THE USE OF *KARAOKE* TO FACILITATE ENGLISH PRONUNCIATION LEARNING AT MAI ATTANWIR SUMBERREJO BOJONEGORO

THESIS

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

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ABSTRACT

Safitri, Arinatus. (2022). *The Use of Karaoke to Facilitate English Pronunciation Learning at MAI Attanwir Sumberrejo Bojonegoro.* Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel Islamic University, Surabaya. Advisor I: Prof. Dr. Mohamad Salik, M.Ag. Advisor II: Hilda Izzati Madjid, MA

Keywords: *Karaoke*, Facilitate, English Pronunciation learning

Using songs in the English teaching and learning process has been known as a popular strategy. As a part of using songs in English class, the implementation of *karaoke* also has been proved by some previous studies as an effective strategy to teach pronunciation. Thus, this research aims to investigate the procedures, difficulties faced by teachers, and students' responses in using *karaoke* to facilitate English pronunciation learning. This qualitative study was conducted at MAI Attanwir Sumberrejo Bojonegoro with the research subject consisting of one English teacher who used *karaoke* in his pronunciation class, and one class of the eleventh grade students who are taught using *karaoke* to facilitate their pronunciation class. The data was collected through observation, interview, and questionnaire. The procedure found that the teacher makes the students familiar with the song by introducing the song, playing the lyric video, he sings the song, and explaining difficult words to pronounce. Then the students are singing together three times following the full version video then three times in the karaoke version, which the last in two small groups. This research also found that the teacher faced some difficulties in using *karaoke* to teach pronunciation. It is difficult to find the appropriate songs, difficult to give explanations and examples in pronunciation, difficult to engage his confidence to sing, difficult to motivate the students to be active. In addition, this research also found the various responses of the students toward the use of *karaoke* activity in pronunciation class. Cognitive response: esponse in understanding basic knowledge of pronunciation. Affective response: response in feeling happy and comfortable during the learning process, being enthusiastic and paying attention during the learning process, and acting confidently to sing during the learning process. Behavioral response: response in action by actively participating in singing during the learning process, behaving more confidently to speak after the learning process, and habit of learning pronunciation with *karaoke*. This study concludes that the use of *karaoke* is an appropriate strategy to teach pronunciation since it brings many good responses from the students. While the teacher also faced some difficulties that must make the teacher give more effort to implement *karaoke* in the English pronunciation class.

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ABSTRAK

Safitri, Arinatus. (2022). Pemanfaatan Karaoke untuk Memudahkan Pembelajaran *Pronunciation* Bahasa Inggris di MAI Attanwir Sumberrejo Bojonegoro. Tesis. Jurusan Pendidikan Guru Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Sunan Ampel, Surabaya. Pembimbing I : Prof. Dr. Mohamad Salik, M.Ag. Pembimbing II: Hilda Izzati Madjid, MA

Kata Kunci: Karaoke, Memfasilitasi, Pembelajaran *Pronunciation* Bahasa Inggris

Menggunakan lagu dalam proses belajar mengajar bahasa Inggris telah dikenal sebagai strategi yang populer. Sebagai bagian dari penggunaan lagu di kelas bahasa Inggris, penerapan karaoke juga telah dibuktikan oleh beberapa penelitian sebelumnya sebagai strategi yang efektif untuk mengajar *Pronunciation*. Oleh karena itu, penelitian ini bertujuan untuk mengetahui prosedur, kesulitan yang dihadapi guru, dan tanggapan siswa dalam menggunakan karaoke untuk memfasilitasi pembelajaran *Pronunciation* bahasa Inggris. Studi kualitatif ini dilakukan di MAI Attanwir Sumberrejo Bojonegoro dengan subjek penelitian terdiri dari satu guru bahasa Inggris yang menggunakan karaoke di kelas *Pronunciation* nya, dan satu kelas siswa kelas XI yang diajar menggunakan karaoke untuk memfasilitasi kelas *Pronunciation* nya. Pengumpulan data dilakukan melalui observasi, wawancara, dan kuesioner. Prosedur menemukan bahwa guru memperkenalkan lagu, memutar video lirik, menyanyikan lagu, dan menjelaskan kata-kata yang sulit untuk diucapkan. Kemudian siswa bernyanyi bersama tiga kali mengikuti video full version kemudian tiga kali versi karaoke yang terakhir dalam dua kelompok kecil. Penelitian ini juga menemukan bahwa guru menghadapi beberapa kesulitan dalam menggunakan karaoke untuk mengajar *Pronunciation*. Sulit bagi guru untuk menemukan lagu yang sesuai, memberikan penjelasan dan contoh dalam *Pronunciation*, membangkitkan rasa percaya diri untuk bernyanyi, dan memotivasi siswa untuk aktif. Selain itu, penelitian ini juga menemukan berbagai tanggapan siswa terhadap penggunaan aktivitas karaoke di kelas *Pronunciation*. Respon kognitif: respon dalam memahami pengetahuan dasar *Pronunciation*. Respon afektif: respon perasaan senang, nyaman, antusias dan percaya diri dalam bernyanyi selama proses pembelajaran. Respon perilaku: respon dalam tindakan dengan ikut aktif bernyanyi selama proses pembelajaran, berperilaku lebih percaya diri untuk berbicara setelah proses pembelajaran, dan kebiasaan belajar *Pronunciation* dengan karaoke. Studi ini menyimpulkan bahwa penggunaan karaoke adalah strategi yang tepat untuk mengajar *Pronunciation* karena membawa banyak respon yang baik dari siswa. Sementara guru juga menghadapi beberapa kesulitan yang harus membuat guru lebih berusaha menerapkan karaoke di kelas *Pronunciation* bahasa Inggris.

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LIST OF ABBREVIATIONS

EFL	English as Foreign Language
MAI	Madrasah Aliyah Islamiyah

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