasar. Siswa muda menghadapi tantangan dalam menguasai pelafalan yang akurat akibat perbedaan fonologis antara bahasa ibu mereka dan bahasa Inggris. Desain penelitian kualitatif digunakan, melibatkan observasi kelas dan wawancara dengan seorang guru bahasa Inggris dan siswa kelas empat di SDN Sranak 2 Bojonegoro. Analisis data dilakukan menggunakan pendekatan deskriptif kualitatif, dengan langkah-langkah seperti reduksi data, penyajian data, dan penarikan kesimpulan. Data dari observasi dan wawancara dianalisis untuk mengidentifikasi pola, pengalaman, dan tantangan dalam memanfaatkan lagu dalam pengajaran pelafalan siswa. Selain itu, penggunaan lagu meningkatkan motivasi dan partisipasi siswa selama pelajaran pelafalan. Irama dan pengulangan dalam lagu memberikan paparan alami terhadap model pelafalan autentik, memungkinkan siswa untuk berlatih pola pelafalan secara tidak sadar. Kesimpulannya, lagu berfungsi sebagai media interaktif dalam pengajaran pengucapan bahasa Inggris untuk siswa muda. Integrasi lagu ke dalam aktivitas kelas tidak hanya mendukung perkembangan linguistik tetapi juga menciptakan suasana belajar yang positif dan antusias. Oleh karena itu, penggunaan lagu sangat direkomendasikan sebagai strategi alternatif untuk meningkatkan keterampilan pengucapan siswa di lingkungan pendidikan dasar.

TABLE OF CONTENTS

COVER	i
APPROVAL SHEETS.....	ii
LEGITIMATION	iii
MOTTO.....	iv
ACKNOWLEDGMENT.....	v
STATEMENT OF AUTHENTICITY	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES.....	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Formulation of the Problems	5
C. Objectives of the study	5
D. Significance of the Study.....	5
E. Definition of key Terminologies	7
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Review of Previous Studies	8
1. Definition of Pronunciation	8
2. Teaching Strategies of Pronunciation.....	9
3. The Role of Pronunciation in English Learning	10
4. The Advantages of Using Songs in Teaching Pronunciation	12
5. Teaching Pronunciation Using Songs	14
B. Theoretical Review	16
1. Studies on the Use of Songs in Language Learning.....	16
2. Songs and Their Impact on Pronunciation Accuracy.....	18
a.) Positive Influence on Pronunciation Accuracy	18
b.) Improved Stress Patterns and Fluency.....	18
c.) Motivation and Engagement in Learning	19

d.) Focus on Specific Phonetic Features	19
e.) Real World Application of Pronunciation Skills	19
C. Theoretical Framework	20
CHAPTER III RESEARCH METHODOLOGY	22
A. Research Design	22
B. Research Settings	22
C. Data and Data Sources	23
D. Data Collection Techniques	23
E. Data Analysis Techniques	25
F. Data Validation Techniques	26
CHAPTER IV FINDINGS AND DISCUSSION	27
A. Research Findings	27
1. The process of teaching English using songs	27
2. Teacher experiences in using songs for pronunciation teaching	29
3. Challenges faced by teacher	31
B. Discussion	35
1. The Process of Teaching Pronunciation Using Song	35
2. Teachers experiences in using songs for pronunciation teaching	37
3. Challenges and Solutions in the Use of Songs	37
CHAPTER V CONCLUSION AND SUGGESTION	40
A. Conclusion	40
1. The Process of Teaching English Using Songs	40
2. Teacher Experiences in Using Songs for Pronunciation Teaching	41
3. The Challenges and Solutions in the Use of Songs	41
B. Suggestions	42
1. Suggestions for English Teacher	42
2. Suggestions for Future Researchers	43
REFERENCE	44
APPENDICES	48

LIST OF FIGURES

Conceptual Framework	21
Appendix 7 Documentation	56

LIST OF APPENDICES

Appendix 1	48
Appendix 2	50
Appendix 3	51
Appendix 4	52
Appendix 5	54
Appendix 6	55
Appendix 7	56
Appendix 8	58

CHAPTER I

INTRODUCTION

A. Background of the Study

In language education, particularly at the elementary school level, pronunciation is a foundational aspect that facilitates effective communication. However, young learners often find pronunciation challenging due to unfamiliar phonemes and stress patterns in the English language. Traditional teaching techniques can be seen as a more rigid and limited method of introducing English pronunciation to students. These techniques tend to focus on formal teaching and are oriented towards directly measurable results, but are often less interesting and engaging for students, especially for elementary school children may not adequately address these challenges, as they can be monotonous and fail to engage students. Integrating innovative strategies refers to a creative and new approach or method used to teach English pronunciation to elementary school students. This techniques does not only follow the traditional method, but also involves more interesting and effective techniques. So that students can learn in a fun way and absorb pronunciation materials more easily. Pronunciation is one way to optimize the above strategy is by using or utilizing media in pronunciation learning, one of which is using songs.

Songs have emerged as a valuable tool in language teaching, offering a creative and fun approach to learning pronunciation. Music, with its rhythm, melody, and repetition, provides a natural framework for teaching new language sounds and patterns. This approach not only aids in phonetic practice but also creates an engaging and interactive classroom environment. Through singing,

students are exposed to the correct articulation of sounds and natural intonation, making pronunciation practice effective and memorable Hermansyah et al., (2018).

Furthermore, the use of songs aligns with the cognitive and emotional needs of young learners. Music appeals to their natural sense of play and curiosity, fostering a positive learning environment. This method also helps reduce anxiety, which can often hinder language participation and acquisition. Research shows that when students engage with songs, they are more likely to actively practice pronunciation and remember the language features they encounter Palupi et al., (2022).

The incorporation of songs into pronunciation instruction addresses both the linguistic and emotional aspects of learning. It encourages students to actively participate while strengthening their phonological skills. By providing a platform for natural and engaging language practice, songs serve as a powerful medium for enhancing pronunciation learning in elementary school classrooms Manurung & Yana et al., (2018).

Additionally, songs facilitate frequent exposure to spoken English in an enjoyable format. The repetition of lyrics and their alignment with natural speech patterns allows learners to internalize pronunciation nuances, including stress, rhythm features and connected speech. For example, student are as to using together. Song studies have shown that students who learn pronunciation through songs demonstrate better phonetic accuracy and greater confidence in speaking English Rais et al., (2020).

Ultimately, integrating songs into English pronunciation lessons transforms the classroom into a dynamic, interactive, and supportive learning environment.

This approach not only improves language skills but also fosters students' motivation, creativity, and enthusiasm for learning English. Because songs combine entertainment with education, they make the process of language acquisition more engagingly and impactful. Teacher who employ this strategy can unlock students' full potential, helping them develop a lifelong appreciation for language learning. In this way, songs become a versatile and powerful tool for fostering comprehensive language development in elementary school students.

Songs offer a more fun and interactive learning approach compared to traditional, more monotonous methods. The use of music and melody in songs can make it easier for students to remember new English words and phrases, and make pronunciation teaching more interesting. Songs that have clear and easy to follow lyrics will allow students to practice pronouncing words and sentences in a more natural way. In addition, repetition in songs where words or phrases are repeated frequently in a pleasant rhythm helps students strengthen their memory of correct pronunciation.

The study aims to explore in depth how the use of songs can be you implementes in teaching English pronunciation in grade 4 of elementary school. At this age, students are usually just starting to get acquainted with English, and teaching is often limited to basic vocabulary and simple sentence structures. However, English pronunciation is often a challenge due to the significant differences between the phonological systems of Indonesian and English.

In the context of elementary education, especially in grade 4 of elementary school, the conditions of English learning are greatly influenced by various factors, such as limited learning time, lack of facilities or varied learning media, and

limitations of the methods used by teacher. Teacher often face challenges in developing teaching methods that are not only effective but also interesting for young students. In addition, English teaching at the elementary level tends to focus on cognitive aspects, such as understanding vocabulary and sentence structures, while aspects of speaking skills and pronunciation are often neglected or not taught in depth Harmer et al., (2007).

The condition of English learning in elementary schools is often affected by the lack of practical practice in pronunciation. Teacher often find it difficult to provide enough time for students to practice speaking or listening to correct pronunciation. In this case, songs can fill this gap by providing a repetitive context for correct pronunciation. Through songs, students can more easily imitate pronunciation because they learn through natural hearing and repetition.

In conclusion, the utilization of songs in teaching English pronunciation to elementary school students is a highly effective and engaging instructional strategy that caters to the unique needs and learning styles of young learners. Songs provide a fun, rhythmic, and immersive medium for language learning, offering a natural and enjoyable context for students to practice key pronunciation features, including stress, intonation, and rhythm. This consistent practice not only enhances their pronunciation accuracy but also builds fluency and instills greater confidence in their speaking abilities, setting a strong foundation for their overall language development. The study aims to explore in depth how the use of songs can be you implementes in teaching English pronunciation in grade 4 of elementary school SDN Sranak 2.

B. Formulation of the Problems

The use of songs as a teaching method in elementary school English classrooms raises several key questions:

1. How is the process of teaching English pronunciation by utilizing songs to elementary school students?
2. What are the teacher experiences in using songs as a medium for learning English pronunciation in the classroom?
3. What are challenges faced by teacher and students in using songs to teach English pronunciation?

C. Objectives of the study

The primary objectives of this study are as follows:

1. To explore the potential of songs as a tool in teaching English pronunciation to elementary school students.
2. To examine how the use of songs affects the pronunciation skills of young learners.
3. To identify the factors that make songs effective in the process of language acquisition, particularly in relation to pronunciation.

D. Significance of the Study

The significance of this study lies in its potential contributions to the teaching and learning process, particularly in the area of English pronunciation for elementary school students. The study aims to benefit multiple stakeholders in the following ways:

1. For Teacher

This study provides insights into how songs can be utilized as an effective pedagogical tool in teaching English pronunciation. It highlights the advantages of using songs, such as creating a fun and engaging learning environment Millington et al., (2011), fostering students' interest in English Paquette & Rieg et al., (2008), and improving their phonological awareness Fonseca-Mora, Toscano-Fuentes, & Wermke et al., (2011). Additionally, the findings offer practical strategies for incorporating songs into lesson plans to enhance students' pronunciation skills.

2. For Students

By integrating songs into pronunciation lessons, this study supports students in overcoming the challenges of English pronunciation in an enjoyable manner. Songs offer repetitive and rhythmic patterns that help students internalize correct pronunciation and intonation more effectively Ludke, Ferreira, & Overy et al., (2014). Moreover, the use of songs can reduce anxiety and build confidence Schön et al., (2008), making language learning more accessible and enjoyable.

3. For Curriculum Designers

The study emphasizes the potential of songs as a complementary teaching method in language curricula. It advocates for the inclusion of musical activities to enhance pronunciation learning Mora et al., (2000). By integrating this approach, curriculum designers can create more dynamic and interactive English learning programs tailored to young learners Tse et al., (2015).

4. For Future Researchers

The study contributes to the growing body of literature on the use of music in language teaching. It serves as a reference for future researchers interested in exploring innovative and interactive teaching strategies. The findings could inspire further studies on the use of songs in other aspects of language learning, such as vocabulary acquisition or grammar Alipour, Gorjian, & Zafari et al., (2012).

5. For Educational Policy Makers

The study underscores the importance of incorporating creative teaching methods, such as the use of songs, into educational policies. It highlights how innovative strategies can address challenges in teaching pronunciation and encourage policymakers to support programs that promote interactive and engaging learning environments.

E. Definition of key Terminologies

1. English Pronunciation

The ability to produce the sounds of English correctly, including aspects such as accent, stress, and rhythm, and articulation.

2. Songs

Musical compositions with lyrics that can be used as an educational tools for language learning, particulary inthe context of pronunciation practice.

3. Elementary School Students

Children between the ages of 6 and 12 years old, who are in the primary stages of formal education.