

**THE CORRELATION BETWEEN STUDENTS' FREQUENCY
IN LISTENING TO ENGLISH POP SONG AND THEIR
PRONUNCIATION SKILL AT
ENGLISH DEPARTMENT
ACADEMIC YEAR
2011/2012**



**By
RESTU FAJAR PERDANA**

**STATE INSTITUTE FOR ISLAMIC STUDIES ANTASARI
BANJARMASIN
1433 H/2012 M**

**THE CORRELATION BETWEEN STUDENTS' FREQUENCY
IN LISTENING TO ENGLISH POP SONG AND THEIR
PRONUNCIATION SKILL AT
ENGLISH DEPARTMENT
ACADEMIC YEAR
2011/2012**

THESIS

Presented for partial fulfillment of the assignment and
requirement of Sarjana in English Language Education

Written by
RESTU FAJAR PERDANA
SRN. 0701248228

**STATE INSTITUTE FOR ISLAMIC STUDIES ANTASARI
ISLAMIC EDUCATION FACULTY
ENGLISH DEPARTMENT
BANJARMASIN
2012 M/1433 H**

STATEMENT OF AUTHENTICITY

By signing this form, I :

Name : Restu Fajar Perdana

SRN : 0701248228

Study Program : Strata 1 (S1)

Department : English Education

Faculty : Tarbiyah

State honestly that the thesis which I write is truly my own work; it is not an expropriation of another's writing or idea that I admit as my own writing or idea if someday, it is proven as duplicate, imitation, plagiarism, or made by other entirely or mostly, the thesis and the academic title that acquired will be revoked for the sake of law.

Banjarmasin, 25 May 2012

Sincerely,

Restu Fajar Perdana

APPROVAL

Paper entitled : THE CORRELATION BETWEEN STUDENTS' FREQUENCY IN LISTENING TO ENGLISH POP SONG AND THEIR PRONUNCIATION SKILL AT ENGLISH DEPARTMENT ACADEMIC YEAR 2011/2012

Written by : Restu Fajar Perdana

S.R.N. : 0701248228

Major/Students' Program : English Department

Faculty : Tarbiyah

Having been checked out and revised properly, we hereby approve this thesis to be submitted and examined in front of the Thesis Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin.

Banjarmasin, 24 May 2012

Advisor I

Advisor II

Dr. Dina Hermina, M.Pd
NIP. 19680209 199503 2 002

Rahmila Murtiana, MA
NIP. 19710730 200501 2 004

Approved by:
Head of English Department
Tarbiyah Faculty
Antasari State Institute for Islamic Studies Banjarmasin

Dra. Hj. Nida Mufidah, M.Pd
NIP. 19651214 199203 2 002

VALIDATION

Thesis entitled: THE CORRELATION BETWEEN STUDENTS' FREQUENCY IN LISTENING TO ENGLISH POP SONG AND THEIR PRONUNCIATION SKILL AT ENGLISH DEPARTMENT ACADEMIC YEAR 2011/2012 written by Restu Fajar Perdana has been completely examined by thesis Paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin, on:

Day : Tuesday

Date : July, 24th 2012

With the total score : 81.3 (A)

Dean of Tarbiyah Faculty
Antasari State Institute for Islamic Studies
Banjarmasin

Dr. Hidayat Ma'ruf, M.Pd
NIP. 19690730 199503 1 004

EXAMINERS

Name	Signature
1. Dra. Hj. Nida Mufidah, M.Pd (The Chairperson)	1.
2. Dr. Dina Hermina, M.Pd (The Member)	2.
3. Dr. Hj. Wardah Hayati, MA (The Member)	3.
4. Rahmila Murtiana, MA (The Member)	4.

ABSTRACT

Restu Fajar Perdana, 2012, *The Correlation between Students' Frequency in Listening to English Pop Song and Their Pronunciation Skill at English Department Academic Year 2011/2012*, Thesis, English Department, Tarbiyah Faculty, Advisor : (1) Dr. Dina Hermina, M.Pd, (2) Rahmila Murtiana, MA.

This research describes the correlation between students' frequency in listening to English pop song and their pronunciation skill. The problem that should be answered in this research is whether there is a correlation between students' frequency in listening to English pop songs and their pronunciation skill.

Based on the statement of problem formulation, this research is supposed to know whether there is a correlation between students' frequency in listening to English pop songs and their pronunciation skill.

The subjects of the research are students at English Department at fourth semester academic year 2011/2012. The number of subjects is 77 students and the object of the research is the correlation between students' frequency in listening to English pop songs and their pronunciation skill.

The data is collected by using some techniques such as questionnaire and test, after that it is processed through editing, coding, tabulating, scoring and interpreting, then the data is analyzed quantitatively using a Pearson *Product Moment* formula. The result of the research shows that the level of students' frequency in listening to English pop songs and their pronunciation skill is 0.122.

ABSTRAK

Restu Fajar Perdana, 2012, *The Correlation between Students' Frequency in Listening to English Pop Song and Their Pronunciation Skill at English Department Academic Year 2011/2012*, Thesis, English Department, Tarbiyah Faculty, Advisor : (1) Dr. Dina Hermina, M.Pd, (2) Rahmila Murtiana, MA.

Penelitian ini mencari hubungan antara seringnya para mahasiswa dalam mendengarkan musik berbahasa Inggris dengan kemampuan pengucapan bahasa Inggris mereka. Masalah yang harus dijawab dalam penelitian ini adalah: adakah hubungan antara seringnya siswa mendengarkan musik berbahasa Inggris dengan kemampuan pengucapan bahasa Inggris mereka.

Berdasarkan rumusan masalah di atas, penelitian ini diharapkan bisa mengetahui hubungan antara keduanya serta diharapkan menjadi patokan bagi siswa maupun guru dalam belajar dan mengajar Bahasa Inggris di IAIN Antasari Banjarmasin khususnya semester ke empat jurusan Bahasa Inggris.

Subjek dalam penelitian ini adalah seluruh mahasiswa semester 4 (empat) tahun ajaran 2011/2012 yang berjumlah 77 orang, adapun objek dari penelitian ini adalah hubungan antara seringnya siswa mendengarkan musik berbahasa Inggris dengan kemampuan pengucapan bahasa Inggris mereka. Teknik pengumpulan data yang digunakan adalah: kuesioner dan tes. Untuk memproses data dalam penelitian ini dibagi menjadi lima tahap, yaitu pengeditan, pengkodean, penilaian, tabulasi dan interpretasi.

Kemudian semua data tersebut dianalisis secara kuantitatif menggunakan rumus *product moment*. Hasil dari penelitian ini menunjukkan bahwa hubungan antara seringnya siswa mendengarkan musik berbahasa Inggris dengan kemampuan pengucapan bahasa Inggris mereka termasuk dalam kategori sangat rendah hanya sebesar 0,122.

DEDICATION

This thesis is dedicated to
Especially
My beloved parents
(H. M. Rifani, SE and Dra. H. Mahzar)
And all of my big family

***My lovely teachers and lecturers,
who have patiently guided me***

Dr. Dina Hermina, M.Pd
Rahmila Murtiana, MA
Dr. H. Husnul Yaqin, M.Pd

All of my friends,
Especially English class A '07 generation,
Thanks for you All

The Writer

Restu Fajar Perdana

MOTTO

WHERE THERE IS A WILL THERE IS A WAY

ACKNOWLEDGEMENT

In the name of Allah, the most Merciful and most Gracious, as well as for his endless mercy, favor and guidance for the writer to finish this thesis entitled: THE CORRELATION BETWEEN STUDENTS' FREQUENCY IN LISTENING TO ENGLISH POP SONG AND THEIR PRONUNCIATION SKILL AT ENGLISH DEPARTMENT ACADEMIC YEAR 2011/2012 has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of *Sarjana Pendidikan* in English Department at *Tarbiyah* Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May peace and blessing are always be poured upon the last messenger of Allah, the great Prophet Muhammad (PBUH) as well as his family, his companions, and his followers until the last day for his save human's life from destruction and darkness to the way of Allah.

To complete this research the writer has much got support, direction, and motivation from many persons. The writer thinks that they are unforgettable and usefulness. The writer expressed his great gratitude to those who have given the writer support, advise, guidance, and idea, the writer hereby would like to give appreciation especially to:

1. Dr. Hidayat Ma'ruf, M.Pd as the Dean of Tarbiyah Faculty who approved this thesis from proposal designs until examined by the examiners of Tarbiyah Faculty.

2. Dra. Nida Mufidah, M.Pd, as a head of English Department of Tarbiyah Faculty and her staffs for their information that related to this writing.
3. Dr. Dina Hermina, M.Pd as an advisor I and Rahmila Murtiana, MA as an advisor II who gave the writer much time to consult, direction, bright ideas, and knowledge of value for the writer from beginning until this thesis finished.
4. Dr. H. Husnul Yaqin, M.Pd as academic advisor who gives the writer support, help, and guidance from the first semester until the writer finished this study.
5. All lecturers who have given the writer knowledge and advice.
6. The head of IAIN Library and *Tarbiyah* Library also all staffs.
7. All friends of mine who have directly and indirectly supported me to complete this study.

Finally, the writer hopes that this research paper will be useful for the teacher and students and readers and next up researchers. The writer realizes that this paper is far away from perfect. Therefore, more constructive criticisms and suggestions are also highly expected for its perfection. May Allah the Almighty always bless and reward the whole of us for all good things that we have done.

Amin

Banjarmasin, 8 Shafar 1433 H
30 May 2012 M

TABLE OF CONTENTS

COVER PAGE	i
STATEMENT OF AUTHENTICITY	ii
APPROVAL	iii
VALIDATION	iv
ABSTRAK	v
ABSTRACT	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
LIST OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xvii
CHAPTER I : INTRODUCTION	
A.Rationale	1
B.Problem Formulation.....	4
C.Operational Definition.....	4
D.Purpose of the Research.....	5
E.Significance of the Research	5
F.Basic Assumption and Hypotheses.....	6
G.Basic Framework of the research.....	7
H.Organization of Writing	8
CHAPTER II : THEORITICAL REVIEW	
A.Listening.....	10
1.The Definition of Listening Skill	10
2.The Significance of Listening Skill.....	11
3.The Difficulties in Listening Skill.....	12
4.Type of Listening Activities.....	14
B.Song.....	15
1.The Definition of Song.....	15
2.The Advantages of Using English Pop Song in Learning English	16
3.The Criteria of Song Selection	16
C.Pronunciation	18
1.The Definition of Pronunciation	18
2.The Elements of Pronunciation	19
3.The Importance of Pronunciation.....	24
D.The Relation between Listening to English Pop And Pronunciation.....	25
CHAPTER III : METHOD OF THE RESEARCH	
A.Type and Approaches.....	28

	B.Subject and Object of the Research.....	28
	C.Data and Source of the Data.....	30
	D.Technique of Data Collecting	31
	E.Design Measurement	33
	F.Technique of Data Processing and Analyzing .	41
	G.Research Procedure.....	44
CHAPTER IV	: RESEARCH REPORT	
	A.The General Description of the Object Research	46
	B.Data Presentation.....	47
	C.Data Analysis	57
CHAPTER V	: CONCLUSION	
	A.Conclusion	60
	B.Suggestion	61

LIST OF TABLE

1. TABLE 3.1 TOTAL POPULATION OF 4 TH SEMESTER ENGLISH DEPARTMENT.....	29
2. TABLE 3.2 DATA, SOURCE OF DATA, AND TECHNIQUE OF DATA COLLECTING.....	32
3. TABLE 3.3 TABLE OF CORRELATION DEGREE.....	42
4. TABLE 4.1 THE FREQUENCY OF STUDENTS' PREDILECTION IN LISTENING TO ENGLISH POP SONG.....	48
5. TABLE 4.2 THE FREQUENCY OF STUDENTS LEARNING BY LISTENING TO ENGLISH POP SONG.....	48
6. TABLE 4.3 THE FREQUENCY OF THE STUDENTS' INTERESTED IN LEARNING BY LISTENING TO ENGLISH POP SONG.....	49
7. TABLE 4.4 THE FREQUENCY OF THE STUDENTS' LEARNING BY LISTENING TO ENGLISH POP SONG.....	49
8. TABLE 4.5 THE FREQUENCY OF THE STUDENTS' VERY HELPFUL LEARNING ENGLISH BY LISTENING TO ENGLISH POP SONG.....	50
9. TABLE 4.6 THE FREQUENCY OF THE STUDENTS' EASINESS WAY IN LEARNING ENGLISH BY LISTENING TO ENGLISH POP SONG.....	50
10. TABLE 4.7 THE FREQUENCY OF THE STUDENTS' FEEL EASY IN ACQUIRING VOCABULARY BY LISTENING TO ENGLISH POP SONG.....	51
11. TABLE 4.8 THE FREQUENCY OF THE STUDENTS' ATTENTION IN LISTENING TO ENGLISH POP SONG.....	52
12. TABLE 4.9 THE FREQUENCY OF THE STUDENTS IN SINGING ENGLISH POP SONG.....	52
13. TABLE 4.10 THE FREQUENCY OF THE STUDENTS IN LISTENING TO ENGLISH POP SONG IN A WEEK.....	53

14. TABLE 4.11 THE FREQUENCY OF THE STUDENTS IN PRONOUNCING NEW WORDS FROM ENGLISH POP SONG	53
15. TABLE 4.12 THE FREQUENCY OF THE STUDENTS IN IMITATING PRONUNCIATION FROM ENGLISH POP SONG.....	54
16. TABLE 4.13 THE FREQUENCY OF THE STUDENTS IN STORING NEW WORDS FROM ENGLISH POP SONG.....	55
17. TABLE. 4.14 THE STUDENTS' FREQUENCY IN LISTENING TO ENGLISH POP SONG.....	55
18. TABLE 4.15 DISTRIBUTION FREQUENCY OF STUDENTS' PRONUNCIATION TEST.....	56
19. TABLE. 4.16 DISTRIBUTION FREQUENCY OF STUDENTS' PRONUNCIATION TEST RESULT.....	56
20. TABLE 4.17 WORKING TABLE.....	57
21. TABLE 4.18 STANDARD CLASSIFICATION OF CORRELATION DEGREE.....	59

LIST OF APPENDICES

1. LIST OF TRANSLATION
2. RESULT OF QUESTIONNAIRE
3. RESULT OF PRONUNCIATION TEST
4. CURRICULUME VITAE
5. LETTERS OF RESEARCH

CHAPTER I INTRODUCTION

A. Rationale

Language as one of media in communication among human beings has given many advantages in education. What is known as Allah creation, language as human device in communication is spread quickly from place to place even in the holy Qur'an Allah swt. said.

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنْتِكُمْ وَاللُّوَانِكُمْ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَلَمِينَ ﴿١١﴾

That verse has told us that human beings were spread out into many countries which caused a wide variety of languages around the world. As a result, it gives a differentiation of pronunciation in a certain language.

As a global language, English has played many important roles in enhancing knowledge and technology. It is also used in education as a subject foreign language in college degree.

In Indonesia, English language has been taught in several levels Elementary school, Junior High school, Senior High school, and college. According to the teacher opinions about teaching and learning English as a second and foreign language, there are some obstacles faced by students and teachers in teaching and learning a second language. One of the obstacles is such as students' difficulty in pronouncing English words. According to them, pronunciation is the most difficult part of a non-native language to be learned. This is the same problem

when the writer studied about speaking skill in the fourth semester. The writer felt that some English words are very difficult to pronounce.

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. However, some practitioners of education needs to do something to handle this problem if they don't want to make their student feel bored and lose motivation to the lesson whereas pronunciation, as we know, is very important skill to be learned by everyone, especially students who learn English as a subject. Without a good pronunciation, English language will be impossible to be mastered. The better their pronunciation, the better they will understand and the easier they will absorb or acquire English language.

Fortunately, there is a way to rise up their pronunciation skill, namely by the use of song, which will enable them to give more reaction in learning pronunciation. As Kevin Schoepp stated on his TESL journal, songs have become an integral part of their language experience, and if used in coordination with a language lesson they can be of great value.¹ The world of song has provided many languages. So, they can learn any languages as they want. From the English song they can take the advantages such as; vocabulary, grammar, spelling, even pronunciation. Song is very helpful and fun in learning and teaching pronunciation as a second language.

Furthermore, Claudia Smith Salcedo, from Louisiana State University, believes that the beneficial of song in teaching and learning can also reinforce the grammatical structures and second language acquisition. She suggests that:

¹ Kevin Schoepp, *Reasons for Using Songs in the ESL/EFL Classroom*, The Internet TESL Journal, vol. VII, No 2, (February, 2001), p. 1.

I believe that much of my own second language acquisition occurred with music, since I often recall specific phrases learned in song. While listening to songs in Spanish, I focused not only on the comprehension of the content, but also upon phonemes and cultural expressions. The songs also reinforced the grammatical structures being taught in class.²

The popularity of pop songs ensures that it has the function in guiding students to absorb language through vocabulary that includes pronunciation, spelling, and grammar structures from songs. Chin posits that students should be exposed to listen and repeatedly practice the correct pronunciation out loud to retain vocabulary.³ Although, learning English from pop songs may have certain disadvantages such as loose in grammar and structure, unless teachers or learners select the suitable songs wrongness can be decreased.

There are a lot of English expressions and culture in the songs, so that students can learn and expand their knowledge. Students can also know how to pronounce them especially after listening to such songs. Moreover, learning English through songs can be effective to assist pronunciation, the students can directly get the knowledge on how to pronounce the word from the song they hear. Besides students can learn in an enjoyable situation, they will digest the lesson easily.

In addition, listening to English song can be used by the students outside the classroom for self-learning. Students who like to sing an English song everyday may be better in pronouncing the English words. In this research, therefore, the writer wants to conduct the research in the college students of English Department.

² Claudia Smith Salcedo, 2002, *The Effects of Songs in the Foreign Language Classroom on Text recall and Involuntary Mental Rehearsal*, Dissertation, (Louisiana State University)

³ Chin, C. (1999). *The effects of three learning strategies on EFL vocabulary acquisition*. Retrieved December 4, 2011 from http://www.kotesol.org/publishers/journal/1999/kojr1_2_1-29.pdf

Based on the explanation above, the writer is interested in conducting a research about THE CORRELATION BETWEEN STUDENTS' FREQUENCY IN LISTENING TO ENGLISH POP SONGS AND THEIR PRONUNCIATION SKILL AT ENGLISH DEPARTMENT ACADEMIC YEAR 2011/2012.

B. Problem Formulation

Based on the explanation of rationale above, the problem formulation can be formulated whether there is a correlation between students' frequency in listening to English pop songs and their pronunciation skill.

C. Operational Definition

The operational definition variable has a specific-purpose to explain the meaning of variable being researched. Based on that opinion, it can be concluded that operational definition should be measured and understandable by other people. This research has two variables: Independent variable and dependent variable. The independent variable of this research is students' frequency in listening to English pop song, whereas the dependent variable is students' achievement in pronunciation skill. Therefore, the operational definition of this research can be seen in following explanation.

1. Correlation means express the degree to which a relationship exists between two or more variables.⁴ Connection or link between two things in which one thing changes as the other does. So, the correlation in this

⁴ Richard I, Arend, Learning to teach, (New York: mcgraw-book, 1989), p.79

research means the connection between students' frequency in listening to English pop songs and their pronunciation skill.

2. Frequency in listening is the rate at which something happens or is repeated due to listen to English pop song as much as possible.⁵ Frequency here is really mean the students' activity which is they do listening repeatedly on the word of song to enhance their pronunciation skill.
3. Song is a composition of voice that performed by singing. It is usually accompanied by some musical instruments or unaccompanied. A song can be for a solo [singer](#), a [duet](#), [trio](#), or larger ensemble involving [more voices](#).
4. English pop song is a subgenre of contemporary popular music that typically has a dance-along rhythm or beat, simple melodies and repeating structure.
5. Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. So, after listening to a certain song students pronunciation may have better than before.

D. Purpose of the Research

The main purpose of this research is to acquire the information and data about the correlation between students' frequency in listening to English pop songs and their pronunciation skill.

E. Significance of the Research

The research finding will give following theoretical and practical significance.

1. Theoretical Benefit

⁵ Manser. H. Martin, 2005, *Oxford Learner's Pocket Dictionary*, (United Kingdom: Oxford University Press), Cet. Ke-4, p. 98.

Related to this research, it is one of the contributions in the scope of linguistic study, particularly language teaching and listening. The research finding can be used to enrich the theories and methods of the use English songs toward students' pronunciation skill development. Moreover it also can be used for reader who is looking for theories about English songs in teaching and learning.

2. *Practical Benefits*

- a) Giving information on direct contribution for students' language development in pronunciation skill and successful achievement in pronunciation test.
- b) Providing the information to the English teachers in teaching pronunciation using English song. So, they can teach students in an effective way.

F. Basic assumption and Hypotheses

1. Basic Assumption

In conducting the assumptions in this research is necessary to find out theories and concepts that relevance in problem of the research. Mastering pronunciation may be difficult for some students. Some of students may have different ability in pronouncing the English words. Besides, a minimum of source that student can imitate as a model how to sound English word like native speaker becoming others obstacle, so that song as one of media for teacher in teaching pronunciation is very important part.

Learning pronunciation through a song can give motivation to students in improving speech sounds quality and it encourages the students to pronounce all the sound correctly during the lesson.

2. *Hypotheses*

Based on the explanation above there are some hypotheses that the writer used as a guidance to conduct this research, namely

- H_0 (Hypothesis null)

There is no correlation between students' frequency in listening to English songs and their pronunciation skill.

- H_1 (Hypothesis Alternative)

There is a significant correlation between students' frequency in listening to English songs and their pronunciation skill.

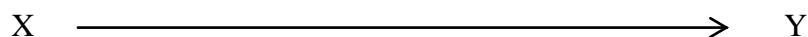
G. Basic Framework of Research

The existence of English song is very important part in enhancing students' pronunciation skill. Especially in teaching and learning which would be a great media in helping students achieve their goal. The students will very helpful when learning a foreign language by listening to English song not only in the classroom but everywhere they want to listen. As much as they listening and repeating English song the more they achieve the target language.

Therefore, based on the explanation above, the writer presumes that frequency of students in listening English pop song has a significant correlation

with students' pronunciation skill. The correlation can be illustrated in the following pictures.

The relation both variable can be seen as a follow:



X: Students' frequency in listening to English pop song

Y: Students' achievement in pronunciation skill

H. Organization of Writing

Writing of this research is divided into five chapters, there are systematically composed as follow.

The first chapter is an introduction; it includes rationale, problem formulation, operational definition, purpose of the research, significance of the research, basic assumption and hypotheses, Basic framework of research and organization of writing.

Next, the second chapter is theoretical review that is consist of the definition of listening, the significance of listening skill, the difficulties in listening skill, type of listening activities, the definition of song, the advantages of using English pop song in learning English, the criteria of song selection, the definition of pronunciation, the elements of pronunciation, the importance of pronunciation, and the relation between listening to English pop song and pronunciation skill.

Furthermore, the third chapter is method of research which consist type and approaches, subject and object of research, data and source of data, techniques of

data collecting, techniques of data processing and analysis, design measurement, and research procedure.

Afterwards, the fourth chapter is report of research result. It includes the data presentation and analysis of the data.

The last, the fifth chapter is closure. It includes conclusion and suggestion.

CHAPTER II THEORETICAL REVIEW

A. Listening

1. The definition of Listening skill

Based on the dictionary definition of listening comes from the word *listen* which really means to make an effort to hear.⁶ While Underwood simplified the definition of listening is to "The activity of paying attention to and trying to get meaning from something we hear."⁷

According to Howatt and Dakin, listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.⁸ The similar opinion also stated by Thomas Cral mentioned listening is the ability to identify and understand what others are saying. It involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grouping his meaning.⁹

Ronald and Roskelly defined listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing

⁶ Manser. H. Martin, 2005, *Oxford Learner's Pocket Dictionary*, (United Kingdom: Oxford University Press, 2011), 4th edition, p. 687

⁷ Abbas Pourhossein Gilakjani & Mohammad Reza Ahmadi, *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*, (Journal of Language Teaching and Research, Vol. 2, No. 5, pp. 977-988, September 2011; ACADEMY PUBLISHER Manufactured in Finland) p. 978

⁸ Naizhao Guo, *An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement*, Paper p.1

⁹ Thomas Cral, 1993. *Teacher Development: Making the right Moves*, (New York: Cambridge University Press). P. 189.

that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.¹⁰

More extend, Mendelsohn adds listening comprehension as —the ability to understand the spoken language of native speakers." O'Malley, Chamot, and Kupper offer a useful and more extensive definition that —listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. Mendelsohn points out that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener.

In short, based on the definitions above the writer concludes that Listening is a process of receiving what the speaker actually says to get meaning from something we hear.

2. The Significance of Listening skill

In daily life communication we do more listening than other skills. It is natural because of a study found that people listen 45 % of the time they spend communicating. This study is still widely cited. Wilt found that 30 % of communication time was spent speaking, 16 % reading, and 9 % writing. That finding confirmed what Rankin discovered, that people spent 70 % of

¹⁰ *Ibid. p.1*

their waking time communicating and those three-fourths of this time was spent listening and speaking. In line of it, Don snow stated that listening is the language skill used of most often and channel through which students get much of them language input.¹¹

Moreover, language acquisition theory explained that language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in students' language development. Therefore, It is very significance to develop other language aspect such as vocabulary, grammar, and pronunciation.

3. The Difficulties in Listening Skill

Listening is usually a hard skill to master by the students. The best reason that caused is the accent and intonation of the native English speaker which unusual for them to hear. In addition, each country has dialects and regional accents which confusing the listener. All of these problems make listening learning a major challenge and it is not surprise that the students find it difficult.

Penny Ur says that there are some of student difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once,

¹¹ Don Snow, *More than A Native Speaker*, (USA: teacher of English to Speakers of other language, Inc (Tesol, 2006). P. 89

find it difficult to keep up, and get tired.¹² These difficulties are faced by students who do not familiar with sound they received.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. Moreover, Underwood mentions some other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly.¹³ Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

In overcoming to those problems, students' motivation plays very important role in learning listening. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. The teacher can create the interest activity in learning listening such as by listening English songs. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the

¹² Ur, 1996, *A Course in Language Teaching: Practice and Theory*. (Cambridge: University Press), p. 111

¹³ Abbas Pourhossein Gilakjani & Mohammad Reza Ahmadi, *op.cit.*, p. 17

students will be stimulated and not be panic or worry when they are learning listening.

4. Type of Listening Activities

There are some types of activities that can be applied in learning listening. Penny provides four of listening activities as follow¹⁴:

- a. No overt response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, songs, and entertainment.
- b. Short responses, includes obeying instructions, ticking of items, true/false, detecting mistakes, cloze, guessing definitions, and skimming and scanning.
- c. Longer responses, includes answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.
- d. Extended responses, here, the listening as only a 'jump-off point' for extended reading, writing or speaking: in other words, there are combined skills activities. It includes problem-solving and interpretation.

From the types of listening above, it is regarded that songs activity can be used in learning listening process, and it will be hoped can motivate students in improving their listening skill.

¹⁴ *Ibid.*, p. 113

B. Song

1. The definition of Song

“A song is a short of piece in one concise movement for the medium of solo voice and piano”.¹⁵ According to Parto, a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions.¹⁶ Moreover, “A song is a musical composition for the voice of several voices”, “A song is a short poem whether intended to be sung or not; a lyric or ballad”.

The American Heritage Dictionaries says that song is:

“Music is a brief composition written or adapted for singing. It also says that song is a distinctive or characteristic sound made by an animal, such as a bird or an insect. The last definition, song is poetry, a verse and a lyrics poem or ballad”.¹⁷

Other definitions of song are listed below:

“Song is the act of singing, the characteristics sound produced by a bird, a short musical composition with word, a successful musical must have at least three good songs. It also says that song is a distinctive or characteristic sound. Besides that, song is the imperial dynasty of China from 960 to 1279 and a very small sum”.

Based on the references above, the writer concludes that song is a group of precious and attractive words in which there is a message in it to be conveyed to other people and presented with beautiful music. It deals with

¹⁵ Simms, 1993, *The Art of Music. An Introduction*, (USA: Harper Collins College Publishers), P. 29

¹⁶ Parto, 1996, *Seni Musik Barat dan Sumber Daya Manusia*, (Yogyakarta: Penerbit Pustaka Belajar), P. 99.

¹⁷ *American Heritage Dictionaries*. Retrieved March, 31st 2012 from www.answers.com/topic/song August, 8th 2011

some themes. It deals with story, advice, study, religion, environment, universe, love, happy and sad feeling.

2. The advantages of using English Pop Song in Learning English

According to Griffee “Teaching English using song has many advantages for student in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American”¹⁸

In the similar Book, Griffee explain the advantages of Song, there are:

- They are funny
- They promote mimics, gesture and associated to the meaning
- They are good to introduce supra segmental phonetic(stress, rhythm, and intonation)
- Student play a participate role
- They can be applied to comprehension stage (listening) or production (singing)
- There are songs for all ages and levels
- Student learn English very easily, through echoic memory

3. The Criteria of Song Selection

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to

¹⁸ Griffee, 2001, *Songs in Action*, (Hertfordshire: Prentice Hall International), P. 39.

understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. Furthermore, M. Lynch, provides three principal song selection criteria, they are¹⁹:

- a. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- b. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- c. Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

In order hand, Orlova says that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

- a. The song must be an example of a particular musical trend
- b. There shouldn't be any form of violence in it.
- c. The song should contain a certain artistic image.²⁰

¹⁹ Lynch, 2008, *Using Popular Songs to Improve Language Listening Comprehension Skills*.retrieved April, 1st 2012, from <http://esl4free.blogspot.com/2008/02/can-music-improve-your-students.html>

²⁰ Orlova, 2003, *Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes*, The Internet TESL Journal, Retrieved March, 12th 2012 from <http://iteslj.org/Technoques/Orlova-Songs.html>

It is realized when teaching the students; we should choose the songs that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

C. Pronunciation

1. The Definition of Pronunciation

Based on the Oxford's dictionary defined pronunciation as the way in which a language or a particular word or sound is spoken.²¹ Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.²²

Moreover, by the article on Wikipedia clarified that Pronunciation is the way a word or a language is usually spoken; the manner in which someone utters a word.²³ In line with the definitions above, Hornby says that

²¹ Manser. H. Martin, 2005. *Oxford Learner's pocket dictionary (new edition)*, (New York: Oxford university press), p. 343

²² AMEP Research Centre, *What is Pronunciation?*, Retrieved April, 20th 2012 from <http://www.nceltr.mq.edu.au/pdamep>, p.1

²³ Wikipedia, *Pronunciation*, retrieved April, 20th 2012 from <http://Wikipedia.org/wiki/pronunciation>

pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words of a language.²⁴

From the definitions above, the writer takes conclusion that pronunciation is the manner of persons in sounding a word or a language.

2. The Elements of Pronunciation

2.1 Segmental aspects of pronunciation

Learning to pronounce the sounds of English in natural speech is a crucial part of learning pronunciation in English. One of the aspects is known as segmental. Florez exposed that Segmental is the basic inventory of distinctive sounds and the way that they combine to form a spoken language.²⁵ Many learners may have difficulty with particular sounds, sound combinations or with putting particular sounds in particular positions.

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production. Vowels are sounds which are made without any kind of closure to the escape of air through the mouth.²⁶ English vowels are divided into two kinds of vowels, long vowels and short

²⁴ Hornby, 1995, *Oxford Advance Learner's Dictionary*, (Great Britain: Oxford University Press), p. 928.

²⁵ Florez, 1998, *Improving Adult ESL Learners' Pronunciation Skills*, (National Center for ESL Literacy Education), p. 2

²⁶ Syafei, 1988, *English Pronunciation: Theory And Practice*. (Jakarta: Depdikbud, Dirjen Dikti), p. 11.

vowels. Long vowels consist of / i: /, / e: /, / a: /, / u: /, / o: /, while short vowels consist of / i /, / e /, / æ /, / ɪ /, / ʌ /, / u /, / o /.

Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable.²⁷ There are nine English diphthongs, / ei /, / ai /, / oi /, / au /, / oɪ /, / iə /, / aʊ /, / uə /, / eə /. The English consonants consist of twenty-four. Those are / p /, / b /, / t /, / d /, / k /, / g /, / f /, / v /, / θ /, / ð /, / s /, / z /, / ʃ /, / ʒ /, / h /, / tʃ /, / dʒ /, / m /, / n /, / ŋ /, / l /, / r /, / w /, / y /.

That why it is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English pronunciation.

2.2 . Supra-segmental aspects of Pronunciation

Supra-segmentals transcend the level of individual sound production. They extend across segmentals and are often produced unconsciously by native speakers. Supra-segmentals include the following:

- Stress – a combination of length, loudness, and pitch applies to syllables in a word (e.g., HAPpy, FOOTball).
- Rhythm – the regular, patterned beat of stressed and unstressed syllables and pauses (e.g., with

²⁷ *Ibid.*, p. 13

- Weak syllables in lower case and stressed syllables in upper case: they WANT to GO later.)
- Adjustments in connected speech – modifications of sounds within and between words in streams of speech (e.g., “ask him” /ask him becomes as kIm/);
- Prominence – speakers’ act of highlighting words to emphasize meaning or intent (e.g., Give me the BLUE one; and
- Intonation – the rising and falling of voice pitch across phrases and sentences (e.g., Are you READy?).²⁸

2.3 Intonation

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence.

There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasizes speakers and their intentions in longer stretches of discourse).

²⁸ *Ibid.*, p.2

Clennell identifies some major functions that are important for learners²⁹:

- Information marking (prominent stress)
- Discourse marking (given/new)
- Conversational management (turn-taking/collaborating)
- Attitudinal or affect marking (mood/feeling)
- Grammatical/syntactic marking (clause boundaries/word classes)
- Pragmatic marking (illocutionary force/intention of the speaker).

The way in which intonation works is highly complex, and teachers will not have the time to explore the theory in depth with learners. However, there are some simple patterns that can be identified and practiced even for beginner learners.

2.4 Feature of connected speech

In English we link and blend sounds between words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstressed and pitch change discussed above. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced (for instance many Asian languages) may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English. These linking devices are not trivial, as they help learners to avoid the breathy, choppy delivery

²⁹ Clennell, 1997, *Raising the pedagogic status of discourse intonation teaching*, (*ELT Journal*), p. 117–25

that can impede communication. This is true not only for speakers of Asian languages, but also for speakers of languages where some vowels cannot be linked in this way – for example, Arabic speakers.

The example below illustrates these features:

You_and_I are friends.

1 2

There is an example of a vowel-vowel link at no 1 and consonant-vowel link at no 2.

2.5 Voice quality

Voice quality has received little attention in L2 learning, although actors may be quite familiar with the concept. The term refers to the more general, longer-term articulatory settings shared by many sounds within a language, and these affect accent and the quality of voice in a global way. Pennington notes that voice quality is the aspect of prosody that ‘spans the longest stretches of speech and underlies all other aspects’, and argues that all other aspects of pronunciation (supra-segmental and segmental) are ‘produced within the limits of the voice quality set by the articulators and the breath stream coming up from the lungs’.³⁰

Basically, the argument is that areas of the mouth may be held ready in particular long-term settings which affect the overall quality of the accent. Since different languages have different long-term settings, getting learners to focus on the settings relevant to English may help the learner with individual sounds as well as their overall voice quality, particularly

³⁰ Pennington, 1996, *Phonology in English language teaching: An international approach*. (London: Longman), p.1-100

for L1 speakers with settings that differ considerably from English. Thus, for example, Vietnamese and Cantonese are pronounced primarily in the back of the mouth, whereas English is pronounced primarily in the front of the mouth, so that activities to train the learner to be more aware of bringing sounds forward may impact on a number of different sounds.

2.6 Gestures

There has been quite a lot of interest in how the movements that our body makes as we are speaking may be closely related to how we speak, and some approaches to the teaching of pronunciation heavily emphasize training in gestures associated with speaking habits in English. As we speak, we synchronize many of our movements with the rhythm of what we are saying, so that focusing on the movements may help learners develop an awareness of stress and rhythm.

3. The Importance of Pronunciation

Pronunciation is one of the language components which are very crucial for the students to learn. It plays a significant role in influencing students' learning in a language acquisition especially in the daily life communication. Knowing pronunciation will affect many aspect of language such as; listening speaking, reading even writing.

Why pronunciation is very important to learn? Because it can help many people especially students' who are studying English as their second language and prevent them in misunderstanding English conversation.

On the other hand, learning pronunciation needs an ability which called listening skill. The writer assumed that if students have a bad ability in listening skill, it would affect their pronunciation skill. The importance in getting the best of listening skill can help them in acquiring the best pronunciation.

In addition, there are many ways to get the ability of listening to sound of words. One of them is by listening to English song. The song which is provided by rhythm, spelling, and sound expected can help students in pronouncing words correctly. Instead of the song also can be used for the students repeatedly, in other word, the use of song can motivate and entertain the students in increasing their pronunciation skill.

D. The Relation between Listening to English Pop Song and Pronunciation Skill

We have known that the lacks of native speaker in Indonesia made learners are difficult in acquiring a standard pronunciation. These obstacles however can be overcome by the way listening to English pop song. There are many reasons why listening to songs are good for English pronunciation. According to Andi

Irlina, music and song has important role in helping people in understanding a language, including a foreign language.³¹

In addition, it has many contributions in pronunciation teaching and learning.

For instance:

a. Kramer states that songs are good for English teaching because:

“Songs are funny. They promote mimics, gestures etc associated to the meaning. They are good to introduce supra-segmental phonetics. Students play a participative role. They can be applied to comprehension stages (listening) or production (singing). There are songs for all ages and levels. Students can learn English very easily through echoic memory”.³²

b. Songs can add feeling and rhythm to language practice that might otherwise be flat. “They also help children remember things more easily and draw children more deeply into a lesson”.³³

c. Music and rhythm it much easier to imitate and remember language than words which are just spoken.³⁴

From the statements above, we know that listening to English song is very helpful in language teaching and learning.

In addition, one very effective thing to teach students’ pronunciation is by having the students train themselves in their daily lives through their own interests. Some students probably prefer to play games to enrich their vocabulary. Other may sing or listen to English songs or may be read poetry to improve their

³¹ Irlina, 2011, *Teaching English to Young Learners Through Music and Song*, (Banjarmasin: English Department Tarbiyah Faculty), P. 5

³² Kramer, *Using Songs in Teaching English Classroom*, retrieved April, 13rd 2012 from topenglishteaching.com.

³³ Paul, 2003, *Teaching English to Children in Asia*. (New York: Longman), p.58

³⁴ Philips, 1993, *Young Learners*, (China: Oxford University Press), p. 94

listening ability, pronunciation and the English fluency. Paul states that if she is singing or playing something she really enjoys, and suddenly encounters a word or structure she does not know, but which she feels she needs in order to sing or play successfully, she will feel an emotional need to learn.³⁵ It means that students or someone will learn something when they need or want to learn. Nobody can force them to learn something if they do not want to learn.

Therefore, by using song, it may keep them emotionally involved in the learning process and keep them interested in making sense of this fascinating world of English. The aim is for the students to feel excited by getting better at English. So it is better to give students extensive listening task to train their pronunciation by listening to songs they like.

³⁵ Paul, 1996, *Song and Games for Children*. (New York: Macmillan publishing Co. inc.), p. 7

CHAPTER III METHODOLOGY OF RESEARCH

A. Type and Approaches

The type of this research is a field research located in IAIN Antasari Banjarmasin, English Department. In doing this research the writer uses a quantitative approach which M. Subana and Sudrajat clarify that:

“Pendekatan kuantitatif yaitu pendekatan yang biasa dipakai untuk menguji suatu teori, menguji suatu fakta/mendiskripsikan statistika dan menunjukkan hubungan antara dua variable dan ada pula yang bersifat mengembangkan konsep, mengembangkan pemahaman/mendiskripsikan banyak hal”.³⁶

The type of quantitative research used is correlation. The name of correlation research means to uncover the correlation between two variables. The direction of correlation here is in the same direction because it indicates one variable is followed by another variable which called positive correlation.

B. Subject and Object of the Research

1. Subject of Research

a. Population

Subject for this research are students enrolled in three classes of fourth semester English Department. The total number of students of fourth semester can be seen in the following table.

³⁶ M. Subana dan Sudrajat, *dasar-dasar Pendidikan Ilmiah*, (Bandung: Pustaka Setia, 2005), cet. 2 h. 25

Table 3.1 Total Population

No	Class	Gender		Total
		Male	Female	
1.	A	4	21	25
2.	B	9	16	25
3.	C	7	20	27
Total		20	57	77

Source: Document of English Department at fourth semester IAIN Antasari Banjarmasin

b. Sample

In this research the writer uses *Proportion random Sampling* which is taken from the populations randomly. The writer will select at least 10 students for every class randomly. According to Gay and Diehl, quoted from the book on title *6 Hari Jago SPSS 17* stated that it is necessary to take at least 30 from population.³⁷ So, it will be totally 30 students who will be involved in this research.

2. Object of the Research

The object of this research is the correlation between students' frequency in listening English pop song and their pronunciation skill on the fourth semester English Department.

³⁷ Joko Sulisttyo, 2010, *6 Hari Jago SPSS 17*, (Yogyakarta: Cakrawala) P. 23

C. Data and Source of the Data

1. Data

The data will be taken on this research are primary data and secondary data, such as:

a. Primary Data

The primary data in this research is the data about the correlation between students' frequency in listening to English pop songs and their pronunciation skill that shown up by their scores.

b. Secondary Data

The secondary data will be collected supporting the primary data such as:

- The brief description about English Department
- The description about students and facilities

2. Source of the Data

The sources of the data will be taken from:

- Participants : All of student on the fourth semester English Department.
- Informants : English teacher, administration staff, and chief of English Department
- Document : All written sources which needed to support on this research

D. Technique of Data Collecting

According to Nasir who's stated that technique of data collecting is the tools that needed in collecting the data. There are some techniques that writer applies in collecting the data of this research. There are at least two techniques that writer uses in collecting the data:

1. Test

According to writer, this technique is very helpful in research. Furthermore, based on M. Hafi Anshari in his book, *Pengantar Ilmu Pendidikan*, explained that “*test untuk penyelidikan sifat-sifat seseorang atau golongan tertentu guna kebutuhan praktis.*”³⁸ So, in this research the test is needed to examine students' achievement in pronouncing English words after listening to English pop song. There is at least a song for students that needed to hear. The song is taken from Bruno Mars's album entitled “*Today my life begins*”. The test will be conducted by focusing on words. Students will be asked to pronounce some words from the song.

2. Questionnaire

Sliger and Shohamy said that is pined from for data collection, which includes questions and statements to which subject is expected respons often anonymously.³⁹ This technique is needed to collecting the data about their frequency in listening to English pop song. The questionnaire used

³⁸ M. Hafi Anshari, *Pengantar Ilmu Pendidikan*, (Surabaya: usaha nasional, 1983), p. 13.

³⁹ Sliger and Shohamy, *Second Language Research Method*, (Hongkong: Oxford University Press: 1989)

Likert scale which was indicated point of 1-4 by alternative answer as follow.

4 = High

3 = Moderate

2 = Low

1 = Very Low

Take a look at this below matrix to see the data, source of data, and technique of data collecting clearly.

MATRIX

Table 3.2 Data, Source of Data, and Technique of Data Collecting

No.	Data	Source	Technique
1.	<p>Primary Data</p> <p>The data about the correlation between students' frequency in listening to English pop song and pronunciation skill that shown up by their scores.</p>	Participants	Test & Questionnaire
2.	<p>Secondary Data</p> <ul style="list-style-type: none"> • The Brief description about English Department • The description about students and facilities 	<p>Informants/Documents</p> <p>Informants/Documents</p>	Documentary

E. Design Measurement

In this research, the writer claimed a quantitative research. Researcher held field research by taking scores of 30 students in test and analyze those scores in order to find out whether there is a significant correlation between students' frequency in listening to English pop song and their pronunciation skill or not. There are two kinds of scores.

First, to take the data of students' frequency in listening to English pop song the writer uses questionnaire. The questionnaire consist thirteen questions about their frequencies in listening English pop song. Every answer has given will be scale as follow:

1. Students' interest in listening to English pop song

To know students' interest in listening to English pop song will be measured by;

Indicator: 1) The students' predilection in listening to English song

Measurement: a) If they answer is *always* like listening to English pop song, it would be scored as 4 (High category)

b) If they answer is *sometimes* like listening to English pop song, it would be scored as 3 (Middle category)

c) If they answer is *seldom* like listening to English pop song, it would be scored as 2 (Low category)

d) If they answer is *never* like listening to English pop song, it would be scored as 1 (Lower category)

Indicator: 2) The students' have learned English by using English pop song

- Measurement:
- a) If they answer is *always* have learned by using English pop song, it would be scored as 4 (High category)
 - b) If they answer is *sometimes* have learned by using English pop song, it would be scored as 3 (Middle category)
 - c) If they answer is *seldom* have learned by using English pop song, it would be scored as 2 (Low category)
 - d) If they answer is *never* learned by using English pop song, it would be scored as 1 (Lower category)

Indicator: 3) The students' interest in learning by listening to English pop song

- Measurement:
- a) If they answer is *always* interested in learning by listening to English pop song, it would be scored as 4 (High category)
 - b) If they answer is *sometimes* interested in learning by listening to English pop song, it would be scored as 3 (Middle category)
 - c) If they answer is *seldom* interested in learning by listening to English pop song, it would be scored as 2 (Low category)

d) If they answer is *never* interested in learning by listening to English pop song, it would be scored as 1 (Lower category)

Indicator: 4) The students' habitual learning by using English pop song

Measurement: a) If they answer is *always* learning by using English pop song, it would be scored as 4 (High category)

b) If they answer is *sometimes* learning by using English pop song, it would be scored as 3 (Middle category)

c) If they answer is *seldom* learning by using English pop song, it would be scored as 2 (Low category)

d) If they answer is *never* learning by using English pop song, it would be scored as 1 (Lower category)

2. The benefit of listening to English pop song in students' learning

To know the benefit listening to English pop song in students' learning will be measured by;

Indicator: 5) Listening to English pop song is helpful for learning English

Measurement: a) If they answer using English pop song is *always* helpful, it would be scored as 4 (High category)

b) If they answer using English pop song is *sometimes* helpful, it would be scored as 3 (Middle category)

c) If they answer using English pop song is *seldom* helpful, it would be scored as 2 (Low category)

- d) If they answer using English pop song is *never* helpful,
it would be scored as 1 (Lower category)

Indicator: 6) The easiness of learning pronunciation by listening to English
pop song

- Measurement: a) If they answer is *always* easy of using English pop
song, it would be scored as 4 (High category)
- b) If they answer is *sometimes* easy of using English pop
song, it would be scored as 3 (Middle category)
- c) If they answer is *seldom* easy of using English pop
song, it would be scored as 2 (Low category)
- d) If they answer is *never* easy of using English pop song,
it would be scored as 1 (Lower category)

Indicator: 7) The easiness of acquiring vocabulary by listening to English
pop song

- Measurement: a) If they answer is *always* easy of acquiring vocabulary
by listening to English pop song, it would be scored as
4 (High category)
- b) If they answer is *sometimes* easy of acquiring
vocabulary by listening to English pop song, it would
be scored as 3 (Middle category)
- c) If they answer is *seldom* easy of acquiring vocabulary
by listening to English pop song, it would be scored as
2 (Low category)

d) If they answer is *never* easy of acquiring vocabulary by listening to English pop song, it would be scored as 1 (Lower category)

3. The influence of students' frequency in listening to English pop song

To know the influence of students' frequency in listening to English pop song will be measured by;

Indicator: 8) The students' attention in listening to English pop song

Measurement: a) If they answer is *always* pay attention when listening to English pop song, it would be scored as 4 (High category)

b) If they answer is *sometimes* pay attention when listening to English pop song, it would be scored as 3 (Middle category)

c) If they answer is *seldom* pay attention when listening to English pop song, it would be scored as 2 (Low category)

d) If they answer is *never* pay attention when listening to English pop song, it would be scored as 1 (Lower category)

Indicator: 9) The students' frequency in singing the song of English pop song

Measurement: a) If they answer is *always* singing English pop song, it would be scored as 4 (High category)

- b) If they answer is *sometimes* singing English pop song, it would be scored as 3 (Middle category)
- c) If they answer is *seldom* singing English pop song, it would be scored as 2 (Low category)
- d) If they answer is *never* singing English pop song, it would be scored as 1 (Lower category)

Indicator: 10) The students' frequency in listening to English pop song in a week

- Measurement:
- a) If they answer is *more than 4 times* listening to English pop song, it would be scored as 4 (High category)
 - b) If they answer is between *3-4 times* listening to English pop song, it would be scored as 3 (Middle category)
 - c) If they answer is between *2-3 times* listening to English pop song, it would be scored as 2 (Low category)
 - d) If they answer is between *1-2 times* listening to English pop song, it would be scored as 1 (Lower category)

4. The motivation in learning pronunciation by listening to English pop song
To know the motivation of students in learning pronunciation by listening to English pop song

Indicator: 11) The students' frequency in pronouncing new words from English pop song

- Measurement:
- a) If they answer is *always* pronouncing new words from the song, it would be scored as 4 (High category)

- b) If they answer is *sometimes* pronouncing new words from, it would be scored as 3 (Middle category)
- c) If they answer is *seldom* pronouncing new words from the song, it would be scored as 2 (Low category)
- d) If they answer is *never* pronouncing new words from the song, it would be scored as 1 (Lower category)

Indicator: 12) The students' frequently in imitating pronunciation from English pop song

- Measurement:
- a) If they answer is *always* imitating pronunciation from English pop song, it would be scored as 4 (High category)
 - b) If they answer is *sometimes* imitating pronunciation from English pop song, it would be scored as 3 (Middle category)
 - c) If they answer is *seldom* imitating pronunciation from English pop song, it would be scored as 2 (Low category)
 - d) If they answer is *never* imitating pronunciation from English pop song, it would be scored as 1 (Lower category)

Indicator: 13) The students' frequency in storing new words from English pop song

- Measurement:
- a) If they answer is *always* storing new words from English pop song, it would be scored as 4 (High category)
 - b) If they answer is *sometimes* storing new words from English pop song, it would be scored as 3 (Middle category)
 - c) If they answer is *seldom* storing new words from English pop song, it would be scored as 2 (Low category)
 - d) If they answer is *never* storing new words from English pop song, it would be scored as 1 (Lower category)

Based on the 13 indicators above will be made 13 items. Thus, it will be acquired a range between 13 until 52. Then, after getting all their scores, it will be entered to the *mean* formula to obtain *mean* value.

$$M = \frac{\sum X}{N}$$

Where:

- M = Mean
- \sum = Epsilon
- X = Value
- N = amount of case

Second, the writer provides student by some tests of pronunciation to collect data about their pronunciation skill. It will be taken from score through their test result in pronouncing the words. There will be twenty words available on the paper and for each words they pronounce correctly they will get five (5) points and for wrong pronunciation they will get zero (0) point.

- a. The category is excellent if their scores are between 90-100
- b. The category is very good if their scores are between 80-89
- c. The category is good if their scores are between 70-79
- d. The category is fair if their scores are between 60-69
- e. The category is bad if their scores are between 50-59

Then, after getting all their scores, it will be entered to the *mean* formula to look for *mean* value.

$$M = \frac{\sum X}{N}$$

Where M = Mean
 \sum = Epsilon
 X = Value
 N = amount of case

F. Technique of Data Processing and Analyzing

1. Data Processing

- **Editing**

The technique is used to examine all of the collected data to make sure whether they already complete or not. The editing also involves selecting the needed data from those which are available.

- **Coding**

Give code definitely to classify all respondent and information's answer easily, then concord with kind of data that are needed.

- **Scoring**

The writer counts the data using correlation technique. Then give scores and calculate frequency of answer and data that have collected.

- **Tabulating**

The writer tabulates all the collected data into table in order to be seen clearly the frequency and the respondents' answer with formula.

$$P = \frac{F}{N} \times 100\%$$

P=Persentation

F= answer frequency

N=the number of students' aswering

- **Interpretation**

After giving score to all of the data and take the result of correlation the writer will compare it with r_{table} to know whether it is any positive and significant correlation or not then interpret it with the following table:

Table 3.3 Table of Correlation Degree

Correlation Coefficient Interval	Degree relation intervariable
0.000 – 0.199	Very low
0.200 – 0.399	Low
0.400 – 0.599	medium
0.600 – 0.799	high
0.800 – 1.000	Very high

- If the index correlation number (r_{pbi}) is as same as or more than r_{table} , it can be inferred that is positive and significant correlation.
- If the index correlation number (r_{pbi}) is less than “r” table, it can be inferred that there is no positive and significant correlation.

2. Data Analysis

After all of the data have been collected, they should be calculated by using statistic to know whether there is a correlation between students' frequency in listening to English pop song and pronunciation skill. In analyzing the data the writer uses *Pearson Product Moment* (r_{xy}) formula. Here some steps the writer makes in analyzing the data:

First step: inquiring for the total *mean* (M_x) and (M_y) with the following formula:

$$M_x = \frac{\sum x}{N} \quad \text{and} \quad M_y = \frac{\sum y}{N}$$

Second step: Making work sheet include eight columns:

Column 1: Subject of the research

Column 2: Variable score X

Column 3: Variable score Y

Column 4: Score deviation of X to M_x which acquired from:

$$x = X - M_x$$

Column 5: Score deviation of Y to M_y which acquired from:

$$y = Y - M_y$$

Column 6: the result of multiplication between score x and y

Column 7: the result of quadrate x

Column 7: the result of quadrate y

Next, to find out the correlations index, enter all of the scores in the following formula to acquire the correlation variables.

$$r_{xy} = \frac{\sum_{xy}}{\sqrt{(\sum_x^2) \cdot (\sum_y^2)}}$$

r_{xy} = Index Correlation "r" *Product Moment*

\sum_x^2 = sum up score deviation of X after having quadrate

\sum_y^2 = sum up score deviation of Y after having quadrate

The final step is consulting the result with r_{tabel} .

G. Research Procedure

1. Preliminary step

- Doing prior observation in the research location
- To make a research proposal design
- To submit it to English Department

2. Preparatory

- To hold seminar after proposal be approved
- To revise proposal based on result of seminar
- To consult with lecturer of guidance thesis
- Asking the dean of Tarbiyah Faculty for writing mandate to conduct the research
- To make data instrument

3. Research step

- Contacting all respondents
- To collect all of data
- Processing and analyzing the data

4. Final step

- Writing the draft in systematic form
- Consulting to supervisor to correct the writing
- Multiplying the fill form to be examined

CHAPTER IV

RESEARCH REPORT

A. General Description about Research Location

1. Brief Description of Research Location

Based on the book of *Kenang-kenangan 30 Tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*, English Department (Tadris Bahasa Inggris) was opened since 1984. It was led by Drs. H. Kadir Munsyi, Dipl. Ad. Ed and Drs. H. Ahdi Makmur, M. Ag. as secretary. After the period of Drs. H. Khaidir Munsyi, Dipl. Ad. Ed and Drs. H. Ahdi Makmur, the department was led by Drs. H. Syarifuddin Syukur, MA and Drs. Ahdi Makmur, M. Ag.

In academic year 1988/1989 English Department was closed temporarily because of the operational permission letter from the Department of Religious Affairs (DEPAG) had not been published yet. The department was re-opened in 1997 and it became department of English Education (Pendidikan Bahasa Inggris) which was led by Drs. H. Ahdi Makmur, M. Ag. And Drs. Sa'adillah as secretary. Because Drs. Sa'adillah pursued his study for a master degree, secretary position was replaced by Drs. Husnul Yaqin, M.Ed. In 2003-2006, the secretary was Dra. Wardah Hayati. On September 2005-2006, the head of English Department is Drs. Isa Anshari MZ and Dra. Hj. Nida Mufidah, M.Pd. as the secretary. Because Drs. Isa Anshari passed away, the English Department was led by Drs. Anang Syaifuddin, MA and Dra. Hj. Nida Mufidah, M.Pd still as the secretary. However, in August 2007, Mr. Anang Syaifuddin resigned due to his overwhelmed things to do and Dra. Hj. Nida Mufidah, M. Pd. was then appointed to replace him.

Dra. Hj. Nida Mufidah , M.Pd is still the head of the department up to now but the secretary has been changing several times. It was Nurlaila Kadariyah, S.Ag on January 2008-December 2009, and continued by Ridha Fadillah, M.Ed till June 2010 and the newest one is Nani Hizriani, MA.

The main objectives of English Department are producing qualified scholars/teachers with good English ability in linguistics and literature, and are able to be the professional English teacher in all level and have high Islamic value and attitude.

B. Data Presentation

1. Students' Frequency in Listening to English Pop song

Based on the result of research the writer has acquired the data of students' frequency in listening English song and pronunciation skill. Data X (students' frequency in listening English pop song) was acquired from questionnaire. Meanwhile data Y (students' achievement in pronunciation skill) was acquired from the test in pronouncing words. Here is the data presentation.

1) The Students' Predilection in Listening to English Pop Song

Based on the result of students' questionnaire have acquired the data about their predilection in listening to English pop song which can be seen in the following table.

Table 4.1 The Frequency of Students' Predilection in Listening to English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Always	11	36.67	High
2.	Sometimes	19	63.33	Middle
3.	Seldom	0	0	Fair
4.	Dislike	0	0	Low
Total		30	100	

Based on the table above showed up that most of students admit that 63.33% choose “sometimes like listening to English pop song” and just 3% who chooses always listening to English pop song.

2) The Students' Frequency of Students Learning by Listening to English Pop Song

Based on the result of students' questionnaire have acquired the data about their learning English by listening to English pop song which can be seen in the following table.

Table 4.2 The Frequency of Students Learning by Listening to English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often	19	63.33	High
2.	Sometimes	8	26.67	Middle
3.	Seldom	2	6.67	Fair
4.	Never	1	3.33	Low
Total		30	100	

Based on the table above it shows that 63.33% students had ever learned English by listening to English pop song.

3) The Students' Interest in Learning by Listening to English Pop Song

Based on the result of students' questionnaire has acquired the data about students' interest in learning English by listening to English pop song can be seen in the following table.

Table 4.3 The Frequency of The Students' Interest in Learning By Listening to English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often	20	66.67	High
2.	Sometimes	8	26.67	Middle
3.	Seldom	2	6.67	Fair
4.	Never	0	0	Low
Total		30	100	

Based on the table above it shows that 66.67% students interesting in learning English by listening to English pop song.

4) The Students' Habitual Learning English Using English Pop Song

Based on the result of students' questionnaire has acquired the data about students' English learning by using English pop song can be seen in the following table.

Table 4.4 The Frequency of The Students' Learning by Listening to English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Always	5	16.67	High
2.	Sometimes	19	63.33	Middle
3.	Seldom	2	6.67	Fair
4.	Never	4	13.33	Low
Total		30	100	

Based on the table above show that 63.33% most of students like in learning English by listening to English pop song.

5) The Helpfulness of Learning English by Listening to English Pop Song

Based on the result of students' questionnaire has acquired the data about whether learning English by using English pop song is helpful which is presented in the following table.

Table 4.5 The Helpfulness of Learning English by Listening to English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often	8	26.67	High
2.	Sometimes	15	50	Middle
3.	Seldom	7	23.33	Fair
4.	Never	0	0	Low
Total		30	100	

Based on the table above show that 50% most of students like in learning English by listening to English pop song. 26% admit very helpful and just 7% said it is not only helpful.

6) The Easiness of Learning Pronunciation Using English Pop Song

Based on the result of students' questionnaire has acquired the data whether students' feel easy in learning English pronunciation by using English pop song can be seen in the following table.

Table 4.6 The Frequency of The Students' Easiness Way in Learning English by Listening to English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Very helpful	9	30	High
2.	Sometimes	14	46.67	Middle

3.	Seldom	2	6.67	Fair
4.	Never	5	16.67	Low
Total		30	100	

Based on the table above show that 46.67% most of students in the middle category who sometimes feel that learning English by listening to English pop song is easy.

7) The Students Way in Acquiring Vocabulary by Listening to English Pop Song

Based on the result of students' questionnaire has acquired the data about students' feel easy in acquiring English by using English pop song can be seen in the following table.

Table 4.7 The Frequency of The Students' Opinion about Listening to English Pop Song and Vocabulary Acquisition

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often very helpful	21	70	High
2.	Sometimes	6	20	Middle
3.	Seldom	3	10	Fair
4.	Never	0	0	Low
Total		30	100	

Based on the table above show that 70% most of students admit that by listening to English pop song is very helpful in acquiring vocabulary.

8) The Students' Attention in Listening to English Pop Song

Based on the result of students' questionnaire has acquired the data about students attention in listening to English pop song can be seen in the following table.

Table 4.8 The Frequency of The Students' Attention in Listening to English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often very helpful	13	43.33	High
2.	Sometimes	16	53.33	Middle
3.	Seldom	1	3.34	Fair
4.	Never	0	0	Low
Total		30	100	

Based on the table above show that only 53.33% most of students admit that they sometimes pay attention in listening to English pop song.

9) The Students' Frequency in Singing The Song of English Pop Song

Based on the result of students' questionnaire has acquired the data about students frequently in singing the song of English pop song can be seen in the following table.

Table 4.9 The Frequency of The Students in Singing English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often very helpful	21	70	High
2.	Sometimes	7	23.34	Middle
3.	Seldom	1	3.33	Fair
4.	Never	1	3.33	Low
Total		30	100	

Based on the table above show that 70% most of students admit that they frequently sing the song of English pop song.

10) The Students' Frequency in Listening to English Pop Song in a Week

Based on the result of students' questionnaire has acquired the data about students frequently in listening to English pop song in a week can be seen in the following table.

Table 4.10 The Frequency of The Students in Listening to English Pop Song in a Week

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often	17	56.67	High
2.	Sometimes	6	13.33	Middle
3.	Seldom	1	3.33	Fair
4.	Never	6	13.33	Low
Total		30	100	

Based on the table above show that 56.67% most of students admit that they frequently in listening to English pop song more than 4 times in a week.

11) The Students' Frequency in Pronouncing New Words from English Pop Song

Based on the result of students' questionnaire has acquired the data about students frequently in pronouncing new words from English pop song can be seen in the following table.

Table 4.11 The Frequency of The Students in Pronouncing New Words from English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often	18	60	High
2.	Sometimes	9	30	Middle
3.	Seldom	2	6.67	Fair
4.	Never	1	3.33	Low
Total		30	100	

Based on the table above show that 60% most of students admit that they frequently pronouncing new words from English pop song.

12) The Students' Frequency in Imitating Pronunciation From English Pop Song

Based on the result of students' questionnaire has acquired the data about students frequently in imitating pronunciation from English pop song can be seen in the following table.

Table 4.12 The Frequency of The Students in Imitating Pronunciation from English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often	16	53.33	High
2.	Sometimes	10	33.33	Middle
3.	Seldom	3	10	Fair
4.	Never	1	3.34	Low
Total		30	100	

Based on the table above show that 53.33% most of students admit that they frequently imitating pronunciation from English pop song.

13) The Students' Frequency in Storing New Words from English Pop Song

Based on the result of students' questionnaire has acquired the data about students frequently in storing new words from English pop song can be seen in the following table.

Table 4.13 The Frequency of The Students in Storing New Words from English Pop Song

No.	Students' Answer	Frequency	Percentage (%)	Category
1.	Often	8	26.67	High
2.	Sometimes	16	53.33	Middle
3.	Seldom	6	20	Fair
4.	Never	0	0	Low
Total		30	100	

Based on the table above show that only 53.33% most of students admit that they frequently storing new words from English pop song.

After having given the score to all of students' questionnaire, then it is acquired frequency distribution as the following table:

Table. 4.14 The Students' Frequency in Listening to English Pop Song

No.	X	F	Fx
1.	24	1	24
2.	28	1	28
3.	34	1	34
4.	40	4	160
5.	41	1	41
6.	42	3	126
7.	43	2	86
8.	44	3	132
9.	45	5	225
10.	46	2	92
11.	47	3	141
12.	48	2	96
13.	50	1	50
14.	51	1	51
Total		N = 30	$\sum fx = 1286$

$$M = \frac{\sum fx}{N} \quad M = \frac{1286}{30} \quad M = \underline{42.9}$$

Based on the table above can be seen that the *Mean* students' score is 42.9 which in the middle of category.

2. Students' Pronunciation Test Score

Meanwhile, the result of pronunciation test is acquired after questionnaire had been answered by the students (See on Appendices). The following table indicates the result of the pronunciation test.

Table 4.15 Distribution Frequency of Students' Pronunciation Test

No.	Y	F	Fy
1	100	4	400
2	95	7	665
3	90	10	900
4	85	6	510
5	80	2	160
6	75	1	75
Total		N = 30	$\sum fy = 2710$

$$M = \frac{\sum fy}{N} \quad M = \frac{2710}{30} \quad M = \underline{90.3}$$

So, the mean score of students' pronunciation test are 90.3

Table. 4.16 Distribution Frequency of Students' Pronunciation Test Result

No.	Score Range	Category	F	%
1.	≥ 90	Excellent	21	70
2.	80 - 89	Very Good	8	26,7
3.	70 - 79	Good	1	3,3
4.	60 - 69	Fair	0	0
5.	50 - 59	Bad	0	0
Total			30	100

Based on the table 4.15 can be seen that there are 21 students at 70% students pronunciation test at fourth semester of English Department on the level Excellent. In short, the students' achievement in pronunciation is in the high level.

C. Data Analysis

After getting the *mean* of X and Y are defined, and then the writer makes work sheet as the following table:

Table 4.17 Working Table

No	X	Y	X	y	xy	x2	y2
1	45	90	2.1	-0.3	-0.711111	4.551111	0.111111
2	42	100	-0.9	9.7	-8.37778	0.751111	93.44444
3	24	85	-18.9	-5.3	100.6222	355.9511	28.44444
4	47	100	4.1	9.7	39.95556	17.08444	93.44444
5	45	95	2.1	4.7	9.955556	4.551111	21.77778
6	28	95	-14.9	4.7	-69.3778	221.0178	21.77778
7	40	90	-2.9	-0.3	0.955556	8.217778	0.111111
8	45	100	2.1	9.7	20.62222	4.551111	93.44444
9	46	90	3.1	-0.3	-1.04444	9.817778	0.111111
10	46	90	3.1	-0.3	-1.04444	9.817778	0.111111
11	40	90	-2.9	-0.3	0.955556	8.217778	0.111111
12	42	95	-0.9	4.7	-4.04444	0.751111	21.77778
13	48	85	5.1	-5.3	-27.3778	26.35111	28.44444
14	41	90	-1.9	-0.3	0.622222	3.484444	0.111111
15	44	85	1.1	-5.3	-6.04444	1.284444	28.44444
16	42	90	-0.9	-0.3	0.288889	0.751111	0.111111
17	47	80	4.1	-10.3	-42.7111	17.08444	106.7778
18	43	85	0.1	-5.3	-0.71111	0.017778	28.44444
19	44	95	1.1	4.7	5.288889	1.284444	21.77778
20	45	90	2.1	-0.3	-0.71111	4.551111	0.111111
21	40	80	-2.9	-10.3	29.62222	8.217778	106.7778
22	45	100	2.1	9.7	20.62222	4.551111	93.44444
23	47	95	4.1	4.7	19.28889	17.08444	21.77778
24	48	95	5.1	4.7	23.95556	26.35111	21.77778
25	40	85	-2.9	-5.3	15.28889	8.217778	28.44444
26	44	75	1.1	-15.3	-17.3778	1.284444	235.1111
27	50	90	7.1	-0.3	-2.37778	50.88444	0.111111
28	51	95	8.1	4.7	37.95556	66.15111	21.77778
29	34	90	-8.9	-0.3	2.955556	78.61778	0.111111
30	43	85	0.1	-5.3	-0.71111	0.017778	28.44444
Total	1286	2710	0.0	0.0	146.3333	961.4667	1146.667

Then input it to *Pearson Product Moment* formula to find out the Correlation between Variable X and Y.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) \cdot (\sum y^2)}}$$

$$r_{xy} = \frac{146.3333}{\sqrt{(961,4667) \cdot (1146,667)}}$$

$$r_{xy} = \frac{146.3333}{1428135,908}$$

$$r_{xy} = \frac{146.3333}{1428135,908}$$

$$r_{xy} = \frac{146.3333}{1195,046404}$$

$$r_{xy} = 0.122$$

D. Testing Hypothesis

Based on the counting coefficient correlation above, r_{xy} is 0,122. By looking at the table of coefficient correlation degree of Product Moment, it can be known whether there is a significant correlation or not.

For $N=30$, “r” table in 5% fault is 0,361 and “r” table in 1% fault is 0.463. it appears that $r_{xy} < 0,361$ and 0.463. it means that the hypothesis null (H_0) is accepted and hypothesis alternative (H_a) is denied. So, it can be concluded that

there is no significant correlation between students' frequency in listening to English Pop Song and their students' pronunciation skill.

The correlation is positive and show at range 0.00 - < 0.20 level. After interpreting by using standard classification of correlation degree such as suggested by Suharsimi Arikunto, it would be known the level of correlation.

Table 4.18 Standard Classification of Correlation Degree

Coefficient Correlation	Category
0.80 – 1.00	Very High
0.60 - < 0.80	High
0.40 - < 0.60	Fair
0.20 - < 0.40	Low
0.00 - < 0.20	Very Low

Based on the table above, it can be stated that the correlation between students' frequency in listening to English Pop Song and their students' pronunciation skill is in very low level.

CHAPTER V CLOSURE

A. Conclusion

After conducted this research the writer concludes:

1. The mean score of students' frequency in listening English pop song is 42.9%. It means that students' frequency in listening to English pop songs is in the middle level. It concludes that listening to English pop song is effective to improve the students' pronunciation skill.
2. The mean score of the students' ability in pronouncing English words is 90.3. It can be conclude that students' ability in pronouncing is high level.
3. Based on the result of the research is known that r_{xy} result (0.122) < r table (0,361) and coefficient correlation shows between 0.00 - < 0.20 = very low. It means that the hypothesis null (H_o) is accepted and hypothesis alternative (H_a) is denied. Even though the result tells that r_{xy} only 0.122 which mean there is very low correlation between students' frequency in listening to English Pop Song and their pronunciation skill but it can be appreciated that students are excited in learning English by using song which is shown by questionnaire and their test result.

B. Suggestion

1. Students should train their pronunciation by listening to English pop song more extensive to keep them interested in learning English.
2. Teacher should motivate the students to memorize how the words pronounce and practice pronunciation more.

3. In teaching and learning teacher also have to use English as much as possible in the class room in order to inure students listen to a good pronunciation way.

List of translation

No	Page	Surah/Verse	Translation
1	1	I	<p>“And of his signs are the creation of heaven and earth and the diversity of your tongue and colors. Surely there are sign in this for all mankind.”</p> <p>“Dan di antara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.”</p>

THE QUESTIONNAIRE

I. Petunjuk menjawab angket

1. Isilah Identitas saudara (i) dengan jelas
2. Bacalah dengan teliti setiap pertanyaan dalam angket ini sebelum saudara (i) memberikan jawaban.
3. Berilah tanda silang (X), Slash (/), or circle (O) pada salah satu jawaban yang saudara (i) anggap benar.

II. Students' Identity

Name :

S.R.N :

III. List of question

Choose an appropriate answer that you feel is the most.

- 1) Do you always like listening English pop song?
 - a. yes I always like it very much
 - b. sometimes, I like it
 - c. I seldom like it
 - d. I don't like it
- 2) Have you ever learned English by listening to English pop songs?
 - a. yes I have
 - b. sometimes
 - c. seldom
 - d. never
- 3) Are you always interested in learning English by listening to English pop song?
 - a. yes I am interested
 - b. sometimes
 - c. seldom
 - d. no
- 4) Are you always learning English by listening to English pop song?
 - a. Always
 - b. sometimes
 - c. seldom
 - d. no
- 5) Do you often feel that English pop songs are always helpful for your English Learning?
 - a. always
 - b. sometimes
 - c. seldom
 - d. no
- 6) Do you often feel that learning by English pop songs is easier than learning from the textbook?
 - a. often
 - b. sometimes
 - c. seldom
 - d. no

- 7) Do you often feel that Learning English by pop songs are very helpful your vocabulary acquisition?
 - a. often
 - b. sometimes
 - c. seldom
 - d. no
- 8) Do you often pay attention to the song lyrics when listening to English pop songs?
 - a. often
 - b. sometimes
 - c. seldom
 - d. no
- 9) Do you usually sing the English songs you like?
 - a. usually
 - b. sometimes
 - c. seldom
 - d. no
- 10) How many times do you usually listening English pop song in a week?
 - a. More than 4 times
 - b. 3 – 4 times
 - c. 2 – 3 times
 - d. 1 – 2 times
- 11) Do you often learn the pronunciation of a new word in English songs?
 - a. often
 - b. sometimes
 - c. seldom
 - d. no
- 12) Do you like to imitate the pronunciation of a new word from English song?
 - a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never
- 13) Do you often store the words you have learnt from English songs?
 - a. Often
 - b. Sometimes
 - c. Seldom
 - d. No

TEST OF PRONOUNCING ENGLISH POP SONG WORDS

Please pronounce these words carefully!

No.	English Words	
1.	Work	
2.	Hard	
3.	Seem	
4.	Like	
5.	Pain	
6.	Friend	
7.	Fragile	
8.	Heart	
9.	Wrong	
10.	Wondered	
11.	Heal	
12.	Again	
13.	Seasons	
14.	Bind	
15.	Stay	
16.	Same	
17.	Around	
18.	Change	
19.	Break	
20.	Chain	

CURRICULUM VITAE

Full Name : Restu Fajar Perdana

Place/Birth : Martapura, July 12nd 1989

Religion : Islam

Nationality : Indonesia

Marital Status : Single

Address : Jl. Perumnas Kalian Asri, Kandangan Barat, Blok F no. 3 Kode Pos 71213

Education : a. SDN Kandangan Barat 2, Graduated in 2001
b. MTsN Amawang, Graduated in 2004
c. MAN 2 Kandangan, Graduated in 2007
d. S1 English Department Tarbiyah Faculty IAIN Antasari Banjarmasin since 2007/2008

Parents :

a. Father's name : H. M. Rifani, SE

b. Occupation : Official

c. Mother's name : Dra. Hj. Mahzar

d. Occupation : Teacher

e. Address : Jl. Perumnas Kalian Asri, Kandangan Barat, Blok F no. 3 Kode Pos 71213

Banjarmasin, 17 Rajab 1433 H
June, 18th 2012

Writer,

GALLERY PHOTO



