THE IMPLEMENTATION OF KARAOKE ACTIVITY TO FACILITATE ENGLISH PRONUNCIATION LEARNING

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Abstrak: Menggunakan lagu dalam proses belajar 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 mengajarkan pengucapan. Oleh karena itu, penelitian ini bertujuan untuk mengetahui prosedur, kesulitan yang dihadapi guru, dan tanggapan siswa dalam menggunakan karaoke untuk memfasilitasi pembelajaran pengucapan bahasa Inggris. Penelitian ini telah dilakukan di SMP IIBS Roudlotussalaf Bojonegoro dengan subjek penelitian terdiri dari satu guru bahasa Inggris yang menggunakan karaoke di kelas pengucapannya, dan satu kelas siswa kelas sebelas yang diajar menggunakan karaoke untuk memfasilitasi kelas pengucapan mereka. Pengumpulan data dilakukan dengan observasi, wawancara, dan kuesioner dengan menggunakan pendekatan deskriptif kualitatif.
Kata Kunci: Karaoke, Memfasilitasi, Pembelajaran Pengucapan Bahasa Inggris

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

INTRODUCTION

Speaking ability is an essential part of human communication. Hinkel states that the most difficult and complex skill to master is speaking skill. English is well known as the global language that most half of people around the world speak, thus people make some different styles of accent to speak English. Because of the popularity of English, many of foreign language students find some difficulties in practicing English as their daily language. In addition, experimental studies by Karsono (2019) and Benjumea (2018) found that karaoke activities significantly affect the English pronunciation and oral abilities of the students.

Adam-Goertel (2013) states that for every English Foreign Language learner or non-native speaker, pronunciation is the most important thing to deliver meanings or to produce comprehensible utterances. The main purpose of learning foreign language is so the learner can communicate with the target language well. Having conversation each speaker needs to dominate some aspects, such as speaking skill, listening skill, grammar, vocabulary, and pronunciation.

This research focuses on the procedure used by the teacher in implementing karaoke activity and the difficulties faced by the teacher in implementing karaoke activity to facilitate English pronunciation learning. The procedure described in this research only focuses on investigating some steps of teaching activities used by the teacher while implementing karaoke to facilitate English pronunciation learning in the classroom.

The first chapter discusses the topic that was researched in this study, the reason why selecting the topic, some questions that answered by this research findings, research objectives,

the significance of this research, the limitations used in this research, and some definitions of key terms used in this research. Those points were described into some subheadings named background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, definition of key terms.

METHOD

This research used a descriptive qualitative approach as is a design which focuses on developing a detailed and deep understanding of a phenomenon. Since the descriptive qualitative method expresses the experiences, ideas, perceptions, responses, activities that are thoroughly explored and comprehended. In case this research focuses on describing a deep and detailed understanding of the use of karaoke activity to facilitate teaching English pronunciation by investigating the procedure, the difficulties, and students' responses toward the use of karaoke activity to facilitate teaching English pronunciation.

This research was observed in SMP IIBS Roudlotussalaf Bojonegoro. The located at Jl.Mangga No.09,Plosolanag, Mulyoagung. Kec. Bojonegoro. Kab. Bojonegoro. It examines the procedure that used by the teacher of karaoke activity to facilitate English pronunciation learning, the difficulties faced by the teacher in implementing karaoke activity to facilitate English pronunciation learning, and what are the students' responses toward pronunciation activity to facilitate English pronunciation learning. The data to answer the first research question is the procedure of using karaoke activity to facilitate English pronunciation learning. The source of procedure data was collected from the implementation of karaoke activity to facilitate English pronunciation learning that involves the teacher and the students in the classroom.

This research uses three ways of data collection techniques to find the research findings, including observation, interviews and questionnaire. Each research question used the combination of data collection techniques to make the data stronger.

Table 1. Research Question

No	Research Question	Data collection technique	Source of Data	Data
1.	How does the teacher use karaoke activity to facilitate English pronunciation learning?	Observation (full observer & participant-observer)	implementation of karaoke activity to facilitate English pronunciation learning	The procedure of using karaoke activity to facilitate English pronunciation learning
2.	What are the difficulties faced by the teacher in implementing karaoke activity to facilitate	Semi-structured Interview & observation	One English teacher & implementation of karaoke activity to facilitate English pronunciation learning	The difficulties faced by the teacher in implementing karaoke activity to facilitate English pronunciation learning
3.	What are the students' responses to the use of karaoke activity to facilitate	Close-ended Questionnaire, focus-group	Eleventh-grade students & selected students by purposive	The students' responses of using karaoke activity to facilitate English

| English pronunciation learning? | interview, observation | and sampling who have been taught using karaoke activity to facilitate English pronunciation learning | pronunciation learning |

FINDING AND DISCUSSION

The three research questions from the first chapter are connected to the topics that will be discussed. The first study question aims to explain how karaoke activities can be used to enhance the learning of English pronunciation. Using two steps of observation, the procedure data were gathered on the first and second day of data. Oktha and Fitri said From the data that had been collected, the research found that the implementation of flashcards in teaching spontaneous speaking was the good way to strengthen English skill specifically in speaking, source of materials is an essential aspect of teaching and learning (2023). The first question will be addressed by the data, which were gathered during two stages of observation. Twenty-five statements on the process of employing karaoke to enhance English pronunciation learning make up the observation. To ensure that the students pay close attention to the video, the teacher played a song lyric video that competed with a running lyric in the original song version. The instructor then put the students' listening comprehension to the test with two mini-quizzes spread over two days. In the second karaoke exercise, the instructor re-played the lyrics video while demonstrating how to perform karaoke by singing along to the music. the authentic karaoke version of the song is played by the teacher, who adopts a subdued vocal style. The teacher attempted to establish a positive and enjoyable environment to engage the pupils' confidence, but some of them were unable to produce a voice to sing; instead, they were only able to see a computer screen in front of them. Students were positively impacted by the teacher's motivation, as evidenced by their increased confidence to sing aloud at the end of class.

The process of using karaoke activities to support English pronunciation acquisition was looked into at several levels by the teacher in his class, based on the findings that have been previously stated. According to the research findings that were previously discussed in this chapter, the teacher chose the music by taking into account a few factors that were connected to the ideas put forth by Nuria and Erten (2015). The teacher chose the songs based on four criteria, which include the kids' age, the newest popular song, the worth of the good songs, and the easiest to say . To ensure that the children participate fully in this activity, the teacher will first take into account the students' age to determine their areas of interest. Second, the instructor chose the newest hit song that went viral. It fit in with the Erten principle, which says that teachers should choose songs that both they and their students are familiar with. Thirdly, the songs that the teacher chose had a high musical value for the pupils.

Tabel 2. Students Responses of Understanding Basic Knowledge Pronunciation and How to Sing Properly

No	Statements	Results
1.	After usage, I was able to grasp some basic pronunciation information. learning pronunciation through karaoke.	- 14 students (70%) strongly agree - 6 students (30%) agree

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2.	I can now correctly speak the lyrics of the song after using karaoke in learning how to pronounce words correctly.	- 13 students (65%) strongly agree - 7 students (35%) agree

CONCLUSION AND SUGGESTION

Regarding the research findings, there are three conclusions. The process of using karaoke to help with English pronunciation is covered first. The second concerns the challenges the instructor faces in using karaoke to help people learn how to pronounce words in English. The third question concerns how the students feel about using karaoke to help them learn how to pronounce words in English. Regarding the research findings, there are three conclusions. The process of employing karaoke to help with English pronunciation is discussed first. The second is the challenges the instructor faces while using karaoke to help students learn how to pronounce words in English. The third question concerns how the students feel about using karaoke to help them learn how to pronounce words in English.

According to this study, an English teacher helped his students learn how to improve pronounce words in the language better by using karaoke. The study's findings explained how karaoke can be used to teach pronunciation and highlighted some of the challenges that teachers may encounter when doing so. This study can also help other educators by understanding the process and foreseeing potential problems when using karaoke to enhance pronunciation learning.

To teach pronunciation, other educators can also employ media that is comparable to the karaoke activity employed in this study. For instance, educators can use music apps like YouTube music, JOOX, and Spotify.

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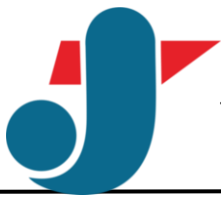
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