

**THE USAGE OF *SPOTIFY* APP TO IMPROVE STUDENTS' PRONUNCIATION SKILL
AT SMP NEGERI 3 NGRONGGOT NGANJUK**

THESIS



By

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ABSTRACT

PUTRI, DIAH MAGHFIROH SETIAWAN. *The Usage of Spotify to Improve Students' Pronunciation Skill at SMP Negeri 3 Ngronggot Nganjuk.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo, Advisor Dr. Dhinuk Puspita Kirana, M.Pd

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Pronunciation is an aspect of English that allows to interact with others. It is about how language or word or sound is spoken. Pronunciation is important for students, because they need a good pronunciation when communicating with others. Songs are part of everyone's life, English songs can be very useful for students. They are easy to find and close to everyone. It can be used as a media in learning English.

Based on the background of study, the researcher formulate the research question "Is there any significant effect of using *Spotify* to improve eighth-grade students' pronunciation at SMP Negeri 3 Ngronggot?"

This research applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental group and control group. The population was taken from the eighth grade students of SMPN 3 Ngronggot Nganjuk in academic year 2021/2022. The number of the sample in this research were 56 students of experimental group and control group. The procedure of data collection was test. The researcher analyzed the data used t-test formula, it used to know whether there was significant difference on students' pronunciation skill who are taught by *Spotify* and students who are not taught by *Spotify*.

The result of the research showed that the English songs technique can improve students' pronunciation. It is concluded from the post-test that there is statistically difference of the mean between experimental class and control class. The mean score of experimental class is 86.46 and the mean score of control class is 60.5. It means that the mean score of experimental class is higher than control class. Students' pronunciation improves after they are taught using *Spotify* App, according to the post-test. There is statistically difference on the result of t-test and t-table in which the value of Sig. (2-tailed) = 0.00. It means that the value of Sig. (2-tailed) was lower than t-table ($0.00 < 0.05$). On the other word, H_a was accepted and H_0 was rejected. So, from the computation above, it can be concluded that there is a significant difference between students' pronunciation skill who were taught by *Spotify's* English songs and students who were not taught by *Spotify's* English songs at SMPN 3 Ngronggot Nganjuk. It can be underlined that the usage *Spotify* gives a great contribution in teaching and learning process on the students' pronunciation improvement because its App has a good effect. It becomes important for the teachers to increase and develop students' pronunciation.



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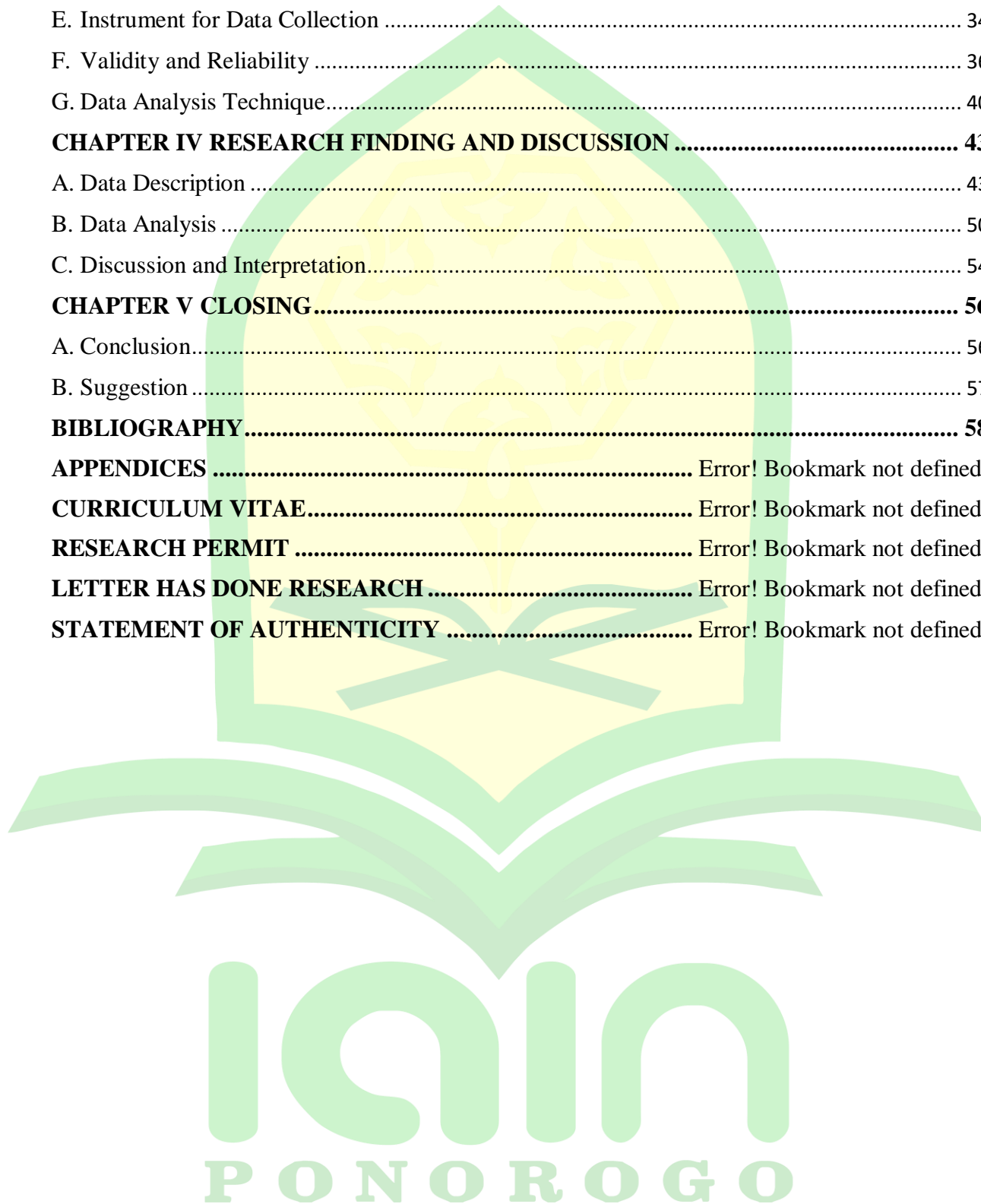
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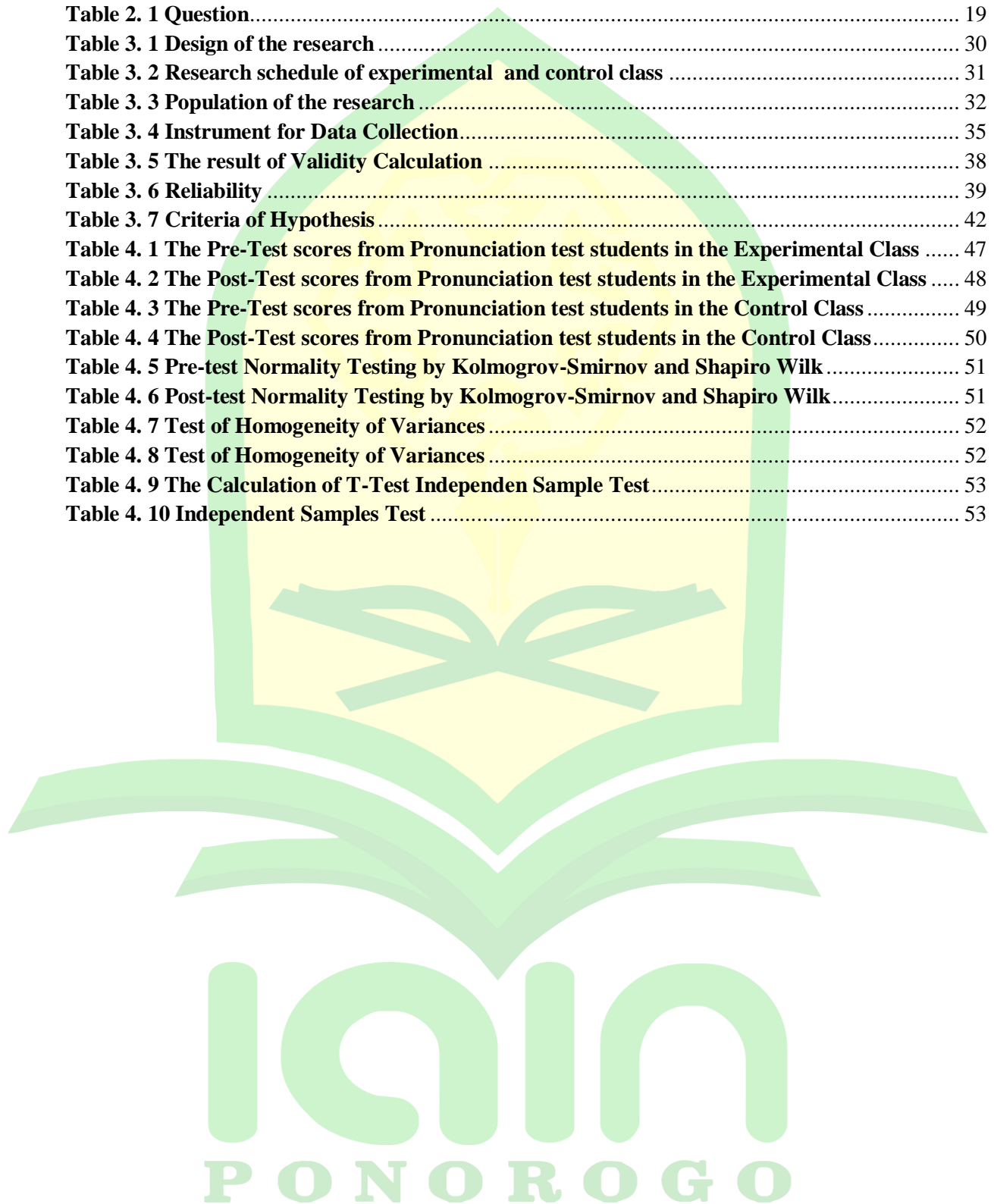
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CHAPTER I

INTRODUCTION

This chapter includes the study's background, identification of the problem, limitations of the study, statement of the problems, objectives of the study, significances of the study, and study organization.

A. Background of the Study

Music has particular advantages for students learning a new language. Listening to songs and singing is a natural and pleasurable approach to learn new sounds, words, and phrases, as you surely know from your own language studies. In many ways, learning a song or playing a musical instrument is similar to learning a language. We must create and use a certain sound repertoire, acquire new patterns and principles, and master the "syntax" of songs and compositions. As musicians improve, they, like language learners, move closer and closer to the goal sounds until they achieve a degree of comfort and delight, or "fluency."¹ Songs are really useful for learning English pronunciation.

Pronunciation is an aspect of English that allows to interact with others. It is about how language or word or sound is spoken. There are discrepancies between the symbol and its sounds. By pronouncing a word, we can acquire the sound, stress, rythm, intonation, and meaning of the word . When talking with people, we should not only have a good vocabulary but also good pronunciation. So if we have a good pronunciation, the listener can easy to understand what our means. Pronunciation, according to Yates, as stated in Pourhosein Gilakjani, is the production of sounds that are employed to convey meaning.²

¹ Kristin Lems, 2018, English Teaching Forum, United State, p.15

² Pourhosein Gilakjani, 2017, English Pronunciation Instruction: Views and Recommendations, *Journal of Language Teaching an Research*, Vol. 8, No. 6.

Music has particular advantages for students learning a new language. Listening to songs and singing is a natural and pleasurable approach to learn new sounds, words, and phrases, as you surely know from your own language studies. In many ways, learning a song or playing a musical instrument is similar to learning a language. Songs have an emotional impact on people's lives and provide insight into their thoughts. There are many *Application* to listening a song such as Sound Cloud, JOOX, Shazam, and *Spotify*. One of them is *Spotify*, this is one of the most popular *Applications*. The *Spotify Application* was launched on October 7, 2009, after Daniel Ek and Martin Lorentzon discovered it in Swedia on April 1, 2006. Digital music, podcasts, and video streaming are all available with the *Spotify* app. Users can play their favorite song in digital music *Applications*. Podcasts have a lot of digital English stories that are fun to listen to, and video streaming can be used as a learning tool through watching videos. Because of these characteristics, the researcher choose to use the *Spotify* app to help students improve their pronunciation skill. Because the researcher believes that the *Spotify Application* is interesting enough to employ in learning because it is simple to use and can be used on both a smartphone and a PC.

A song, according to Parto, as cited in Erno Sumantri, a song is a collection of arrangements that includes words and musical aspects such as rhythm, melody, harmony, and emotions.³ They all become one as to create a song that can be enjoyed even very useful to facilitate learning activities. Songs with actual language are simple to find, provide vocabulary, grammar, and cultural characteristics, and are enjoyable for students. Teaching a song as media are written or audiovisual forms of communication, as well as the equipment used to create them. Arsyad claims that using music as a method to convey educational information is a good idea.⁴

³ Erno Sumantri, "Improving Students Pronunciation by Using English Songs", Jakarta: UIN Jakarta, p.9

⁴ Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: PT Rja Grafindo Persada

The researcher use songs on *Spotify* as a media for teaching pronunciation skill. This *Application* have the feature that provide the lyrics of song. It make easier for students. In this situation, While students are listening to song on *Spotify*, they must also consider how the vocalist pronounces the words. They also can get used to pronounce well. As a result, the researcher must select a song that is appropriate for the students, as songs are a key tool for improving their English pronunciation skills. By using songs, students can learn how to pronounce words, develop their vocabulary, and comprehend the grammar of songs, and songs can make learning English fun and not monotonous. The subject was chosen by the researcher because students at SMPN 3 Ngronggot Nganjuk have poor pronunciation skills. The most of them are unable to correctly pronounce the word.

According to Gilakjani Pronunciation in English is one of the most difficult skills to master, and students must devote a significant amount of time to improve their pronunciation.⁵ For Indonesian learners, English pronunciation is fairly tough. In certain cases, the difficulties arise from the language's uneven spelling, which provides poor pronunciation instruction. Other times, difficulties arise as a result of interference from the first language into the target language. The problem find in pronunciation skill in the eighth grade of SMP Negeri 3 Ngronggot. First, the students is in English words pronounce differently to the written forms, so the students get difficulty to read the English word. Second, There are some sounds in English that difficult for students, and there are distinction between sounds that students find confusing because there is no such distinction in their mother tongue. Third, Many students is less their pronunciation in speak English. And the last, Many students sing without paying attention to how to pronounce correctly.⁶

⁵ Pourhossein Gilakjani, A. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*

⁶ Students of SMPN 3 Ngronggot Junior High School.

Based on the observation, according to Anna as the students of the eighth grade that the teacher is also complete and easy to understand in teaching English, but usually they have difficulties when it comes to English pronunciation and also the teacher sometimes give a practice for the English teaching and learning process.⁷ The students need to learning strategy to increase their pronunciation. Therefore, The importance of selecting the right method and strategy to make the material easy to accepted and understand should be considered by the teacher.

Cook defines pronunciation as the production of an English sound, as cited by Pourhosein Gilakjani. Repeating the sound and correcting it when it is produced incorrectly is how you learn to pronounce it. This refers to how words or sentences are spoken in a dialect based on the intonation used (correct pronunciation).⁸ Pronunciation is an important aspect of foreign language acquisition since it has a direct impact on learners' communication skills and performance.⁹ Poor pronunciation skills undermine learners' self-confidence, limiting social interactions and negatively impacting opinions of a speaker's credibility and talents. One of the most important needs for language proficiency is for language learners to be able to grasp the pronunciation.

Pronunciation is how a word is spoken. It is the act or manner of pronouncing words; utterance of speech, a way of uttering a word, especially one that is widely recognized or understood; and a visual depiction of the way a word is uttered, employing phonetic symbols. The researcher will know the significant of using song as a media of learning pronunciation. So,

⁷ Ana. (2022). *English Teaching and Learning Process*. Nganjuk: SMPN 3 Ngronggot.

⁸ Pourhossein Gilakjani, A. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1-6.

⁹ Abas Pourhosein Gilakjani, 2008. *A study of Factors Affecting EFL Learners' English Pronunciation Learning and The Strategies for Instruction Islamic Azad*. Universitas Lahijan Branch. Lahijan: Iran

the researcher wants that by getting students used to expressing English sentences using songs, the students can improve their pronunciation.

It can be a lot of fun to learn English pronunciation through music. It may be obvious that proper pronunciation coaching is beneficial not just for improving intelligibility but also for improving listening comprehension.¹⁰ Pronunciation will be done repeatedly by using the song as a media. So, the students listening to the song and then pronounce it simultaneously.

There is previous research that was conducted by Nurul Fitri through experimental research. Which the objective is to identify the effect of using English songs in increasing students' pronunciation in semester IV program in English Education Program Batanghari University Academic Year 2015/2016. The result of the research shows that English songs technique can improve students' pronunciation. It is concluded from the post-test that there is a statistically significant difference of the mean between experimental class and control class. It means that the use of English songs technique gives a great contribution in teaching and learning process on the improvement because English songs technique has a good effect and gives a better result on the students' pronunciation especially to the students of English Education program Batanghari University Academic Year 2015/2016.¹¹

Rizky Sadilah, also conducted a similar research which is entitled "Improving Students' English Pronunciation Through Listening to English Songs at The Second Grade Students of SMP Swasta Harvard Martubung" The main objective of this research is to investigate whether listening to English songs significantly improves students' English pronunciation in The Second Grade Students of SMP Swasta Harvard Martubung. In the result of students' tests were showed

¹⁰ Devi Mulatsih, 2015, Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon, *Journal of English Language and Learning*, Vol. 2 No. 2

¹¹ Nurul Fitri, 2016, Improving Students' Pronunciation by Using English Song for Fourth Semester Students of English Education Program Batanghari University Academic Year 2015/2016.

that the mean score of pre-test was 52,3. The mean score of post-test in Cycle I was 65,7. The mean score of post-test in Cycle II was 81,2. Based on observation sheet, it was found that teaching learning process ran well. After giving the treatment by listening to English songs, the students' English Pronunciation in pronouncing English words improved. It was concluded that listening to English songs can improve the students' English Pronunciation.¹²

Based on the problem above, the researcher assumed that students' problem, especially in pronunciation skill could be overcome with using the English song as a media in learning process. Listening to English songs is one of the media use to help students improve their pronunciation, make learning more enjoyable, and accept learning by copying the sound in the song they were listening to. As a result, one technique to enhance English pronunciation was to listen to English songs. Considering the explanation above, the researcher interested in conducting research with the title "The Use of English Songs by *Spotify* to Improve Students' Pronunciation Skill at SMP Negeri 3 Ngronggot Nganjuk"

B. Identification of the Problems

1. The students is in English words pronounce differently to the written forms, so the students get difficulty to read the English word.
2. There are some sounds in English that difficult for students, and there are distinction between sounds that students find confusing because there is no such distinction in their mother tongue.
3. Many students is less their pronunciation in speak English.
4. Many students sing without paying attention to how to pronounce correctly.

¹² Rizky Sadilah, 2021, Improving Students' English Pronunciation Through Listening to English Songs at The Second Grade Students of SMP Swasta Harvard Martubung.

C. Limitation of Study

Based on the identification of study above, the researcher limits the study on the improvement of students' pronunciation skill using *Spotify* at the eighth grade students' at SMP Negeri 3 Ngronggot Nganjuk in academic year 2022/2023.

D. Statement of the Problems

Based on the background of the study, the Researcher formulates the research question "Is there any significant effect of using English songs from *Spotify* to improve eighth-grade students' pronunciation at SMP Negeri 3 Ngronggot?"

E. Objectives of the Study

The Objectives of this research is to determine whether or not eight-grade students at SMP Negeri 3 Ngronggot can improve their pronunciation skill by listening to English songs through *Spotify*.

F. Significances of the Study

This research is expected to have the benefits at finding out the improvement of the students' pronunciation skill by using *Spotify Application* as a tool that focus on :

1. Theoretical Significance

This research aim at finding out the improvement of the students' pronunciation skill by using *Spotify Application* as a tool that focus on Listening English song to identify what words the singer said, practice how to pronounce the words, and to know the meaning of the song.

2. Practical Significance

a. Benefit for students

It could help students' in improving their skill of pronunciation because this research can find out how far the students' improvement in pronunciation using English song by *Spotify Application*.

b. Benefit for teachers

The teachers could improve teaching skill that more fun but still provide good learning to students.

c. Benefit for researcher

It could be references information for the related research with other researchers.

G. Organization of the Study

This thesis was written in a systematic manner to make it easier to understand for the readers.

The organization of the thesis are:

Chapter I discusses the introduction of the study. This chapter explains about background of the study, identification of the problem, the limitation of the study, objective, significances of the study and organization of the study. The background contains the events that occur in the object to be studied. Therefore, here we can identify problems and find variables so that it can be easier to find variables that are used as problems and propose hypotheses to answer why the problem occurs.

Chapter II discusses the review of related literature of the study. This chapter explain theoretical background, previous related study, conceptual framework, and hypothesis.

Chapter III discusses the research methodology. It consists of the research design, location of the study, population and sample, data collection instrument, validity and reliability, and data analysis technique.

Chapter IV tells the research result of this study. This chapter consists of data description, data analysis, discussion and interpretation.

Chapter V is closing. This chapter explains the conclusion and suggestion.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher gives an overview of the theoretical background, the previous related study, conceptual framework, and the hypothesis.

A. Theoretical Background

1. Pronunciation

a. The Definition of Pronunciation

According to David Nunan, The most of people identify pronunciation with the sounds we create when we speak. As language speakers, we must be able to communicate with others with reasonable ease. Native speakers' pronunciation patterns are similar to those used by certain speech communities. Though most of us think of pronunciation in terms of speech production, the Longman Dictionary of Applied Linguistics defines it as "the way sounds are perceived by the hearer."¹³

Pronunciation is important to create smoother relationships with other people. According to the Oxford Dictionary, The definition of pronunciation is how a language or a word or sound is spoken. Another definition is very related to this one. Those are still concerned with how someone produce a word or words in their speech or expression. Linguistics can be difficult to define at times when it comes to pronunciation. All of them, by definition, have the same goals. This is to ensure that the listener comprehends the messages received. In reality, the message provided by the speaker is occasionally misunderstood by the listener.

¹³ David Nunan, Practical English Language Teaching, (New York: Mc Graw-Hill, 2003), p. 112.

Yates as cited in Pourhosein Gilakjani said that Pronunciation is the production of sounds that is used for making meaning.¹⁴ Furthermore, Pronunciation is important to acquire, because it teaches fundamental qualities including sound, emphasis, intonation, and rhythm. The speakers have to speak with a correct pronunciation. It means the English sounds are pronounced correctly. Otherwise, the listeners will be misunderstanding caused by incorrect pronunciation. It is because speech sounds in a language are specific units that different sounds can lead to separate meaning and we called the study of language sound is phonology.¹⁵ So, Pronunciation is sub skill of English that have to be mastered. Because pronunciation is a fundamental and important skill that can help develop vocabulary and exercises for correctly forming sounds, emphasis, and intonation from the mouth so that communication between people can be understood.

b. The Goal of Pronunciation

Pronunciation is essential for oral communication; it is also a significant part of communicative competence. The goal of pronunciation is not to ask learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way to uttering English word, they have to change the way they think about the sounds of those words. It is true both of individually sound and the more significant part of speech such as syllable, stress, pattern, and rhythm. Unfortunately, most English teachers ignore the importance of learning pronunciation.¹⁶

¹⁴ Burhanuddin Rais, et al, 2020, The Use of Song in Teaching English Pronunciation, *Advances in Social Science, Education and Humanities Research*, volume 461

¹⁵ Yule, G, *The Study of Language*, New York: Cambridge University Press.(2010)

¹⁶ Abbas Pourhosein G, 2016, English Pronunciation Instruction: A Literature Review, *International Journal of Research in English Education*.

For the most part, we expect our conversations with non-native speakers to be comfortable. In setting goals for our learners, we must consider the effect mispronunciation on the listener, and the degree of tolerance listeners will have for this.¹⁷

c. Teaching Pronunciation

According to Pourhosein Gilakjani , Sadeghi and Mashhadi Heidar and Haghghi and Rahimy , One of the most difficult skill to learn and teach in the English language is pronunciation.¹⁸ Many factors influence teaching language, especially English pronunciation. Teachers should not only choose appropriate material for teaching English pronunciation, but they need also know how to teach pronunciation effectively.

Pronunciation is crucial since it can alter the smoothness of communication, as previously said. In order to teach pronunciation, the teacher can employ an approach that allows the student to become comfortable to speaking. According to Kelly: Drilling, pronunciation and spelling activities, taping students' English, listening activities, and reading activities are some of the approaches that can be utilized to teach pronunciation.¹⁹ According to James, The following fundamental levels can be used to understand appropriate pronunciation. As a result, each student will understand how to learn pronunciation based on their age, allowing us to limit the instruction that is appropriate and acceptable to students.

¹⁷ Joanne Kenworthy, 2011, Teaching English Pronunciation. New York: United States of America by Longman Inc.

¹⁸ Pourhosein Gilakjani, 2017, English Pronunciation Instruction: Views and Recommendations, *Journal of Language Teaching and Research*, Vol. 8, No. 6.

¹⁹ Burhanuddin Rais, et al, 2020, The Use of Song in Teaching English Pronunciation, *Advances in Social Science, Education and Humanities Research*, volume 461

In order to teach pronunciation appropriately and effectively, teachers should:

- 1.) Know the information about pronunciation. For example, how speakers move their mouths to make language sounds, as well as how word stress, rhythm, related speech, and intonation function.
- 2.) Understand and be able to predict the types of pronunciation problems that their students may have, as well as why they happen.
- 3.) Know how to teach pronunciation to their students in a variety of ways, modifying their approaches to match them and their needs, and assisting them in efficiently practicing to overcome any issues they may face.
- 4.) To assist learners understand and recall more, use a variety of learning methods such as sight, sound, and movement.
- 5.) Maintain a practical approach to lessons. Technical explanations are difficult to comprehend for many students and are rapidly forgotten. Better results come from concrete demonstrations followed by a lot of practice. Lessons should be tailored to the level of understanding of the students.
- 6.) Teach the students that speaking slowly and clearly is preferable to speaking quickly and incorrectly. Learners should be aware that clarity of communication is more important than speed.
- 7.) Include communicative practice. Students should practice applying their new pronunciation in real-life situations. Teachers should assist their students in practicing real-life communication skill in the classroom.
- 8.) According to Celce-Murcia & Goodwin Focus on meaningful practices within communication mode. One good way is to find means of better incorporating pronunciation instruction with other components of instruction.

9.) Pay attention to the listening lesson that focuses on pronunciation. Listening comprehension and pronunciation, according to Gilbert, are inextricably linked.²⁰

d. Principles for teaching pronunciation

1) Foster intelligibility during spontaneous speech.

The tendency to teach speech sounds apart from significant content was a serious flaw in pronunciation learning in previous decades. Teachers and students in today's classrooms recognize that meaningful communication is more important than perfect pronunciation. Lessons should encourage students to use sounds in more customized ways and to communicate in more spontaneous ways. It's a long way from being able to make sounds in isolation to being able to employ them intelligibly in connected streams of speech.²¹

2) Keep affective considerations firmly in mind.

When language learners are asked to develop new pronunciation habits, emotions often run high. It's important to remember that most pronunciation practice is done in front of other students and a teacher. Many students believe they have good reasons to resist a teacher's efforts to improve their English pronunciation. Peer pressure is often a major variable. If a learner's pronunciation begins to sound better than that of other students in the room, he or she may be afraid of rejection from classmates. This is an area where teachers must provide varying degrees of affective support to students.

3) Avoid the teaching of individual sounds in isolation.

Teachers must embed whatever sounds or sound patterns are the subject of instruction into related speech stretches. With the exception of very brief lesson segments in which

²⁰ Pourhosein Gilakjani, 2017, English Pronunciation Instruction: A literature review. *International Journal of Language Teaching and Research*, Vol. 8, No. 6.

²¹ David Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill, 2003), p. 115.

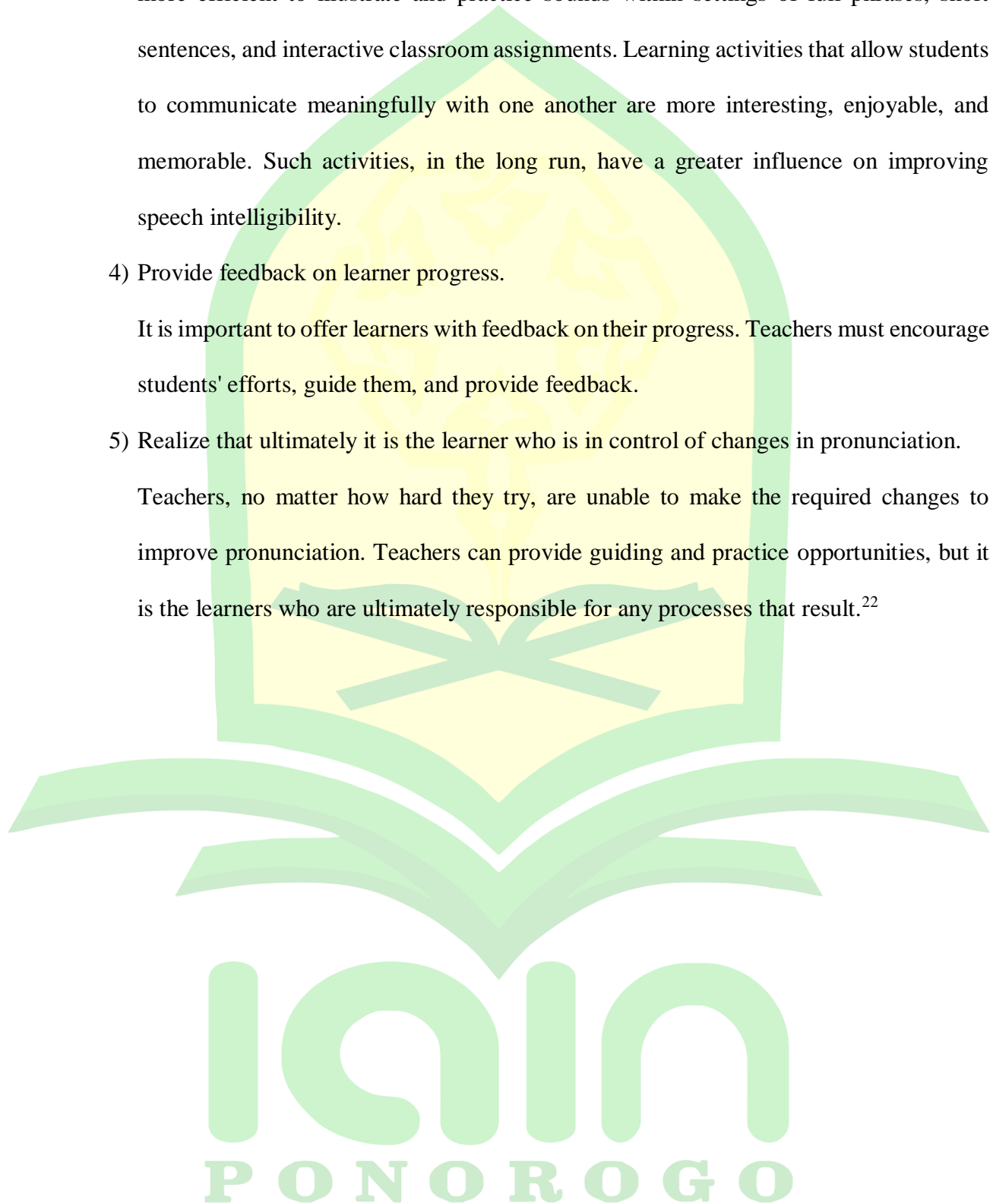
teachers may present a single pronunciation point for the first time, it is nearly always more efficient to illustrate and practice sounds within settings of full phrases, short sentences, and interactive classroom assignments. Learning activities that allow students to communicate meaningfully with one another are more interesting, enjoyable, and memorable. Such activities, in the long run, have a greater influence on improving speech intelligibility.

4) Provide feedback on learner progress.

It is important to offer learners with feedback on their progress. Teachers must encourage students' efforts, guide them, and provide feedback.

5) Realize that ultimately it is the learner who is in control of changes in pronunciation.

Teachers, no matter how hard they try, are unable to make the required changes to improve pronunciation. Teachers can provide guiding and practice opportunities, but it is the learners who are ultimately responsible for any processes that result.²²



²² Ibid, p.116-117

e. The Main Features of Pronunciation

Pronunciation is divided into two things; phonemes and supra-segmental features.

Below is a diagram of the features of pronunciation.

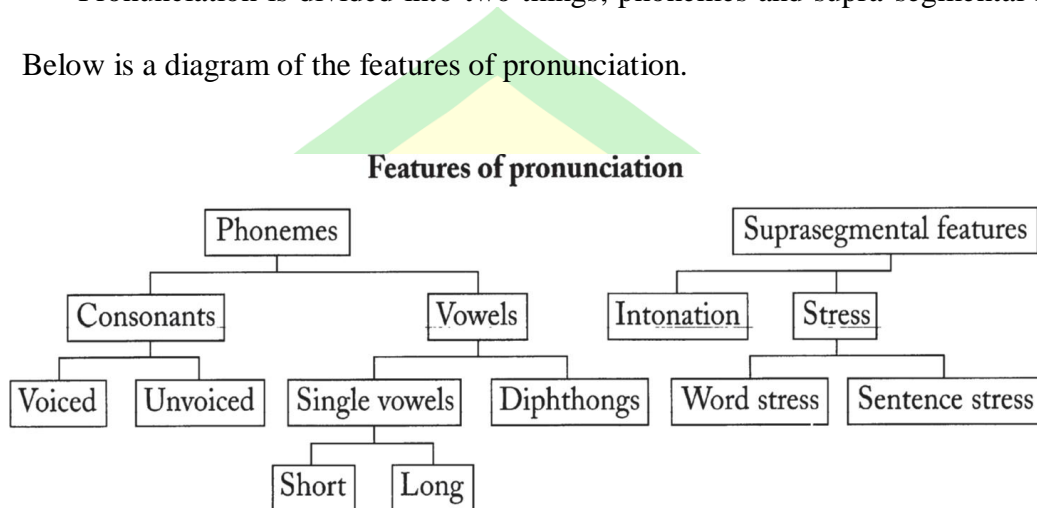


Figure 2.1 Features of Pronunciation

Phonemes, or individual sounds, make up the English sound system, and these might be vowels (short or long), diphthongs (combinations of two vowel sounds), or consonants. The place of articulation (where the sound is made in the mouth), the style of articulation (how the sound is made), and whether or not the vocal cords vibrate are all used to characterize consonants (voicing).

The term "stress" relates to the emphasis placed on specific syllables within phrases, as well as specific syllables or words within utterances. Volume, force, pitch change, and syllable length are all indicators. Stress is important on two levels: at the word level (multisyllabic words have one or more stressed syllables) and at the sentence level (those words that are more important for communicating the speaker's meaning, usually content words, are stressed, while those that are less important, usually grammatical words, are unstressed).

Another feature of pronunciation is connected speech. Instead of each word standing alone, connected speech is the natural way humans communicate, tying together and stressing specific terms. Weak forms, assimilation, elision, and linkage are all examples. Contractions (two words combining to make one) are an extreme example of connected speech, affecting the written form as well.

f. Assessing pronunciation

Assessing pronunciation The main goal of pronunciation activities is that “learner’s pronunciation sufficiently to permit effective communication with native speakers”.²³ There are many aspects that must be considered during assess pronunciation. The first one, and the most important is that “pronunciation” is a subcategory of speaking. Assessing pronunciation include Personal impression, Expectations of hearer, and Purpose of hearer. Speaking task Highly structured tasks. Luoma defines this concept as: “structured speaking tasks are called ‘structured’ because they control quite closely what the examinees are going to say”.²⁴

Before assessing pronunciation we must consider the following:

1. Pronunciation teaching must focus on issues of oral fluency.
2. Teaching should extend beyond isolated word level to discourse level
3. Teacher needs to consider learners styles
4. The practice and feedback need to involve ICT’s²⁵

Sources to consider in assessing pronunciation include:

1. Age: Differences between young and old generations. Young people tend to present more elisions than older people.

²³ Roach, P (2009) “English Phonetics and Phonology: A practical course”. Cambridge: Cambridge University Press

²⁴ Luoma, S (2004) “Assessing Speaking”. Cambridge: Cambridge University Press.

²⁵ Roach, P (2009) “English Phonetics and Phonology: A practical course”. Cambridge: Cambridge University Press

2. Exposure to the target language: Input and expansion of domains of linguistic competence.
3. Social Class Style: Speaker and hearer relationship and also background knowledge
4. Style: Foreign learners, careful and formal, Foreign with native, rapid and casual.

The ways of assessing pronunciation are intonation, stress: word stress / sentence stress, Vowels: short/long, Consonants: voiced/voiceless, Rhythm, Intelligibility. Besides that the techniques used to assess pronunciation are phonetic alphabet, transcription practice, minimal pairs drills, reading aloud, tongue twisters, pronunciation BINGO.²⁶ It is important to note that in order to assess pronunciation, we must first teach it in class and then create particular activities and rubrics that examine what we truly want to assess, taking into consideration all of the factors discussed in this presentation.

Pronunciation testing and evaluation :

1. Consonant-vowel discrimination.

Example: **Underline the word you hear.**

- a. Don't (slip/sleep) on the floor.
 - b. He's gone to (back up/pack up) the car.
2. Word stress.

Example: **Direction: Circle the alternative that shows the syllable receiving the main stress (capital=stress)**

(on cassette) 1. Photography in one of my favorite activities.

- | | |
|----------------|---------------|
| a. PHOtography | a. ACtivities |
| b. photography | b. acTIVities |

²⁶ Valentina Espinosa. "Assessing pronunciation". 2017. <https://www.slideshare.net/ValentinaEspinosa6/assessing-pronunciation>

c. photoGRAPHY

c. actiVITies

3. Prominence

Example: **Directions: listen to the following utterances and choose the alternative that best represent the proper stress pattern (capital=stress)**

Joe: Hi, I'm Joe Miller. What's your name?

a. HI, I'm JOE Miller. WHAT'S your name?

b. HI, I'M Joe MILLER. What's YOUR name?

c. Hi, I'M Joe Miller. What's your NAME?

4. Intonation

Example: **Directions: Listen to the following utterances. Check the box that corresponds to the intonation pattern used (rising for questions or rising-falling for statements).**

Table 2. 1 Question

Utterance	Question	Statement
1. Mary's gone home		
2. The VCR doesn't work		
3. Jim and Kyla had triplets		

2. Song

a. Definition of Song

A song is a form of expression of a person's feelings which is poured through writing or poetry and conveyed accompanied by tones, rhythms, so as to form a beautiful song.²⁷ A song, in addition to giving amusement and fun, also conveys a moral message to music lovers or listeners since it writes or tells about daily life, culture, adventure, and strengthening the feelings of each human person, all of which are interconnected elements. Through their essential parts, these factors create a wholeness and blend of meanings.

b. The Song as A Teaching Media in Improving English Pronunciation

According to Briggs in Aniqotunnisa, Teaching media is all physical form that may convey a message and encourage students to learn. Song can be used as a teaching tool to help students improve their English pronunciation. They are excellent instruments to strengthen students' language ability in listening, speaking, reading and writing can be used to teach a wide range of language skill, including sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs, and so on.²⁸

According to Chen & Chen, There are so many advantages of applying them as learning media in the classroom, they are so easily available. Song also can create a relaxing, entertaining and non-threatening classroom atmosphere in which learners lower their anxiety filter and be more open to learning.²⁹ Radio, record, or loudspeaker are examples of physical forms that can be used to listen to music or something else. The purpose of using

²⁷ Fauziyah, N. (2014). Analisis Struktural-Semiotik Lirik Lagu La Vie En Rose Dan L Hymne A L Amour Karya Edith Piaf. Universitas Negeri Yogyakarta.

²⁸ Rizky Sadilah, 2021, Improving Students' English Pronunciation Through Listening to English Songs at The Second Grade Students of SMP Swasta Harvard Martubung.

²⁹ Chen& Chen, 2009. The Effect of Popular Song on Learning Motivation and Learning Performance. 28

teaching media especially listening to English songs is to make learning more accessible to students.

The researcher will use the *Spotify* App to help their students get more comfortable with the language they are learning. The researcher will use a media that is relevant to the students' lives, such as the *Spotify* App, to listen a song. Using songs in class will make the students enjoy the activities and songs can be used in specific work on pronunciation. First thing to consider about the songs is the “authenticity” of the songs as the source of listening to the English pronunciation.³⁰

3. *Spotify* Application

a. The Definition of *Spotify*

Spotify is a well known Application around the world. *Spotify* is a digital music, podcast, and video streaming service that gives you access to millions of songs and other content from artists worldwide . With *Spotify*, it's easy to find the right music or podcast for every moment on your phone, your computer, your tablet and more. There are millions of tracks and episodes on *Spotify*. So whether you're behind the wheel, working out, partying or relaxing, the right music or podcast is always at your fingertips. We can choose what you want to listen to. We can browse through the collections of friends, artists, and celebrities, or create a radio station and just sit back.³¹

According to Willings , *Spotify* is an interesting *Application* that can access content for free by simply registering with an email address or connecting with Facebook. If you are not interested in the monthly subscription fee of *Spotify* Premium or want to try it yourself, it is easy to access, and there is no commitment. The main

³⁰ Idris Asmaradhan, A. et al. (2018). Fixing Students' Pronunciation Using Songs. *Journal of Languages and Language Teaching, Vol.6 (2)*

³¹ *Spotify.com*, 2021

differences between *Spotify* Free and Premium : *Spotify* free is adsupported, just like radio stations. The free version of *Spotify* can be accessed on PCs, laptops, and mobile phones, but the full service requires a *Spotify* Premium subscription.

Based on the above definition, the researcher concludes that the *Spotify* is an attractive and free digital music service that contains podcasts and video streaming and gives access to millions of songs and other content from around the world.

b. The Strength and weakness of *Spotify*

1) The strength of *Spotify* Application

According to Johannes, the strengths of *Spotify* are:

- a.) Large music base, huge number of playlists for every mood
- b.) Brand image Social Media presence
- c.) Flexible and Accessible for every mobile phone provider
- d.) Easy app set-up for login

2) The weakness of *Spotify*

Behind the strength, there are also some weakness of *Spotify* . According to Johannes, there are weaknesses of *Spotify* Application:

- a) Relies on mass advertising for income, premium version = low profit margin.
- b) Difficulties maintaining positive cooperation with artists and labels.
- c) Do not have rights to some artists/labels
- d) Technical difficulties can cause large scale revenue and reputation loss

By considering the Explanation, it could be seen that the English song by *Spotify* could be used as a media to improve the students' pronunciation.

B. Previous Related Studies

According to Nurul Fitri, in her research by the title "Improving Students' Pronunciation by Using English Song for Fourth Semester Students of English Education Program Batanghari University Academic Year 2015/2016" the result of the study is that English songs technique can improve students' pronunciation. It concluded from the post test that there is statistically difference of the mean between experimental class and control class. It means that the use of English songs technique gives a great contribution in teaching and learning process on the improvement because English songs technique has a good effect and give a better result on the students' pronunciation especially to the students of English Education program Batanghari University Academic Year 2015/2016.³²

According to Rizky Sadilah, in her research by the title "Improving Students' English Pronunciation Through Listening to Songs at The Second Grade Students of SMP Swasta Harvard Martubung" it was found that teaching learning process by giving the treatment using English songs, the students' pronunciation in pronouncing English words improved. It was concluded that listening to English songs can improve the students' Pronunciation based on the result of students' tests were showed that the mean score of pre test was 52,3. The mean score of post test in Cycle I was 65,7. The mean score of post test in Cycle II was 81,2.³³

According to Kanlayanee Pimwan, in the research by the title " The Effect of Teaching English Pronunciation Through Songs of Prathomsuksa 4 Students at Watratchaphatigaram School", The findings revealed that the English pronunciation ability of the participants were at different levels. There were 2 students (9.09%) who pronounced the final sounds with good, smooth pronunciation, while 16 students (72,72%) performed at a satisfactory level, and only

³² Nurul Fitri, 2016, Improving Students' Pronunciation by Using English Song for Fourth Semester Students of English Education Program Batanghari University Academic Year 2015/2016.

³³ Rizky Sadilah, 2021, Improving Students' English Pronunciation Through Listening to English Songs at The Second Grade Students of SMP Swasta Harvard Martubung.

4 students 918.18%) needed to improve their pronunciation. The study showed that the participants were able to pronounce the final sounds more accurately after learning English through songs. These results were significant at a level of 0.01.³⁴

According to Asri Tiara Farhati, in her research by the title " The Effectiveness of Songs as media to Enhance Student's Ability to Pronounce English Voiced Plosive Consonants [b,d,g] (A Classroom Action Research of the Eight Grade Students of SMP Negeri 3 Tegal in Academic Year 2009/2010)" The higher achievement in the post-test 2 indicates that the use of English songs is really effective to enhance the students' pronunciation of English voiced plosive consonants; give some benefits to the students; and improves their motivation to learn English.³⁵

Caicedo and Lojana in Andriani, in her research by the title " The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song" conclude that the use of songs stimulates the students' interest to learn and encourages them to engage more during the learning process because these motivating activities increase the students' confidence, learning abilities and skill. Their study reveals an improvement on the students' pronunciation and even vocabulary learning.³⁶

According to Nauval Chaidir Hilal Al Fauzan, in his research by the title " Students' Perception on The Use of English Songs in The English Learning Process" The result of the research showed that the use of English songs could give many good effects that must be very useful for the participants. The use of English songs had positivity in increasing students'

³⁴ Kanlayanee Pimwan, 2012, The Effect of Teaching English Pronunciation Through Songs of Prathomsuksa 4 Students at Watratchaphatigaram School. Srinakharinwirot University.

³⁵ Tiara Farhati, Asri, 2011, The Effectiveness of English Songs as Media to Enhance Student's Ability to Pronounce English Voiced Plosive Consonants [b,d,g] (A Classroom Action Research of the Eight Grade Students of SMP Negeri 3 Tegal in the Academic Year 2009/2010) Semarang: Universitas Negeri Semarang, 64.

³⁶ Andriani, 2018, The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song (A Pre-Experimental Research at the First Semester Students of English Department of Muhammadiyah University of Makassar) Makassar: UNMUH Makassar.

English skills, such as Grammar, speaking skill, and listening skill. Also, English songs could enrich students' English vocabulary. Nevertheless, there was an opinion found from the interview which said that sometimes the use of English songs in the English learning process was felt unenjoyable. The things that made it felt unenjoyable was that English songs were hard to understand for they often show the students' many new and strange words.³⁷

According to Andriani, in her research by the title " The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song" the researcher aimed at finding out the improvement of the students' listening ability in listening skill by using SPOTIFY Application as a tool that focused on Listening English song to identify what words the singer said and the meaning of the song. The researcher applied pre-experimental method with one group pre-test - post-test design, and collected the data based on the test. The result of this research is that the improvement of the students listening ability through English song using *Spotify* Application was significant improved.³⁸

A research conducted by Yusmita and Angraini, In their research by the title " The Effects of English Songs on the Seventh Grade Students' Pronunciation Achievement" there was significant difference in pronunciation achievement between the students who were taught through English songs strategy and those who were not ($T=12.663$). Based on this study, it is found that the use of English songs in teaching English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English. This research is fill the gap with the previous ones. The difference between this

³⁷ Nauval Chaidir Hilal Al Fauzan, 2021, Students' Perception on The Use of English Songs in The English Learning Process. Malang: Universitas Malang

³⁸ Andriani, 2018, The Use of *SPOTIFY* Application to Improve Students Ability in Listening through English Song (A Pre-Experimental Research at the First Semester Students of English Department of Muhammadiyah University of Makassar) Makassar: UNMUH Makassar.

research and others is that this study is conducted during School From Home (SFH) because of COVID-19 outbreak that is happening as this study is being conducted.³⁹

According to Claudius Bona, in the research by the title " The Use of Spotify to Increase English Listening Skills" This research wants to find whether the use of Spotify could develop students' English listening skill. This research uses qualitative descriptive method by distributing questionnaire. The findings reveal that the use of Spotify in English listening class is effective to develop students' listening skill. This study also finds that using Spotify regularly can help students in their English listening course as well as other English courses. It can be concluded that Spotify is very beneficial to increase students' English listening skills. Further studies could be implemented in order to find other multimedia applications that can be used to foster students' listening skills development.⁴⁰

From the previous research above, there are similarities and differences between this study as follows: In previous research and this study used a similar media or technique in learning process. There used an English Songs. The researcher found a previous study that using same Application to Listening English Songs there is a Spotify Application. Furthermore, there are some previous study that have a same purposes in improving pronunciation skills. The objective of this research is different from the previous studies. It is different because the objective of this research is to determine whether or not eight-grade students at SMP Negeri 3 Ngronggot can improve their pronunciation skill by listening to English songs through *Spotify*.

1) The objects of this research are the eighth grade students of SMP Negeri 3 Ngronggot in academic year 2021/2022 while the first previous study is the 4th semester students of Batanghari University. And the second previous study is the eighth grade students of SMP

³⁹ Yusmita, A., & Angraini, N. (2017). the Effects of English Songs on the Seventh Grade Students ' Pronunciation Achievement. *Global Expert Jurnal Bahasa Dan Sastra*, 6(1), 14–20

⁴⁰ Claudius Bona, *The Use of Spotify to Increase English Listening Skills*, Surabaya: Politeknik Ubaya.

Swasta Harvard Martubung. And The third is the students at Watratchaphatigaram School, Bangkok. And the fourth previous study is the eighth grade of SMP Negeri Tegal. The object of and the sixth previous study is 7th semester students of University of Islam Malang. And the last is the first semester students of English Department of Muhammadiyah University of Makassar.

- 2) The design of this research is quantitative research while the first and fourth previous research is conducting Classroom Action Research which was done through two cycles. Besides, the second one is experimental research. The third previous research is quasi-experimental using the purposive sample. The sixth analyzed the data qualitatively with interview which was conducted in once. Those are different because this research use Quasi-experimental group design by using pretest and posttest in two groups/classes and the sample will take 8-1 and 8-2 Class of SMP Negeri 3 Ngronggot.

C. Conceptual Framework

Pronunciation is sub skill of English that have to be mastered. Because Pronunciation is important to create smoother relationships with other people. This is to ensure that the listener comprehends the messages received. In reality, the message provided by the speaker is occasionally misunderstood by the listener. Sometimes, the students get difficulty to pronounce the English word. The students confusing the distinctions when pronounce English word because it different in their mother tongue. And also they less in speak English by correct pronunciation.

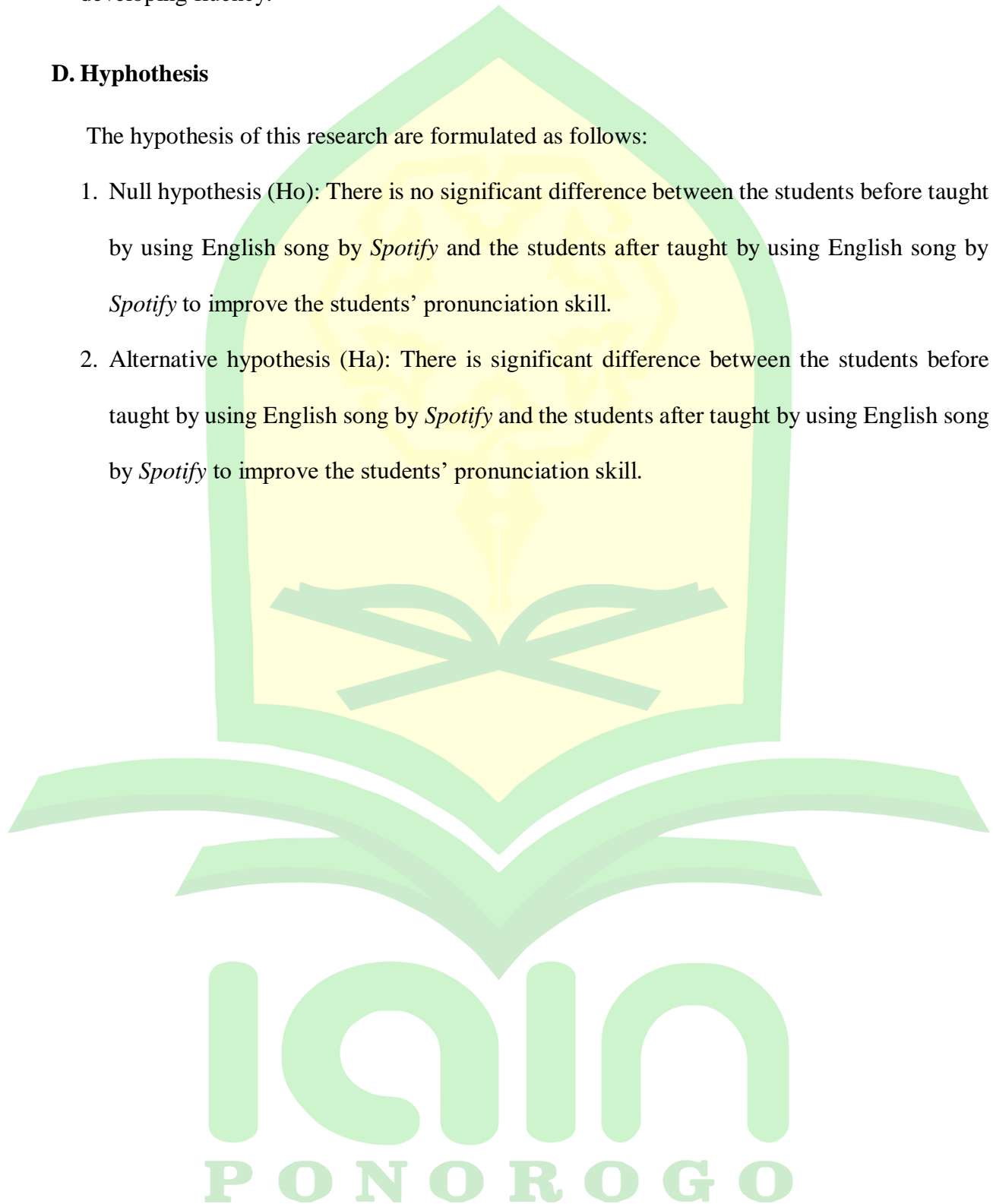
So, the researcher will use the technique by using listening English song by *Spotify* and then practice to pronounce that they hear with paying attention of the lyrics. It means the students listening a song which paying attention to the lyric and practice it. The purpose is to improve

students' pronunciation using English songs which consist of individual sounds and developing fluency.

D. Hypothesis

The hypothesis of this research are formulated as follows:

1. Null hypothesis (H₀): There is no significant difference between the students before taught by using English song by *Spotify* and the students after taught by using English song by *Spotify* to improve the students' pronunciation skill.
2. Alternative hypothesis (H_a): There is significant difference between the students before taught by using English song by *Spotify* and the students after taught by using English song by *Spotify* to improve the students' pronunciation skill.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed the Research design, Research setting, Population and sample, The definition of study, Instrument for data collection, Validity and reliability, Data analysis technique.

A. Research Design

Research design is a part of element in doing research. Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study.⁴¹

According to this research, experimental research is divided into three categories: pre-experimental design, true experimental design, and quasi-experimental design. At least one independent variable is modified in experimental research, while other relevant variables are controlled and the effect on one or more dependent variables is observed.⁴² This research conducted in quasi-experimental design by using quantitative research. A quasi-experimental design is similar to a randomized experimental design in that it involves the manipulation of an independent variable, but the subject is not assigned to the treatment group at random.⁴³ There are three kinds of quasi-experimental designs: non-equivalent (pre-test and post-test) control group designs, single-group interrupted time series designs, and control-group

⁴¹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 22.

⁴² Lorraine R. Gay, Geoffrey E. Mills & Peter Airasian. (2012). Competencies for Analysis and Applications the Tenth Edition. *Educational Research* , 11.

⁴³ Donal A., Lucy C.J, *Introduction to Research in Education, 8th edition*, (Canada: Wadsworth, Cengage Learning, 2010), 316.

interrupted time series designs. A non-equivalent (pre-test and post-test) control group design was used in this study.

Based on Creswell, research design can be used to collect, analyze, and interpret data. The researcher can get the valid data and finally find the answer of the research problem. The experimental researchers test and idea or practice or procedure to determine its effect on an outcome. The research design is a group of students in the treatment group and a group of students in the control group.

Table 3. 1 Design of the research

Group	Pre-Test	Treatment	Post-test
Experimental (Exp)	O ₁	X	O ₂
Control (Ctrl)	O ₃	-	O ₄

Notes:

Experimental (Exp) : The class who is taught using the English song by *Spotify*.

Control (Ctrl) : The class who is taught without using the English song by *Spotify*.

O₁ : Pre-test for Experimental group

O₂ : Post-test for Experimental group

X : Treatment

O₃ : Pre-test for Control group

O₄ : Post-test for Control group

It means the researcher have two test that will be taken from two groups/classes. The VIII-2 class is the control class. Where the class was given the strategy appropriate with their teacher apply with them in every lesson. Then, the VIII-1 class is experimental. Where the class was given an experiment by using English songs through *Spotify*.

In this research, the researcher conducted three steps, they are:

1. Pre research step

The first step is preparation. The researcher is determined the experimental class and control class, arrange the lesson plan and instrument to collect data, and so on.

2. Research step

The researcher has applied the treatment in the experimental class. The researcher taught the class by using english songs through *Spotify* as a learning media. So, in this treatment get data from two tests, the pre-test and post-test.

3. Data analysis step

The third step is collecting data. The data which were collected was be analyzed by the researcher. The researcher collect the post-test score from the experimental and control class. Meanwhile, the data collected by using t-test.

The t-test is a statistical test used to determine the correctness or error of a null hypothesis, which states that there is no significant difference between two samples taken at random from the same population.⁴⁴

B. Research Setting

This research was conducted at the eighth-grade of SMP Negeri 3 Ngronggot in the academic year 2021/2022. Which is located in Klurahan, Ngronggot, Nganjuk, East Java.

Table 3. 2 Research schedule of experimental and control class

Activities	Experimental	Control
Pre-test	March, 18 th 2022	March, 17 th 2022
First treatment	March, 21 th 2022	March, 19 th 2022
Second treatment	March, 25 th 2022	March, 24 th 2022

⁴⁴ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felica, 2015), 151.

Post-test	March, 28 th 2022	March, 26 th 2022
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C. Population and Sample

1. Population

The population is the entire mass of subjects the researcher wants information on. Normally the researcher or polling firm is not able to interview all units of the population because of the sheer size.⁴⁵ According Suharsimi Arikunto, Population is a set or collection of all elements possessing one or more attributes of interest.⁴⁶

Based on the statement above, this research the population is the eighth grade of SMPN 3 Ngronggot in the academic year 2021/2022. The total class of the eighth grade of SMP Negeri 3 Ngronggot is 8 classes and consist of 135 students.

It consists of two classes which were divided into the following:

Table 3. 3 Population of the research

No.	Classes	Students' Quantity
1.	VIII-1	28
2.	VIII-2	28

2. Sample

According to Donald in Andriani, in her research states that sample is a group selected from population for observation in a study.⁴⁷ A sample is a subset of the population the researcher actually examines to gather her data. According to Bickman and Rog, The collect data on the sample aims at gaining information on intire population. To make valid inference from a

⁴⁵ Daniel Stockemer, *Quantitave Methods for the Social Sciences* (Canada: University of Ottawa, 2019), 57

⁴⁶ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta.2010), p. 173

⁴⁷ Andriani. 2019. *The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song*

sample for a whole population , the sample should be either representative or random.⁴⁸

Sampling means selecting a given number of subjects from a defined population as representative of that population.⁴⁹

The researcher used the purposive sampling because this sample technique are selected because of some characteristics. Therefore, the purposive sampling can be very useful for the researcher who need to targeted sample quickly. In this research, the researcher was take the students' of VIII-1 and VIII-2 in SMP Negeri 3 Ngronggot. The researcher used this class because have a same ability in learning process. It can be known based on student learning outcomes presented by the teacher. According to Viyanti as a teacher of eight grade students of SMP Negeri 3 Ngronggot students' of VIII-1 and VIII-2 have a level of ability that is not much different or can be called equivalent in learning English.⁵⁰ Therefore the researcher chose this class for the research sample.

D. Definition Operational of Study

The definition of operation is used to explain the variables which were used in this research to avoid misconception of variables presented in this research.

The operation definition of study is follow:

1. Independent Variable (X)

The use of English songs by *Spotify* in this research is learning technique. The English songs is a kind of media in teaching pronunciation skill by allowing the students to use *Spotify* Application to find English songs include by the features that can easy to use by the students.

⁴⁸ Daniel Stockemer, *Quantitative Methods for the Social Sciences* (Canada: University of Ottawa, 2019), 58

⁴⁹ Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools And Techniques*. (Romania: Bridge Center, 2015), 41.

⁵⁰ Viyanti. (2022). *English Teaching and Learning Process*. Nganjuk: SMPN 3 Ngronggot

2. Dependent Variable (Y)

Pronunciation skill is sub skill of English that have to be mastered. Because pronunciation is a fundamental and important skill that can help develop vocabulary and exercises for correctly forming sounds, emphasis, and intonation from the mouth so that communication between people can be understood.

E. Instrument for Data Collection

Instrument is one of the crucial significant steps in conducting the research. It is a tool of measuring, observing, or documenting quantitative data. According to Creswell, an instrument is to measure the variables in the study may not be available in the literature or commercially. Developing an instrument consist of several steps such as identifying the purpose of the instrument, reviewing the literature, writing the questions and testing the questions with individuals similar to those plan to study.⁵¹

According to Arikunto, there are some instruments of collecting data. Such as test, questionnaire, interview, observation and documentation.⁵² The instrument of this research is using test that consist of pre-test and post-test.

The test is constructing by researcher will be divides into two parts, they are pretest and posttest. The pre-test will be given before the treatment is apply. And post-test will be given after the treatment. Based on the test, the researcher will know by the pre-test the information about students achievement before treatment and post-test was given the students' achievement information after the treatment is applying.

⁵¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 143.

⁵² Arikunto, Suharsimi, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), 136.

Table 3. 4 Instrument for Data Collection

Variables	Indicators	Item Numbers			Test
		Pre-Test	Practice	Post-Test	
Independent (X): The usage of <i>Spotify</i> App Dependent (Y): Students' Pronunciation Skill	Students can use the <i>Spotify</i> Application in their daily lives to learn English by listening to songs	1-15	1-30	1-15	Oral and Written Test
	3.4 Interpreting social functions and linguistic elements of song lyrics related to the lives of junior high school/MTs teenagers	1-15	1-30	1-15	
	4.4 Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to	1-15	1-30	1-15	

	the lives of junior high school/MTs teenagers			
	Students are accustomed to writing, listening and pronouncing English vocabulary	1-15	1-30	1-15
	Students can understand the writing and pronunciation of English vocabulary	16-20	1-30	16-20

F. Validity and Reliability

To get a good and relevant instrument, it would be continuously tested by validity and reliability test.

1. Validity

According to Brown, Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁵³

Validity be dividing into three types. There are content validity, construct validity, and

⁵³ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New Y (Widyaningrum, 2015)ork: Longman, 2004), 3.

criterion related validity. The researcher counted the validity of the pronunciation test with correlation product moment (Pearson) in Excel 2016.

The researcher counted validity used the formula:

$$r_{xy} = \frac{N \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{(N \cdot \sum X^2 - (\sum X)^2) \cdot (N \cdot \sum Y^2 - (\sum Y)^2)}}$$

Validity test steps:

- Know data
- Know item and total
- Understand the correlated part
- Know the standard (r correlation)
- Draw a conclusion

Criteria validity and reliability:

- $0,80 < r_{xy} < 1,00$ very good validity (very high)
- $0,60 < r_{xy} < 0,80$ good validity (high)
- $0,40 < r_{xy} < 0,60$ sufficient validity (medium)
- $0,20 < r_{xy} < 0,40$ less validity (low)
- $0,00 < r_{xy} < 0,20$ poor validity (very low)
- $R_{xy} < 0,00$ is invalid

The researcher was take students' of VIII-3 in SMP Negeri 3 Ngronggot. The total sample is 20 students to test the validity of the research instrument. For this class, the researcher provided 40 questions. As a result, the validity test was determined using the results of the pronunciation questions.

From the result calculation item validity instrument, could be shown in table 3.5 as follow:

Table 3. 5 The result of Validity Calculation

Item	R. Calculated	“r” Index	Criteria
1	0.548	0.443	Valid
2	0.817	0.443	Valid
3	0.636	0.443	Valid
4	0.58	0.443	Valid
5	0.56	0.443	Valid
6	0.448	0.443	Valid
7	0.689	0.443	Valid
8	0.469	0.443	Valid
9	0.67	0.443	Valid
10	0.824	0.443	Valid
11	0.725	0.443	Valid
12	0.824	0.443	Valid
13	0.702	0.443	Valid
14	0.786	0.443	Valid
15	0.724	0.443	Valid
16	0.522	0.443	Valid
17	0.625	0.443	Valid
18	0.657	0.443	Valid
19	0.625	0.443	Valid

20	0.660	0.443	Valid
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According to the table above, it can be demonstrated among 40 questions, there are 20 questions was valid. Furthermore, the researcher used 20 questions to revise the test in collecting data.

2. Reliability

A reliable test is consistent and dependable. If you give the same text to the same students or matched students on two different occasions, the test should yield similar result.⁵⁴ The researcher counted the reliability of the pronunciation test with Split half method in Excel 2016.

Reliability steps:

- Divide the data into two equal parts
- Determine the correlation of the two parts
- Enter the Spearman-Brown correlation formula

$$r_{11} = \frac{2 \cdot r_{\frac{1}{2} \frac{1}{2}}}{1 + r_{\frac{1}{2} \frac{1}{2}}}$$

- Draw a conclusion

Table 3. 6 Reliability

Formula	Result		Conclusion
	Test 1	Test 2	
r (1/2 1/2)	0,832409	0,307948	Reliable

⁵⁴ Ibid, p.20

r (1 1)	0,90854	0,470887	
r tabel	0,4438		

Based on the calculation above, it was found that result of "r 1 1" of test 1 is 0,90854 and test 2 is 0,470887. Because the value of "r 1 1" > "r" table (0,4438). This result was include in the reliable level that was acceptable.

G. Data Analysis Technique

In this research, there was a pre-test and post-test. After conducting the pre-test, there are any activities: the students learn English pronunciation use English song by *Spotify*. And the last the students was a post-test.

The statistical method was utilized to determine whether there was a significant difference in the students' scores before and after they were taught utilizing *Spotify's* English songs. To determine whether or not the students can improve their pronunciation skill by listening to *Spotify's* English songs , the data was collected from students' scores in pre-test and post-test.

1. Assumption Test

After the test was given in pre-test and post-test, the data were analyzed using an assumption test. There are two types of testing: normality and homogeneity tests.

a. Normality Test

In this research, the researcher used statistical computation by using SPSS 25 program for windows to calculate the normality test. The researcher used Kolmogrov-Smirnov and Shapiro Wilk for normality tests.

At this point, there are two requirements:

- 1.)The data is normally distributed if Sig (2-tailed) > 0,05
- 2.)The data is not normally distributed if Sig (2-tailed) < 0,05

b. Homogeneity Test

To compare data in some groups, this test is required. When comparing two or more groups, it's also necessary to check for homogeneity of variance. In experimental research, the homogeneity test is used to determine if experimental and control groups drawn from the population have the same variant. The homogeneity test will be calculated using the SPSS 25 application for Windows.

At this point, there are two requirements:

- 1.) If the Si. Value $> 0,05$ it means homogeneous
- 2.) If the Si. Value $< 0,05$ it means homogeneous

c. t-test

After collecting data, the researcher analyze the data by using t-test for independent sample.

The t-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two samples mean which randomly taken from the same population there was no significant difference.⁵⁵

2. Testing Hypothesis

For the testing hypothesis, the research will use the t-test to know whether there is a difference between variables in the study. The researcher will use the SPSS 26 program for windows to analyze the t-test. Steps of calculation t-test as follows:

- Open SPSS program
- Input data to the data view, by first change the value in the variable view by change the name, decimals, value, and measure.

⁵⁵ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151

- Click Analyze – Compare Means – Independent – Sample t-test
- In the dialog box of Independent- Sample t-test, input the variable X in test variables and variable Y in grouping variable
- Click define groups write down 1 in the group 1 and 2 in the group 2, then click continue – OK

The hypothesis testing use the criteria as follow:

Table 3. 7 Criteria of Hypothesis

Comparison	Hypothesis	
	<i>H₀</i>	<i>H_a</i>
Sig. (2-tailed) > 0,05	Accepted	Rejected
Sig. (2-tailed) < 0,05	Rejected	Accepted

It means the Sig. (2-tailed) value equal to gather than 0.05 , the null hypothesis accepted, while the alternative hypothesis rejected. And the Sig. (2-tailed) value smaller than 0.05 , the null hypothesis reject while the alternative accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researcher discussed about the data description, data analysis, discussion, and interpretation in this chapter.

A. Data Description

In this study, the researcher used a quasi-experimental design. In this study, the population comprised eighth-grade students at SMPN 3 ngonggot, nganjuk in the academic year 2021/2022. There were a total of 134 population of students. The researcher used two classes as a sample: one was an experimental class that was taught using *Spotify*, and the other was a control class that was not taught using *Spotify*. There were a total of 56 students of two classess. There were 28 students in each class.

The researcher provided a lesson plan with material for guidance in the class before teaching students in both experimental and control classes. The experimental and control classes were divided into eight meetings in the instructional plan.

1. The Procedure of the Research in Experimental Class

As a sample of the experimental class, the researcher chose class VIII-1. This class had a total of 28 students. At the first meeting, the researcher started the lesson by praying first, then checking the students' attendance. After that, the researcher relates the material/theme of the learning activities to be carried out with the students' experiences. followed by giving motivation about the importance of the material to be studied and the competencies that must be mastered by students. Entering the core activity, the teacher divides groups, each group consisting of 6 students. After that the researcher explained the importance of pronunciation in learning English and introduced learning media using the *Spotify* application in listening to

English songs. after that the students listened to the English song repeatedly for three times. Then the researcher gave the pre-test question sheets to the students and asked the students to collect their individual assignments. After that, the researchers conducted a learning reflection and provided motivation for students who did not participate actively. Then a question and answer session was opened to correct any misunderstandings, and continued with concluding the learning outcomes. After that, the researcher delivered the lesson plan at the next meeting by assigning students to download the *Spotify* Application.

At the second meeting, The teacher asks students to sit with groups that have been formed previously. Then the representative of the student group was asked to open the *Spotify* application that was previously installed. Then the students listened to the English song entitled "First Love" by Nikka Costa and continued with "Mother, How are you today" by Maywood repeatedly for three times. First, students only listen to the songs, then students listen to songs by paying attention to the lyrics of the songs in the *Spotify* Application feature. Then in the third, the students listen with lyrics and subtitle. Then continue listen to the songs and paying attention to the lyrics, subtitle also repeat the songs by a great pronunciation. After that the researcher gave the worksheet for practice and asked the students to collect their individual assignments. It aims for students to get used to listening to English songs by understanding the writing and its meaning. After the teaching-learning process has concluded, the researcher checks the students' pronunciation by giving some questions related to the songs. After that, the researchers conducted a learning reflection and provided motivation for students who did not participate actively. Then a question and answer session was opened to correct any misunderstandings, and continued with concluding the learning outcomes.

In the third meeting, the researcher did the same thing as in the second meeting, where the researcher asked the students to listen to an English song three times with the same steps. That is,

firstly listening to English songs without lyrics, then listening to English songs with lyrics, and finally listening to English songs with lyrics and subtitles. After the students finished the given practice, the researcher checked together the results of the practice that had been done by the students. After the teaching-learning process has concluded, the researcher checks the students' pronunciation by giving some questions related to the songs. After that, the researchers conducted a learning reflection and provided motivation for students who did not participate actively. Then a question and answer session was opened to correct any misunderstandings, and continued with concluding the learning outcomes.

In the fourth meeting, the researcher gave the final treatment. Then the representative of the student group was asked to open the *Spotify* application that was previously installed. Then the students listened to the English song entitled "First Love" by Nikka Costa and continued with "Mother, How are you today" by Maywood. The researcher asked the students to pronounce the words. Finally, the students sang the song together by paying attention to the lyrics of the song. Then the researcher gave a post-test that related from the vocabulary of song's lyrics. The evaluation showed that students' scores had improved with each meeting. Finally, the researcher came to the conclusion that the students' pronunciation may be improved by listening to English songs by *Spotify*. The use of English songs had successfully worked in helping students' pronunciation skill. It was practical and effective. Students then were given a post-test by the researcher.

2. The Procedure of the Research in Control Class

For the control group, the researcher chose class VIII-2. There were 28 students in all. At the first meeting, the researcher started the lesson by praying first, then checking the students' attendance. After that, the researcher relates the material/theme of the learning activities to be carried out with the students' experiences. Followed by giving motivation about the

importance of the material to be studied and the competencies that must be mastered by students. After that, the researcher facilitate students to listen to English songs and repeatedly for two times. After that, the researcher gave the pre-test question sheets to the students and then collected them individually. This test took about 30 minutes to complete. After that, the researchers conducted a learning reflection and provided motivation for students who did not participate actively. Researchers with students make learning conclusions. Then the researcher conveyed the next lesson plan and continued to close the lesson by praying.

At the second meeting, The researcher did the same thing as the previous meeting, the researcher facilitate the students to listen to the song twice and then giving them assignments and discussions on the material. Then students collect their assignments individually. Then the teacher motivates students who do not participate actively. Then the researcher opened a question and answer session for learning. Then the researcher concludes the learning material and reflects on the learning activities. At the end of the lesson, the researcher delivered the next lesson plan and closed with praying.

At the third meeting, The researcher went over the songs again. The researcher facilitate the students to listen to the song twice and then giving them assignments and discussions on the material. Then students collect their assignments individually. Then the teacher motivates students who do not participate actively. Then the researcher opened a question and answer session for learning. Then the researcher conclude the learning material and reflects on the learning activities. Then the learning process closed with praying.

At the fourth meeting, The researcher facilitate the students to listen to the song twice and then giving them a post-test. Then students collect their assignments individually. At the end of the lesson, the researcher conclude the learning material and reflects on the learning activities and the researcher motivates students who do not participate actively. Then the

researcher opened a question and answer session for learning and also made a conclusion of the learning process. Then, closed with praying.

3. The Score of Students' Pronunciation Test in Experimental Class

The data was provided from the results of the experimental class's pre- and post-test scores.

a. The first was the result of the experimental class students' pre-test. The pre-test scores of students in the experimental class are described in the table below.

Table 4. 1 The Pre-Test scores from Pronunciation test students in the Experimental Class

No.	Students	Score			
1.	S 1	56	16.	S 16	53
2.	S 2	50	17.	S 17	64
3.	S 3	71	18.	S 18	53
4.	S 4	75	19.	S 19	65
5.	S 5	80	20.	S 20	51
6.	S 6	65	21.	S 21	53
7.	S 7	65	22.	S 22	53
8.	S 8	61	23.	S 23	52
9.	S 9	69	24.	S 24	48
10.	S 10	69	25.	S 25	61
11.	S 11	63	26.	S 26	43
12.	S 12	74	27.	S 27	58
13.	S 13	56	28.	S 28	52
14.	S 14	53		Total Score	1701
15.	S 15	61		Mean	60.75

According to the table above, the students who were taught English songs by *Spotify* had a variety of pre-tests. The highest pre-test score was 80, while the lowest pre-test score was 43, according to the data. The pre-test had a total score of 1701 points. The pre-test had a mean score of 60.75.

b. The second was the result of students' post-test in the experimental class.

Table 4. 2 The Post-Test scores from Pronunciation test students in the Experimental Class

No.	Students	Score			
1.	S 1	90	16.	S 16	90
2.	S 2	87	17.	S 17	88
3.	S 3	94	18.	S 18	95
4.	S 4	91	19.	S 19	80
5.	S 5	98	20.	S 20	86
6.	S 6	87	21.	S 21	85
7.	S 7	88	22.	S 22	80
8.	S 8	87	23.	S 23	90
9.	S 9	81	24.	S 24	82
10.	S 10	90	25.	S 25	80
11.	S 11	93	26.	S 26	65
12.	S 12	92	27.	S 27	85
13.	S 13	90	28.	S 28	77
14.	S 14	78		Total Score	2421
15.	S 15	92		Mean	86.643

According to the data in the table above, the highest post-test score was 98, while the lowest post-test score was 65. The post-test resulted in a total score of 2421, with a mean score of 86.4643.

4. The Score of Students' Pronunciation Test in Control Class

a. The table below is the result of the students' pre-test in control class.

Table 4. 3 The Pre-Test scores from Pronunciation test students in the Control Class

No.	Students	Score
1.	S 1	60
2.	S 2	66
3.	S 3	68
4.	S 4	59
5.	S 5	56
6.	S 6	48
7.	S 7	34
8.	S 8	50
9.	S 9	52
10.	S 10	41
11.	S 11	32
12.	S 12	33
13.	S 13	63
14.	S 14	47
15.	S 15	68
16.	S 16	65
17.	S 17	68
18.	S 18	58
19.	S 19	63
20.	S 20	66
21.	S 21	70
22.	S 22	50
23.	S 23	60
24.	S 24	70
25.	S 25	58
26.	S 26	80
27.	S 27	55
28.	S 28	60
	Total Score	1600
	Mean	57.142857

According to the data in the table above, the highest pre-test score in the control class was 80, while the lowest post-test score was 32. The post-test resulted in a total score of 1600, with a mean score of 57.142857.

b. The table below is the result of the students' post-test in control class.

Table 4. 4 The Post-Test scores from Pronunciation test students in the Control Class

No.	Students	Score			
1.	S 1	65	16.	S 16	70
2.	S 2	55	17.	S 17	65
3.	S 3	70	18.	S 18	70
4.	S 4	60	19.	S 19	55
5.	S 5	60	20.	S 20	52
6.	S 6	52	21.	S 21	65
7.	S 7	40	22.	S 22	60
8.	S 8	65	23.	S 23	55
9.	S 9	65	24.	S 24	80
10.	S 10	50	25.	S 25	60
11.	S 11	50	26.	S 26	70
12.	S 12	40	27.	S 27	60
13.	S 13	65	28.	S 28	65
14.	S 14	60		Total Score	1694
15.	S 15	70		Mean	60.5

According to the data in the table above, the highest post-test score in the control class was 80, while the lowest post-test score was 40. The post-test resulted in a total score of 1694, with a mean score of 60.5.

B. Data Analysis

The data must be distributed properly and homogeneously before the hypothesis can be tested.

1. Normality Test

The normality test was performed to determine whether the distribution of instrument answers was normal. The Kolmogrov-Smirnov and Shapiro-Wilk formulas were employed to test the data's normality in this study. Theoretically, the data was normal if the value of p is higher than 0.05. if it is below 0.05, the data significantly deviate from a normal distribution.

The following table presents the results of the Kolmogorov Smirnov normality test of students' pronunciation skill:

a. Normality test of pre-test

Table 4. 5 Pre-test Normality Testing by Kolmogrov-Smirnov and Shapiro Wilk

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
KelasEksperimen	.144	28	.144	.961	28	.369
KelasKontrol	.136	28	.200 [*]	.944	28	.138

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the table above, the pre-test sig. by Kolmogorov-Smirnov in the experimental class was 0.144, while in the control class it was 0.200. Because the value was greater than 0.05 ($0.144 > 0.05$) ($0.200 > 0.05$), it was considered that the data in this study was normal .

b. Normality test of post-test

Table 4. 6 Post-test Normality Testing by Kolmogrov-Smirnov and Shapiro Wilk

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
KelasEksperimen	.138	28	.181	.928	28	.056
KelasKontrol	.157	28	.076	.947	28	.163

a. Lilliefors Significance Correction

According to the table above, the post-test sig. by Kolmogorov-Smirnov in the experimental class was 0.181 and 0.076 in the control class. Because the value was more than 0.05, it was concluded that the data in this study was normal. ($0.181 > 0.05$) ($0.076 > 0.05$) .

2. Homogeneity Test

The homogeneity test was used to determine whether the data from the two classes had similar or dissimilar variants. Homogeneity is used in quasi-experimental research to determine whether experimental and control classes drawn from the population have the same variation. The researcher used SPSS version 25 to calculate data for this study.

a. Homogeneity pre-test

Table 4. 7 Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
NilaiSiswa	Based on Mean	.621	1	54	.434
	Based on Median	.371	1	54	.545
	Based on Median and with adjusted df	.371	1	47.600	.545
	Based on trimmed mean	.551	1	54	.461

Based on the table above, it showed the test of Homogeneity of pre-test was homogeneously distributed because the value of statistic is higher than 0.05 ($0.434 > 0.05$).

b. Homogeneity post-test

Table 4. 8 Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
NilaiSiswa	Based on Mean	1.920	1	54	.172
	Based on Median	1.967	1	54	.166
	Based on Median and with adjusted df	1.967	1	51.466	.167
	Based on trimmed mean	2.098	1	54	.153

Because the value of the statistic is greater than 0.05 ($0.172 > 0.05$), the test of homogeneity of post-test was homogeneously distributed, as seen on the table above.

3. T-test

After testing the normality and homogeneity, the researcher tested the hypothesis. The researcher calculated the data using the SPSS 25 application for Windows.

Table 4.9 The Calculation of T-Test Independent Sample Test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar B.Inggris	Control Class	28	60.5000	9.17121	1.73320
	Experimental Class	28	86.4643	6.82307	1.28944

According to the above group statistic, the total number of students in the Experimental and Control classes was 56. The Experimental class had a mean of 86.46, whereas the Control class had a mean of 60.5. As a result, it may be stated that the average post-test of students in the experimental and control groups differed. Furthermore, we must analyze the "Independent Sample Test" output to determine whether the difference was significant or not.

Table 4.10 Independent Samples Test

Independent Samples Test											
		Levene's Test for Equality of Variances				t-Test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Hasil Belajar B.Inggris	Equal variances assumed	1.920	.172	-12.019	54	.000	-25.96429	2.16024	-30.29530	-21.63327	
	Equal variances not assumed			-12.019	49.879	.000	-25.96429	2.16024	-30.30351	-21.62506	

The T-test score was -12.019, and the degree of freedom (df) was 56 ($df=2;56-2=54$) based on the results of the table above. Sig. (2-tailed) has a value of 0.00.

At this point, there are two requirements:

- 1.) If the Sig. (2-tailed) < 0,05 it means There are significant differences in pronunciation of the students who taught by English songs through *Spotify* Application.

2.) If the Sig. (2-tailed) $> 0,05$ it means There are no significant differences in pronunciation of the students who taught by English songs through *Spotify* Application.

The researcher formulated the following hypothesis to explain the data:

Ha: There are significant differences in pronunciation of the students who taught by English songs through *Spotify* Application.

Ho: There are no significant differences in pronunciation of the students who taught by English songs through *Spotify* Application .

The T-test resulted in a value of -12.019 and a dB value of 54, according to the findings of the study. Sig. (2-tailed) has a value of 0.00. It signifies that the Sig. (2-tailed) value was less than the T-table value (0.000.05). As a result, Ho was rejected and Ha was accepted. It can be concluded that there was a significant difference in pronunciation scores between students who were taught English songs using the *Spotify* Application and those who were not.

C. Discussion and Interpretation

An independent sample t-test assesses whether the means of two groups are statistically different from each other.⁵⁶ From the calculation above, it showed that the difference coefficient of students who were taught by English songs through *Spotify* Application got a better score than students who were not taught by English songs through *Spotify* Application is -12.019.

The statistical strategy was applied to determine whether there was a significant difference in the students' scores before and after being taught using the *Spotify* Application's English songs. To determine whether or not eight-grade students at SMP Negeri 3 Ngronggot can

⁵⁶ Daniel Stockemer, *Quantitative Methods for the Social Sciences* (Canada: University of Ottawa, 2019), p. 101

improve their pronunciation skill by listening to English songs through *Spotify*, The data will be collected from students' pre- and post-test scores. Students are divided into two groups for the tests: experimental and control. A pre-test is offered to students first. It is given to the experimental group before the researcher gives them the material and treatment. Before the treatment, the students are given a pre-test to determine their proficiency in pronouncing words. The second step is to conduct a post-test. It is provided to students after the material has been taught and the experimental group has been treated.

Hypothesis test (t_0) at -12.019 from the calculation above was compared to the Sig. (2-tailed) index (t_t) with the condition below:

1. If the Sig. (2-tailed) $< 0,05$ H_a was accepted. It meant that there was a significant difference between the two variables.
2. If the Sig. (2-tailed) $> 0,05$ H_a was refused. It meant that there was no significant difference between the two variables.

The value of Sig. (2-tailed) = 0.00. it means that the value of Sig. (2-tailed) was lower than T-table ($0.00 < 0.05$). It meant that H_a was accepted and H_0 was rejected.

Based on the calculation above, it can be concluded that the students who were taught by English songs through *Spotify* Application got a higher score than students who were not taught by English songs through *Spotify* Application.

CHAPTER V

CLOSING

In this chapter, the researcher summarized the findings of the study and offers some suggestions that are intended to benefit education and continued studies.

A. Conclusion

The English songs by *Spotify* is an effective strategy in improving students' pronunciation to the eighth-grade students of SMPN 3 Ngronggot, Nganjuk in the academic year 2021/2022. According to the data analysis that the result of the t-value is -12.019 and t-table in 0.05 The value of Sig. (2-tailed) = 0.00. ($0.00 < 0.05$). It means that the t-value is lower than the t-table. So, H_a was accepted and H_0 was rejected that means English songs by *Spotify* Application can improve students' pronunciation to the eighth-grade students of SMPN 3 Ngronggot, Nganjuk.

Furthermore, the results of data analysis on students' pronunciation taught without through English songs by *Spotify* Application are at an inappropriate level. The post-test has a mean score of 60.50. It means that students in the control class who are taught without using *Spotify* to teach English songs are unable to significantly improve their pronunciation. Instead, the result of the data analysis of the students' pronunciation as taught through English songs using the *Spotify* Application is adequate. The mean score of the post-test is 86.46 or in the category of adequate. It means that the students can improve students' pronunciation through English songs by *Spotify* Application.



B. Suggestion

The Researcher would like to make the following suggestions about this research at the end of this chapter:

1. To Students

The Researcher hopes that the students are inspired to improve their English skills and have confidence and ability to study, particularly in pronunciation. Students should be aware that improving pronunciation is not necessarily difficult, and that it can be joyful and simple.

2. To English teachers

English teachers should encourage active learning in the English teaching learning process so that students can integrate new information quickly and easily. English teachers should be innovative while arranging teaching-learning activities in the classroom so that their students do not become bored. English teachers can use digital learning media that are related with students' daily lives. English teachers should encourage students to participate actively in the learning process so that they can develop long memories more easily.

3. To other researchers

This strategy can be used in a variety of subjects, not only English. This research can be used to obtain more information on how to teach students with English songs using the Spotify application when teaching English.

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