

A THESIS

**IMPROVING PRONUNCIATION SKILLS MEMBERS' OF LIBAM IAIN  
PAREPARE THROUGH LISTENING AND IMITATING SONGS  
TECHNIQUE**



By

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

2022

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Submitted to the English Program of Faculty of State Islamic  
Institute of Parepare in Partial of Fulfillment of the Requirements  
for the Degree Sarjana Pendidikan (S.Pd)

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**A Thesis**

**As Partial Fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan (S.Pd)**

**English Education Program**

**Submitted by**

**DIRGAHAYU BUSTANG**  
**Reg Num. 17.1300.022**

**to**

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TARBIYAH FACULTY  
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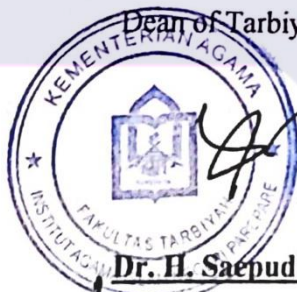
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**IMPROVING PRONUNCIATION SKILLS MEMBERS' OF LIBAM IAIN  
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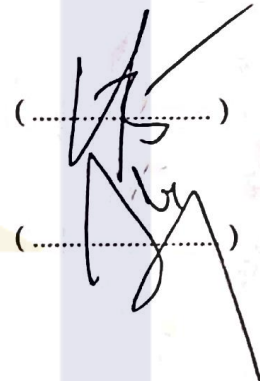
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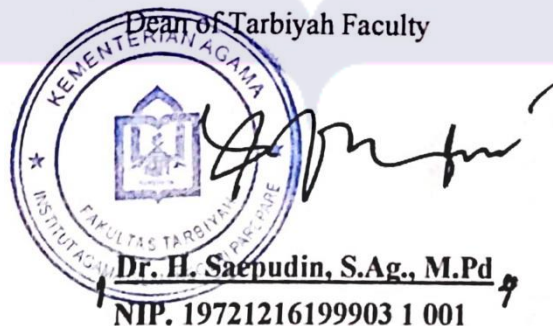
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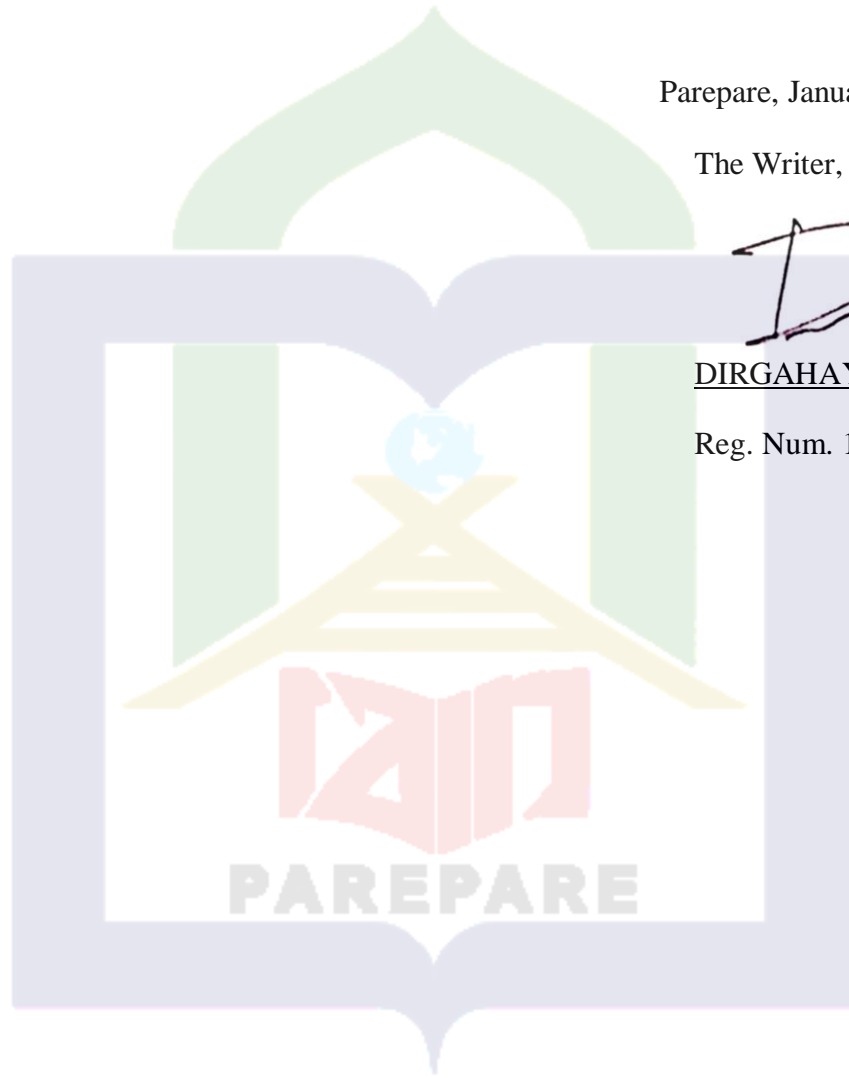
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Stated this thesis was his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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## ABSTRACT

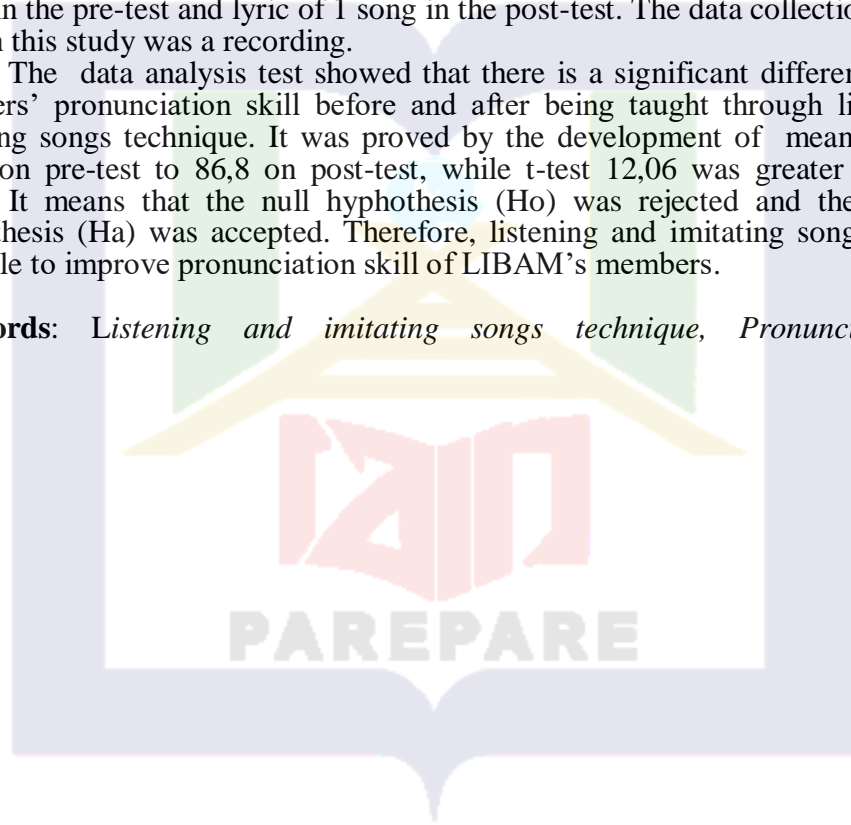
**DIRGAHAYU BUSTANG.** *Improving Pronunciation skill members' of LIBAM IAIN Parepare through listening and imitating songs technique (Supervised by Abd. Haris Sunubi and Ismail Latif)*

The purpose of this research was to find out the effectiveness of Listening and imitating songs technique in improving members' pronunciation skill at LIBAM IAIN Parepare. The results of the research are important to teachers and students because they will discover a new method that is successful in the English learning process, particularly in terms of improving pronunciation.

This research is pre-experimental research and the population in this study is member of LIBAM. The researcher used random sampling technique so that a sample of 20 students was obtained. The instrument of this research is lyrics of 3 songs in the pre-test and lyric of 1 song in the post-test. The data collection technique used in this study was a recording.

The data analysis test showed that there is a significant difference between members' pronunciation skill before and after being taught through listening and imitating songs technique. It was proved by the development of mean score from 49,25 on pre-test to 86,8 on post-test, while t-test 12,06 was greater than t-table 1,729. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, listening and imitating songs technique was able to improve pronunciation skill of LIBAM's members.

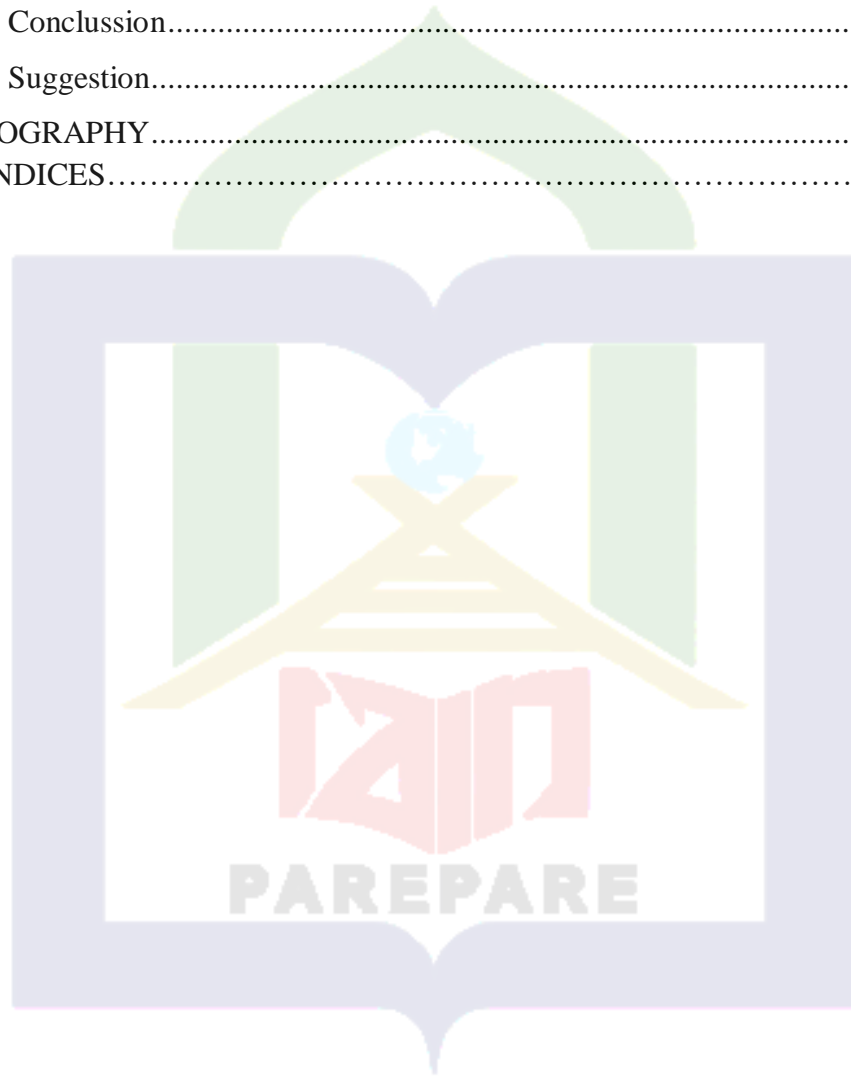
**Keywords:** *Listening and imitating songs technique, Pronunciation skill*



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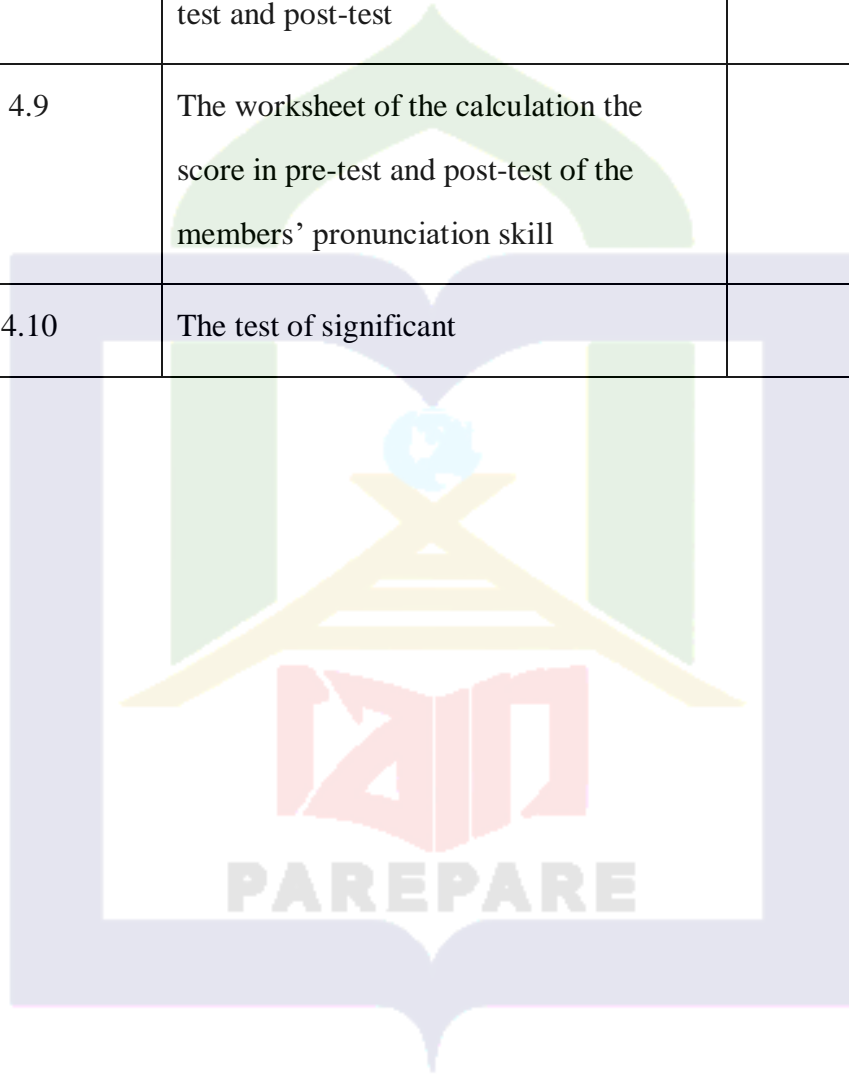
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## CHAPTER I

### INTRODUCTION

#### A. Background

English is one of languages that is used very often around the world because it is included in one of the international languages. English is always used in various international events such as international seminar, meetings between representatives of countries, and international conferences. This proves that English is very important for international communication. In the areas of technology, education, politics, and commerce, English has become a universal language. The most important instrument for communication is language. All aspects of communication are now dominated by English. English is used in almost all technological gadgets. Most Asian countries use English as a medium of instruction' or as a second language after their mother language.<sup>1</sup>

There are four skills must be acquired to learn English. Reading, writing, speaking, and listening are all activities that they engage in. To learn English, you must master these four skills. One of the abilities that must be learned to learn English is listening.<sup>2</sup> Mastering Listening in English properly is very useful for understanding words and sentences in English. Besides that, mastering listening well can be a guide for interacting internationally because English is one of the languages that is often used throughout the world.

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<sup>1</sup> Krishnalearningcenter.com. *Pentingnyabelajarbahasainggris di era globalisasi*. <https://krishnalearningcenter.com/pentingnya-belajar-bahasa-inggris-era-globalisasi/> . (Accessed on April 20<sup>th</sup>, 2021). P.1

<sup>2</sup> Tri Listiyaningsih, "The influence of listening english song to improve listening skill in listening class," *academical*, no. 1, Januari-Juni 2017), h. 36

In fact, there are still many students who have difficulty listening to something in English, especially for LIBAM members and still need guidance in mastering English, especially in listening properly and correctly. Most of them, have difficulty imitating what they have heard in English. There are several reasons for this to happen. First, they have difficulty to understand the words spoken. Second, they have lack of confidence if they want to pronounce a word. In the end, their understanding of what they had heard diminished. Because the way we speak reveal our identities and reveals our affiliation with certain communities, pronunciation plays an important role in our personal and social lives.<sup>3</sup>

Pronunciation is one of the most essential aspects of communicating ideas or information orally. The way someone pronounces a word is called pronunciation. Pronunciation is the process of correctly pronouncing a word. Pronunciation knowledge is crucial for oral communication and is an important component of communicative competence.<sup>4</sup>

Repeating sounds and correcting them when they are produced incorrectly is how pronunciation is learned. When students begin learning to pronounce words correctly, they develop new habits and overcome challenges caused by their native language..Therefore, in terms of good pronunciation mastery, proper treatment is needed. So that the implementation does not experience incomprehension or an inability to learn it.

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<sup>3</sup>Seidlhofer, B. *Pronunciation. The Cambridge Guide to Teaching English to Speakers of other Languages*, p. 56-65. Cambridge, (United Kingdom: Cambridge University Press :2001)

<sup>4</sup>Gilakjani, A. P. *English pronunciation instruction: A literature review. International Journal of Research in English Education*, 1(1), 2. Retrieved from [www.ijreonline.com](http://www.ijreonline.com) (2016)

Related studies reveal that media should be used by instructor. Furthermore, the obstacles students have in learning English might be dealt with effectively and properly. The Instructor should use English songs to urge students to study English and give more classroom activities. English songs could also help students with their pronunciation issues. The researcher assumed that students would practice more in order to enhance their pronunciation, particularly when speaking English terms.<sup>5</sup>

Based on the problem and students' condition above, the researcher assumes that organization need some improvement to make the situation more interested in learning English especially in learning pronunciation. It can be achieved by using listening and imitating technique through songs. Listening to songs to learn more about well-known bands who sing in English is an example of authentic listening material. Songs, as we all know, accompany us wherever we go: at home, at school, at work, in the vehicle, and so on. As a result, we can listen to the song right away and are also interested in reproducing it to improve our pronunciation.

The song is a bit of a track with words that are sung. the song is also an extremely good language package deal that bundles subculture, vocabulary, listening, grammar, and a host of other language competencies in only some rhymes. Songs can also provide a relaxed lesson.<sup>6</sup>Songs can help students to easily understand what they hear and imitate what they have heard. because most people, especially LIBAM members, really like listening to songs. Therefore, listening and imitating techniques using songs can be a tool for students in terms of improving the pronunciation quality without having a lack of confidence when they want to speak English.

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<sup>5</sup> Stefani Jessica, "Improving The Pronunciation Through Listening to English Songs", English Language Teaching Society (ELTS) Vol. 3 No. 2 2015

<sup>6</sup> Hornby, A. S. (1990). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.

In state Islamic Institute (IAIN) Parepare there is an organization namely Lintasan Imajinasi Bahasa Mahasiswa which is has a focused on learning and teaching English and Arabic languages to their members. Researchers have made observations of the learning process in LIBAM members, especially on the target language that must be achieved by LIBAM members to be studied is interactive. Where the participants consist of several LIBAM members. The approach taken by researcher to LIBAM members is to exchange certain information or interpersonal exchanges with the aim of maintaining social relations between researcher and students. Therefore, researcher found that LIBAM members are still lacking in motivation and still have difficulty learning pronunciation. They think that English is very difficult to learn because most of them do not know the learning technique that is right for them. Because, in terms of teaching and learning English requires many strategies that can build student motivation and skills in learning. One of these strategies is listening and imitating techniques using songs in order to improving pronunciation, which is in their implementation can create a learning atmosphere that is attractive and liked by students.

Based on the explanation above, the researcher is interested to a research about “Improving pronunciation skills of LIBAM IAIN Parepare’s members through Listening and Imitating songs technique”.

## **B. Research Question**

Is the listening and imitating songs technique able to improve pronunciation skill members of LIBAM IAIN Parepare ?

### **C. The Objective of The Research**

To know that the listening and imitating songs technique able to improve pronunciation skills members of LIBAM IAIN Parepare.

### **D. Significances of The Research**

#### **a. For Student**

This research will bring great advantages of students for instance: Students know how to pronounce some songs which probably has never been taught before. Therefore, the students can Imitate the songs properly.

#### **b. For the Instructor**

The instructor can find out what method which is compatible to mastery pronunciation after it is found whether there is error or mistake that students' have made based on the students' errors, the instructor have idea to reduce them.

#### **c. For Researcher**

The researcher can find many experiences in his research and also can discover the best method of teaching English pronunciation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

A couple of researchers have performed studies in accordance with the researchers are as follow:

KanlayaneePimwan with the title “*The effect of teaching English pronunciation through songs of Prathomsuksa 4 students’ at Watratchaphatigaram school.*” The findings showed that Students' English pronunciation skills increase after learning English pronunciation through songs. According to the findings, all of the students in this study performed better on the post-test than they did on the pre-test.<sup>1</sup>

Zahra Farmand and Behzad Pourgharib with the research title “*The Effect of English Songs on English Learners Pronunciation*”. The study showed that Students who learned English through songs improved their English pronunciation and were also able to correctly pronounce particular song words. These students also have a good time in class, as seen by their enthusiasm to sing along with the songs. These students learned English faster and were able to pronounce words correctly after learning them through songs. The level of student enjoyment is also important since it leads to a greater willingness to learn English pronunciation.<sup>2</sup>

Nuria VillabolosUlate with the title “*Using Songs to improve EFL Students’ Pronunciation*”. The study showed that in EFL classes, using songs can make studying more enjoyable and interesting. Students learn the target language while also feeling comfortable in a relaxed environment. This makes them more sensitive to learning by lowering their effective filter. Furthermore, songs encourage learners in

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<sup>1</sup> KanlayaneePimvan, *The Effect of Teaching Pronunciation through Song of Prathomsuksa 4 Students at Watrachaphatigaram School*, Published, Bangkok, Srinakharinwirot University Bangkok, 2012. [http://thesis.swu.ac.th/swuthesis/Tea\\_Eng\\_For\\_Lan\(M.A.\)/Kanlayanee\\_P](http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan(M.A.)/Kanlayanee_P).

<sup>2</sup> Zahra Farmand, Behzad Pourgharib, “*The Effect of English Songs on English Learners Pronunciation*”. Semantic Scholar. (2013)

better comprehension and production of important pronunciation qualities. Finally, teachers should choose songs carefully, taking into account factors such as the students' level, age, and interests, as well as the song's difficulty level and rhythm..<sup>3</sup>

Based on the research findings above, the researcher can conclude that listening and imitating technique through songs in improving students' pronunciation is favorable to be a strategy in learning English especially pronunciation. Based on the explanation, the researcher interest to find out whether the listening and imitating technique through songs can be implementating to teach pronunciation skills in organization. The researcher decided to determine the title of his research "Improving pronunciation skills members of LIBAM IAIN Parepare through Listening and Imitating songs technique".

## **B. Some Partinent Ideas**

### **1. Concept of Pronunciation**

#### **a. Definition of Pronunciation**

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint<sup>4</sup>. Because, the mastery of pronunciation contains articulation, stress, and intonation. All the words which is pronounced by the native speaker of English know how to say a word.

The manner a word is uttered is referred to as pronunciation. It includes a language's consonants and vowels (segments), as well as elements of speech such as stress and sound. Despite the fact that the talks appear to be independent, they are actually functioning together. As a

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<sup>3</sup> Nuria VillabolosUlate, "Using Songs to Improve EFL Students' Pronunciation". Red Iberoamericana : Letras San Jose. (2008)

<sup>4</sup>Paulston, C. B., &Burder, M. N. (1976). Teaching English as a Second Language. Techniques and Procedures. Cambridge: Winthrop Puplichers, Inc.

result, the difficulty of each may have an effect on someone's pronunciation.<sup>5</sup>

b. English vowel and Consonant sound

1. Vowel sound

Vowels are sounds in which the air stream flows smoothly up from the lungs and into the vocal tract; nothing blocks or constricts it. Vowels appear first in the words additional, alone, and apple. Every syllable has a vowel sound in general (although, as we saw in the previous chapter, the consonants /n/, /l/, and /r/ can occasionally be extended out to become a syllable in their own right).

When we examine vowels and consonants in American, British, Australian, and other variants of English, we see that vowels differ far more than consonants. There are several dialects within each of these variations, and their vowels can vary widely. Some individuals believe that English has five vowel sounds: A, E, I, O, and U.

This, however, is a misunderstanding. This is a list of vowel letters rather than vowel sounds. Each vowel letter can stand for several different sounds. The letter a, for example, can stand for / as in hat, /ey/ as in hate, / as in car, or / as in care. Furthermore, each vowel sound can be expressed in orthography in several ways: The sound /iy/ can be transcribed as ee in seem, ea in seal, ie in piece, ei in receipt, ey in key, i..e in machine, and maybe more combinations. There is no one-to-one correlation between letters and sounds in English, and vowel sounds outnumber vowel letters by a large margin. There are 14

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<sup>5</sup>St. Aminah, *“PRONUNCIATION; A Handbook For English Department Undergraduate Students”*. IAIN Press Surabaya (2014)



vowel sounds for most American English speakers, or 15 if we add the vowel-like sound in words like *bird* and *her*. The vowel phonemic symbols are shown in the table below. There will be at least two symbols for each sound. This is due to the fact that different textbooks and writers utilize distinct versions of the phonemic alphabet, each with its own set of vowel symbols.

Many textbooks in the United States employ symbols that are similar to those in blue, while others use symbols that are similar to those in green. The symbols in British textbooks are similar to the ones in green, but not identical. In addition to the symbols presented above, you may see more versions of the symbols. For each vowel, we'll utilize the first symbol mentioned.

Table 2.1 Vowel of American english<sup>6</sup>

| VOWEL OF AMERICAN ENGLISH |                 |         |                    |
|---------------------------|-----------------|---------|--------------------|
| Example                   | Symbols         | Example | Symbols            |
| Beat                      | /iy/ /i:/       | Boot    | /uw//u:/           |
| Bit                       | /ɪ//i/          | Book    | /ʊ/ /u/            |
| Bait                      | /ey//ei/        | Boat    | /ow//ou/           |
| Bet                       | /ɛ/ /e/         | Bought  | /ɔ//ɔ:/            |
| Bat                       | /æ//æ/          | Box     | /ɑ/ /a/            |
| But                       | /ʌ//ə/          | By      | /ay//ai/ /aɪ/      |
| Sofa                      | /ə//ə/          | Cow     | /aw//au/ /aʊ/      |
| Her                       | /ə//ɜ//ɛr/ /ɜr/ | Boy     | /oy/ /ɔy//ɔi/ /ɔɪ/ |

<sup>6</sup> Marla Yoshida, *The Vowels of American English*, <http://ocw.uci.edu/upload/files/vowels.pdf>, (Accessed on May 6<sup>th</sup>, 2021)

## 2. Consonant Sound

As we taught before, consonants are sounds produced when the air stream passes through various barriers in the mouth on its journey up from the lungs. Consonants have a different sound than vowels; they pop, hiss, snap, or hum.

The phonemic symbols for American English consonants are shown in the table below. Although some of these sounds have distinct representations, the consonant symbols are extremely constant across different versions of the phonemic alphabet, and they are essentially the same in American and British English.

Table 2.2 Consonant of American english<sup>7</sup>

| <b>CONSONANT OF AMERICAN ENGLISH</b> |                |                                |                |
|--------------------------------------|----------------|--------------------------------|----------------|
| <b>Example</b>                       | <b>Symbols</b> | <b>Example</b>                 | <b>Symbols</b> |
| Pot                                  | /p/            | Shop                           | /ʃ/ or /š/     |
| Book                                 | /b/            | Beige                          | /ʒ/ or /ž/     |
| Take                                 | /t/            | House                          | /h/            |
| Dog                                  | /d/            | Chip                           | /tʃ/ or /č/    |
| Cat                                  | /k/            | Jump                           | /dʒ/ or /ǰ/    |
| Good                                 | /g/            | Man                            | /m/            |
| Fun                                  | /f/            | Now                            | /n/            |
| Very                                 | /v/            | Sing                           | /ŋ/            |
| Thick                                | /θ/            | Lamp                           | /l/            |
| Then                                 | /ð/            | Road                           | /r/            |
| Sun                                  | /s/            | Win                            | /w/            |
| Zoo                                  | /z/            | You                            | /y/ or /j/     |
| (why)                                | (/hw/)         | Most speakers of English don't |                |

<sup>7</sup> Marla Yoshida, *The consonant of American English*, (Gurjotmsandhu : Univercity of British Colombia, 2014) <http://ocw.uci.edu/upload/files/consonants.pdf>

|  |  |  |
|--|--|--|
|  |  | use /hw/ as a separate phoneme,<br>they use /w/ instade. |
|--|--|--|

### c. Stress

Stress is described as anything that the speaker performs differently in one area of an utterance than in another. However, from the perspective of the listener, it is difficult to identify a stress because a stress in a word is frequently, but not always, at a higher pitch. The most reliable way for listeners to detect stress is to identify a syllable in a longer vowel phrase.<sup>8</sup>

One factor that might help us enhance the quality of our pronunciation is stress. In our ears, the phrase we used will sound fine. There are four types of stress in the English language. Tonic stress, emphatic stress, constrastive stress, and new information are the four types of stress.<sup>9</sup>

#### 1. Tonic Stress

Tonic stress refers to the syllable in the word that gets the highest stress. There is only one tonic stress in intonation units. Phrase include many units of intonation and tonic stresses. Tonic stress is in bold in the following examples of intonation units.

He's **waiting**

He's **waiting** / for his **friend**

He's **waiting** / for his friend / at the **station**.

<sup>8</sup> Peter Ladefoged. *A Course in Phonetics* (New York: Harcourt Brace Jovanonich, Publishers, 1975) P.104

<sup>9</sup> "Guru Bahasa Inggris" (<http://gbing09.blogspot.com/2014/06/jenis-jenis-stress-dan-penggunaannya.html>). (accessed: June 10, 2021)

The final tonic emphasis in a phrase usually gets the greatest attention. The word '**station**' receives the most stress in the example above.

## 2. Emphatic Stress

If you want to highlight anything, shift the focus away from the main noun and onto a content word like an adjective (large, tough, etc.), intensifier, etc (very, extremely, etc.) This focus draws attention to the exceptional quality of the point you're trying to make.

That was a difficult test.

- Standard statement

That was a difficult test.

- Emphasizes how **difficult** the test was

## 3. Contrastive Stress

Contrastive stress is a technique for emphasizing the differences between two objects. It is frequently used with determiners like 'this, that, these, and those.'

Example :

I think I prefer **this** colour. Do you want **these** or **those** curtains?

Contrastive stress is also used to emphasize a certain word in a phrase, which alters the meaning slightly.

**He** came to the party yesterday. (It was he, not someone else).

He **walked** to the party yesterday. (He walked rather than drove).

He came to the **party** yesterday. (It was a party not a meeting or something else).

He came to the party **yesterday**. (It was yesterday not two weeks ago or some other time).

#### 4. New Information

When a question is posed, the sought information is automatically emphasized more.

Example :

Where are you from?

- I come from **Seattle**, in the USA.

What do you want to do?

- I want to go **bowling**.

When does class begin?

- The class begins at **nine** o'clock<sup>10</sup>

#### d. Intonation

Intonation is the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.<sup>11</sup>

The high and low of a tone in a sentence that emphasizes key words in a phrase is known as intonation. Tone pressure, pause, and pace are all characteristics that alter the pronunciation of a sentence. The song's high and low intonation, as well as the weak or harsh intonation, make up the

<sup>10</sup> A guide to intonation and stress (<https://easyaccessenglish.com/wp-content/uploads/2013/09/A-guide-to-Intonation-and-Stress.pdf>), Accessed June 10, 2021

<sup>11</sup> Dictionary.com (<https://www.dictionary.com/browse/intonation>) , Accessed on June 10, 2021

intonation of this statement. The use of altering (rising and falling) voice pitch to express grammatical information or personal attitude is known as intonation in speech. In spoken English, intonation is very crucial when conveying queries.

The importance of intonation cannot be overstated. If we say the word “right” with our voice pitch rising, it’s more likely to be perceived as a query or an invitation to continue, but if we say it with our voice pitch falling, it’s more likely to be perceived as affirmation or agreement.<sup>12</sup>

The stress patterns and melody of English are one of the most difficult things for foreigners to master. The placement of stress on words and in phrases might be incorrect, rendering the message utterly unclear. The native tongue’s tone is one of the earliest linguistic characteristics learnt as a youngster.

We started chattering by copying the tone of voice we heard from the grownups around us. It is simpler to learn pitch patterns as a youngster than it is to learn new patterns as an adult. Mastering intonation, on the other hand, will substantially improve the intelligibility of a non-native speaker in a conversation.<sup>13</sup>

When we speak English, our pitch rises and lowers at different moments. To give words and syllables additional emphasis, meaning, diversity, or soften the tone of speech, we employ variations in pitch and volume to stress words and extend vowel sounds.

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<sup>12</sup> Thought Co. *Intonation(speech)* (<https://www.thoughtco.com/information-speech-term-1691184>), Accessed June 10, 2021

<sup>13</sup>“Hobbies and Interest” *The Important Role of Intonation in Speech* (<http://www.streetdirectory.com/etoday/the-important-role-of-intonation-in-speech-wcacfa.html>), Accessed June 10, 2021

## 2. The Concept of Listening and Imitating Technique through songs

### a. The Importance of listening

Listening is a skill that involves receiving or comprehending a word or sentence spoken by a speaking partner or from other sources.<sup>14</sup>

Listening is a life skill that is frequently acquired from infancy. Parents will explain their children things and make certain that they understand them. This is a basic level of hearing that lays the foundation for how youngsters will listen for the rest of their lives. It is one of the most crucial life skills that enables people to communicate effectively for the rest of their lives.

Listening is an oral communicative action that is employed in any oral communication that is based on economic, societal, or personal requirements. It is difficult to study and speak a foreign language at the level that is required at the current stage of society's development due to the high demands for the possession of speech skills and talents without mastering this type of activity. This is not only a difficult mental exercise, but it is also a necessary precursor for the development of other forms of speech activities, such as speaking, which is the primary goal of foreign language instruction.<sup>15</sup>

Students must grasp how sounds are formed and how stress is employed in order to enhance communicative effectiveness in pronunciation. This is something the instructor may explain to them through examples and explanations. They must also hear the language in order to both replicate the pronunciation and unconsciously learn some of the sounds and patterns.

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<sup>14</sup>Saepudin. *An introduction to English Learning and Teaching Methodology* (Yogyakarta: Trust Media, 2014), p.116

<sup>15</sup>Н. В. Рибко, Important of Listening for foreign languages. (<http://ir.lib.vntu.edu.ua/bitstream/handle/123456789/27763/7799.pdf?sequence=3>) , Accessed June 10, 2021

b. Listening and imitating technique

Language acquisition is a habit that is sustained through training and reinforcing, according to Structuralism, a linguistic philosophy that flourished in the 19<sup>th</sup> century and was pioneered by Ferdinand de Saussure in Europe. Language is a skill that is learned in a circle and then practiced through imitation and reinforcement.<sup>16</sup>

In the late 1800s and early 1900s, Teacher provided with a model for native like speech. By listening and imitating the modeler, students improved their pronunciation skills. After that, in the 1940s and 1950s, pronunciation was taught explicitly from the start. Learners imitated or repeated after their teacher or recording model. Teacher used a visual transcription system or articulation chart and it is called audioligual method.<sup>17</sup>

Listen and Imitate is a linguistic method that requires two abilities. It is a receptive talent that is developed via the hearing process, as well as a production skill that is developed via speaking or copying the sounds heard. These two abilities are intertwined and mutually beneficial. The person who is good at hearing will also be good at speaking. A person who is good at speaking will also be good at reading and writing, among other things.

Listening is crucial because no one can express something they have never heard before. As a result, the sounds that individuals make are noises that they have already heard. It is made by mimicking the sound they've heard. In fact, we regularly employ this strategy in our daily lives. It is what we have practiced when learning a language for the first time

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<sup>16</sup>Saepudin. *An Introduction to English Learning and Teaching Methodology*, p.12

<sup>17</sup>Karim Shabani and Atefeh Ghasemian. *Teacher personality types and technique of teaching pronunciation*. (Cogent Education, 2017). p. 5



(mother tongue). One can imitate the sound and then recreate it by listening and listening some more. People can not make something they've never heard before.

c. Songs

A song is a musical composition written for the human voice to perform. This is frequently done utilizing sound and quiet patterns at separate and set pitches. Songs come in a variety of shapes and sizes, including those with portions that are repeated and varied.

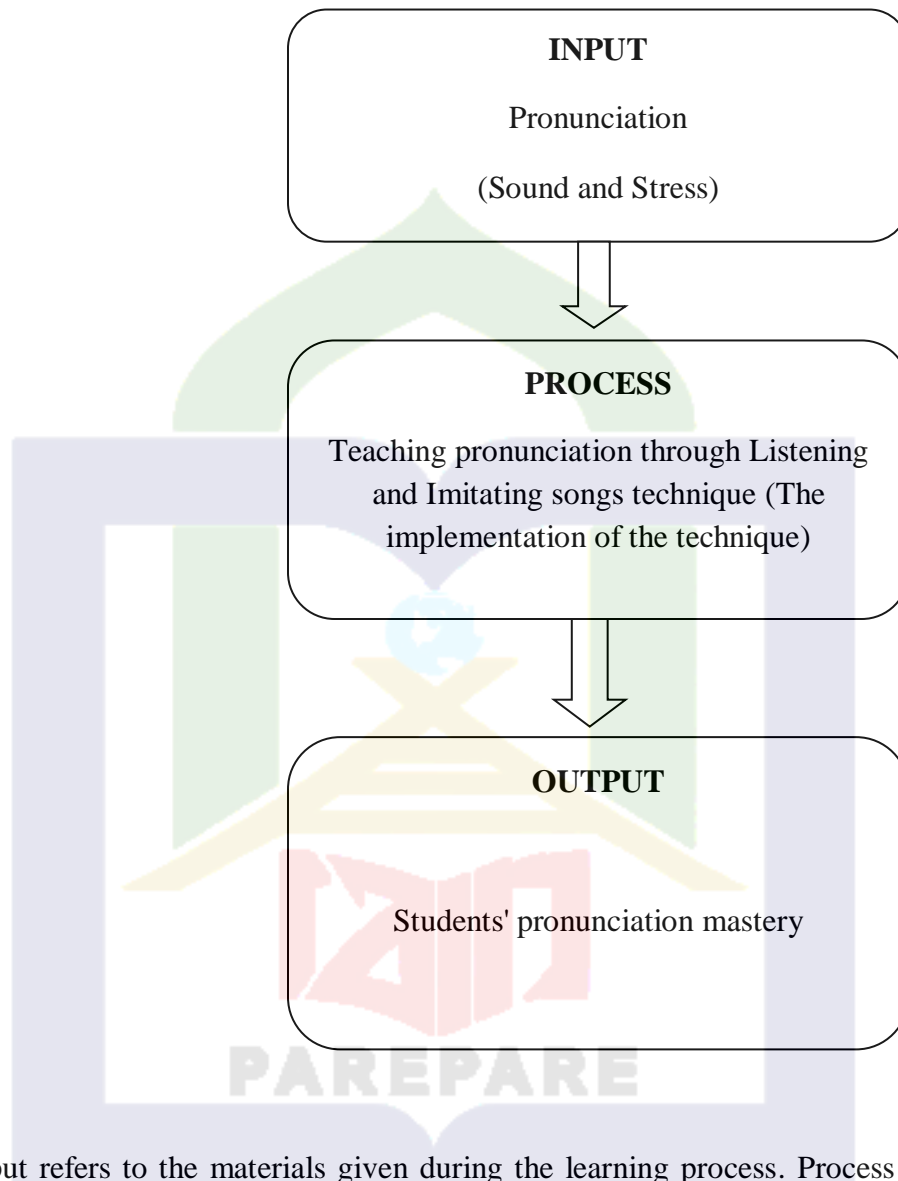
A song is a brief piece of music that generally includes lyrics. Although some composers have composed instrumental pieces or musical works without words that approximate the sound of a singing voice, it blends melody and voices. Lyrics are the words that make up a song. A sequence of verses, the larger portions of the song that convey the tale, and a refrain, a short phrase repeated at the conclusion of each verse, can all be found in the lyrics. A song's structure might be as basic as one or two verses, or as complicated as numerous verses and refrains. A meter or beat is frequently present in songs. We may feel a pattern or pulse in the way the words carry the music along, whether we sing or recite the lyrics.

One of the most beautiful forms of literature is song. A song may lift someone's spirits and calm the listener. We might be taken away in the music by feeling the melodic, rhythmic, and lyric. People can also use the song as a source of life motivation by delving deeper into its meaning. Song can be described in a variety of ways. Paraphrasing is one of them. We may learn a lot about culture from the writer or singer if we understand the significance of a song.<sup>18</sup>

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<sup>18</sup> ZW Cahyono (2013), "A Pragmatic Analysis of Imperative Utterance in the Song of Mr. Big Album", [http://eprints.ums.ac.id/25006/2/04.CHAPTER\\_1.pdf](http://eprints.ums.ac.id/25006/2/04.CHAPTER_1.pdf), Accessed on June 21, 2021

### C. Conceptual Framework



Input refers to the materials given during the learning process. Process refers to the teaching and learning process of pronunciation through song in listening and imitating technique. Output refers to the students' improvement after the treatment.

### D. Hypothesis

Based on the previous related literature and the problem statement above, the researchers elicits forward hypothesis as follow:

Improving Pronunciation skills members of LIBAM IAIN Parepare through Listening and Imitating songs technique.

### **E. Operational Definition of Variable**

The way a native speaker of a language pronounces a sound is called pronunciation. As a result, pronunciation refers to how a native English speaker pronounces a sound or a sentence.

Listening is paying close attention to someone in order to hear what they are saying. This variable in this study implies that students attentively listen to a song in order to approximate the sound when they try to speak after it. “*Fly me to the moon*,” “*my way*,” “*put your head on my shoulders*”, and “*Somewhere over the rainbow*” are among the tunes that will be played.

Imitate is to act in a similar way to someone or something else, or to imitate someone’s or something’s words. In this variable, imitate means that students imitate what they hear after listen to a song.

A technique, in its broadest sense, is a method of doing a skill-based task. The implementation of plans from assumption in teaching a skill is referred to as technique in the learning and teaching process. Meanwhile, in this variable, method refers to how details are handled. The plans or techniques are referred to as “details” in this context.

The listening and imitating technique is an activity or approach for teaching a skill by carefully listening to a song and then imitating it. To summarize, listening and imitating technique through songs is a teaching activity in which students listen to a song before imitating it.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

The researcher used a pre-experimental research design. The treatment effect is measured by the difference between the pretest and posttest scores, which is an improvement over the original design. There was no comparison to the control group.<sup>1</sup> The design is described as follow :

Pre-Experimental design with one group pre-test and post test design :

$$E = O1 \times O2$$

Where :

E : Experimental Design

O1 : Pre-Test

X : Treatment

O2 : Post-Test<sup>2</sup>

#### B. Location and Duration of Research

The Location and duration of the research is described with the location and the time of the research. The research took place at LIBAM IAIN Parepare.

<sup>1</sup> John W. Best, *Research in Education*, ( Printed in United State of America: Prentice Hall Inc, 1981) p.81

<sup>2</sup>Sugiono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Alfabet Bandung, 2012), p.111

Located on Jl. Amal Bhakti, Bukit Harapan, Kec. Soreang, City of Parepare. The duration of this study was thirty days.

### C. Population and Sample

The population is the entire object of research which can be in the form of humans, animals, plants, air, symptoms, values, events, attitudes, and so on. So that these objects can be a source of varied research data.<sup>3</sup>

#### 1. Population

The population in this study were members of LIBAM IAIN Parepare 2020. The number of members was 73 people. The reason the researcher took this organization into the population and sample is that it has several students who have different majors. The researcher is also a member of LIBAM. Therefore, the researcher knows all the situations there.

#### 2. Sample

In this research, the researcher used a random sampling technique as a sample. Because it has some students with different majors, the researcher considered this organization to be a population and sample. As a result, the researcher was fully aware of the situation.

Table 3.1 Members of Libam 2020

| No. | Department                         | Total |
|-----|------------------------------------|-------|
| 1.  | Akuntansi Lembaga Keuangan Syariah | 17    |
| 2.  | Bahasa dan Sastra Arab             | 6     |
| 3.  | Bimbingan Konseling Islam          | 4     |
| 4.  | Ekonomi Islam                      | 3     |
| 5.  | Hukum Keluarga Islam               | 3     |
| 6.  | Hukum Ekonomi Syariah              | 1     |

<sup>3</sup>SyofianSiregar,*Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.

|              |                                 |           |
|--------------|---------------------------------|-----------|
| 7.           | Hukum Tata Negara               | 1         |
| 8.           | Jurnalistik Islam               | 1         |
| 9.           | Komunikasi dan Penyiaran Islam  | 2         |
| 10.          | Manajemen Zakat dan Wakaf       | 2         |
| 11.          | Manajemen Pendidikan Islam      | 1         |
| 12.          | Pariwisata Syariah              | 6         |
| 13.          | Pendidikan Agama Islam          | 5         |
| 14.          | Pendidikan Bahasa Arab          | 9         |
| 15.          | Pendidikan Bahasa Inggris       | 8         |
| 16.          | Perbankan Syariah               | 1         |
| 17.          | Tadris Matematika               | 2         |
| 18.          | Pendidikan Islam Anak Usia Dini | 1         |
| <b>Total</b> |                                 | <b>73</b> |

#### **D. Instrument of the Research**

In order to collect data, the researcher applied a pre-test and post-test pronunciation test. The researcher applied a pre-test to the student before treatment and a post-test to the student after treatment to determine the students' improvement in pronunciation based on the strategy that was recommended, and the researcher will collect data using a recorder in both the pre-test and post-test.

#### **E. Procedure of Collecting Data**

The procedure of collecting data in this research, as following :

##### 1. Pre-test

Pre-test will give before giving treatment, the researcher will provide 3 songs. The students have to listening the songs and than imitate that songs. The researcher will know the students' pronunciation skills in pre-test which was given before meeting about treatment. The students use

Recorder App to collect their imitation of the song. The researcher will know the students' pronunciation skills in pre-test.

## 2. Post-test

After treatment, the researcher will give the students post-test to improve students' pronunciation skill. In this post-test, the researcher will provide a different song. The students have to imitate the song that has been given by the researcher. The students use Recorder App to collect their imitation of the song. The researcher will know the students' pronunciation skills in post-test.

## F. Treatment

After pre-test the researcher gave a treatment to the students. The researcher implementated Listening and Imitating technique as way to improve students' pronunciation skill. The treatment process would be conducted for four meetings. The strategies are :

### First Meeting :

1. The researcher played "Fly me to the moon" song for the students and ask them to repeat word by word based on what they have heard and read.
2. The researcher gives correction to mishearing which is done by the students.
3. The Researcher explains how to pronounce the words.
4. The researcher repeat the songs and the students listening
5. The students imitate the researcher
6. The researcher corrects the mispronunciation.

### Second Meeting :

1. The researcher will played "Put your head on my shoulder" song.
2. The researcher will ask the students' about what part of the song they have not understand

3. The researcher will repeat the part of the song that students have not understand
4. The student repeat what the researcher has said
5. In the end of the meeting, the researcher gives correction for the word which is imitate incorrectly.

Third Meeting :

1. The researcher will played “My Way” song
2. The researcher will repeat one of the part of the song and students listening carefully
3. The students imitate what they have heard
4. The researcher repeat and the students listen. It is always be repeated until they can pronounce them correctly.

#### **G. Technique of Data Analysis**

To analyzed the data the result of the pre-test and post-test. Formulas one used in this research as follow:

Scoring the students correct answer :

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$



Classifying the students' score in to the following criteria:

Table. 3.2 Calculation student score

| Score | Sound  | Stress   | Intonation   |
|-------|--|--|--|
| 6     | The mother tongue has only a small effect on pronunciation. There are several minor grammatical and lexical errors.  | Speaks with a wide range of expressions without putting in too much effort. Searches for one or two unusual pauses every once in a while.  | The speaker's intention and general meaning are easily understood by the listener. There were very few interruptions or clarifications needed. |
| 5     | The mother tongue has only a minor influence on pronunciation. There are a few small grammatical and lexical problems, but the rest of the statement is correct. | It is necessary to make an effort from time to time to look forwards. However, the overall delivery is fluid, with a few unnatural pauses. | The speaker's objective and the purpose of the meeting are very clear. A few interruptions from the listener are required for clarifications.  |
| 4     | The mother tongue has a moderate influence on pronunciation, but there are   | There are not too many unnatural pauses, even though he needs to make  | The majority of what the speaker says is simple to comprehend.   |

|   |  |  |  |
|---|--|--|--|
|   | no serious phonological problems. There are a few grammatical and lexical problems, but only one or two serious grammatical and lexical errors that confuse.               | an effort and search for words. The majority of the time, the delivery is fairly smooth. Although incomplete at times, it succeeds in expressing the basic concept through a wide range of language. | Their focus is always on them, but they require many interruptions to help them explain the message or ask for clarification.  |
| 3 | The mother language has an impact on pronunciation, however, there are only a few major phonological problems. Confusion is one of several grammatical and lexical faults. | Much of the time, one must put more effort to find the desired meaning. The delivery was poor and confused. The range of expression is frequently limited.   | Most of what has been said can be understood by the listener. However, it is necessary to obtain clarification regularly. Many of the speaker's more complicated or longer sentences are difficult to understand.. |

|   |  |  |  |
|---|--|--|--|
| 2 | The mother language has a significant impact on pronunciation, resulting in communication breakdowns. There are numerous grammatical and basic errors.   | They take long pauses while looking for the proper meaning. The delivery is frequently fragmented and halting. At times, only on the point of giving up. The expression does have a limited range. | Only small pieces (usually short sentences and phrases) can be understood by someone who is used to listening to the speaker, and only with some effort.   |
| 1 | Many basic grammatical and vocabulary problems, as well as serious pronunciation difficulties. There is no proof that any of the language skills and areas practiced in the course have been mastered. | There are a lot of extended, unnatural pauses. The delivery is stuttering and fragmented. At times, it's easy to give up on making an attempt. Expression has a very small range.                  | Almost none of what is said can be comprehended. Despite the listener's best efforts or interruptions, the speakers are unable to clarify anything that they appear to have to say. <sup>4</sup> |

Table. 3.3 Classification of students score

| No. | Classification | Score  |
|-----|----------------|--------|
| 1.  | Very Good      | 86-100 |
| 2.  | Good           | 71-85  |

<sup>4</sup> J.B.Heaton, Writing English Language Test (Newyork: New Edition Longman Group, 1975), p. 100.

|    |           |             |
|----|-----------|-------------|
| 3. | Fair      | 56-70       |
| 4. | Poor      | 41-55       |
| 5. | Very Poor | $\leq 40^5$ |

Calculating mean score of the students test of pre-test and post-test by using the following formula :<sup>6</sup>

$$\bar{X} = \frac{\sum x}{n}$$

Where :

$x$  = Mean score

$\sum$  = Total score

$n$  = the total number of students<sup>7</sup>

The test of significant

In order to know the different of the mean score between pre-test and post-test, the researcher will apply formula. The formula is as follow :

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

<sup>5</sup>SuharsimiArikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009), p.245

<sup>6</sup>SyofianSiregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: Bumi Aksara, 2015), p.137

<sup>7</sup> Gay L.R, *Education Research: Competencies for Analysis and Application* (1981) Colombus: Charles E Merrill Publishing Company, p.298

Where :

T : Test of significance

$\bar{D}$  : The mean score of difference

$\sum D$  : The sum of total score difference

$\sum D^2$  : The square of the sum score difference

N : The total number of students<sup>8</sup>



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<sup>8</sup> Gay L.R, *Education Research: Competencies for Analysis and Application*, p.331

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

After analyzed the data from pre-test and post-test, the data were served 4 tables which consist of some forms of analysis namely sound, stress, and intonation. Below was the result of data analysis :

##### 1. Pre-test of Members Pronunciation

In this research, the researcher used a pre-experimental research to find out the improvement of the students' pronunciation through listening and imitating songs technique in LIBAM IAIN Parepare. The result of pre-test could be present in the following table:

Table 4.1 Pre-Test of Members Pronunciation

| No  | Name | Department | Sound | Stress | Intonation | Total |
|-----|------|------------|-------|--------|------------|-------|
| 1.  | AM   | MZW        | 3     | 4      | 4          | 11    |
| 2.  | NK   | KPI        | 5     | 3      | 4          | 12    |
| 3.  | SA   | PBI        | 2     | 2      | 3          | 7     |
| 4.  | HD   | BSA        | 3     | 2      | 2          | 7     |
| 5.  | PH   | KPI        | 5     | 5      | 4          | 14    |
| 6.  | RM   | ALKS       | 3     | 4      | 3          | 10    |
| 7.  | ST   | PBA        | 3     | 2      | 2          | 7     |
| 8.  | MYR  | ALKS       | 3     | 3      | 4          | 10    |
| 9.  | MS   | ES         | 2     | 2      | 1          | 5     |
| 10. | AY   | PBA        | 3     | 2      | 3          | 8     |
| 11. | FM   | PS         | 4     | 3      | 2          | 9     |
| 12. | NA   | TMT        | 2     | 3      | 3          | 8     |
| 13. | ADI  | JI         | 5     | 4      | 5          | 14    |

|              |    |      |           |           |           |            |
|--------------|----|------|-----------|-----------|-----------|------------|
| 14.          | JM | PAI  | 3         | 3         | 3         | 9          |
| 15.          | SB | AKS  | 4         | 2         | 2         | 8          |
| 16.          | DP | HTN  | 2         | 3         | 2         | 7          |
| 17.          | EJ | MPI  | 3         | 4         | 3         | 10         |
| 18.          | WN | PBA  | 2         | 2         | 3         | 7          |
| 19.          | NA | PAI  | 3         | 2         | 4         | 9          |
| 20.          | PZ | ALKS | 3         | 2         | 2         | 7          |
| <b>Total</b> |    |      | <b>63</b> | <b>57</b> | <b>59</b> | <b>179</b> |

(Data source : The members score in pre-test)

After knowing the members' score in pre-test based on the criteria of pronunciation skill which sound, stress, and intonation. The following table below is to know members' pronunciation score in pre-test.

Table 4.2 The Members Pronunciation score in pre-test

| No | Name | Pre-test of Member (X1) |                  |                   | Classification |
|----|------|-------------------------|------------------|-------------------|----------------|
|    |      | Max score               | Total score (X1) | (X1) <sup>2</sup> |                |
| 1  | AM   | 18                      | 61               | 3721              | Fair           |
| 2  | NK   | 18                      | 67               | 4489              | Fair           |
| 3  | SA   | 18                      | 39               | 1521              | Very poor      |
| 4  | HD   | 18                      | 39               | 1521              | Very poor      |
| 5  | PH   | 18                      | 67               | 4489              | Fair           |
| 6  | RM   | 18                      | 56               | 3136              | Poor           |
| 7  | ST   | 18                      | 39               | 1521              | Very poor      |
| 8  | MYR  | 18                      | 56               | 3136              | Poor           |
| 9  | MS   | 18                      | 28               | 784               | Very poor      |
| 10 | AY   | 18                      | 44               | 1936              | Poor           |
| 11 | FM   | 18                      | 50               | 2500              | Poor           |
| 12 | NA   | 18                      | 44               | 1936              | Poor           |
| 13 | ADI  | 18                      | 78               | 6084              | Good           |
| 14 | JM   | 18                      | 50               | 2500              | Poor           |

|              |    |    |                 |                    |           |
|--------------|----|----|-----------------|--------------------|-----------|
| 15           | SB | 18 | 44              | 1936               | Poor      |
| 16           | DP | 18 | 39              | 1521               | Very poor |
| 17           | EJ | 18 | 56              | 3136               | Poor      |
| 18           | WN | 18 | 39              | 1521               | Very poor |
| 19           | NA | 18 | 50              | 2500               | Poor      |
| 20           | PZ | 18 | 39              | 1521               | Very poor |
| <b>Total</b> |    |    | $\sum X1 = 985$ | $\sum X^2 = 51409$ |           |

(Data source : The member's score in pre-test)

From the table above about the pronunciation scores of members on the pre-test. To find out the pronunciation score of the members in the pre-test by dividing the total score of the members by the maximum score, then multiply by 100. Found in the table above about the pronunciation of the members in the pre-test we can find out the frequency of classification scores by looking for the following table:

Table 4.3 the rate percentage of the frequency of pre-test

| No           | Classification | Score     | Frequency of Pre-test | Frequency of Pre-test |
|--------------|----------------|-----------|-----------------------|-----------------------|
| 1            | Very good      | 86-100    | 0                     | 0%                    |
| 2            | Good           | 71-85     | 1                     | 5%                    |
| 3            | Fair           | 56-70     | 3                     | 15%                   |
| 4            | Poor           | 41-55     | 9                     | 45%                   |
| 5            | Very poor      | $\leq 40$ | 7                     | 35%                   |
| <b>Total</b> |                |           | <b>20</b>             | <b>100%</b>           |

(Data source: The rate percentage of the frequency of pre-test)

As explained in the table above, the average score of members' pronunciation skills before applying the Listening and Imitating song technique. Most members are classified as poor with a percentage of 45%. The total score on the pre-test was 985. This indicates that the pronunciation ability of the members on the pre-



test was low, because most of the members got Fair, Poor, and Very poor scores. The following is the calculation process to determine the mean and standard deviation of the pre-test from previous table.

Mean score of pre-test :

$$X = \frac{\sum x}{n}$$

$$X = \frac{985}{20}$$

$$X = 49,25$$

Thus, the mean score (X1) of pre-test is 49,25

Based on the results of the pre-test. The data shows that the mean value of the pre-test is 49.25%. From the analysis shows that almost 20 members of pronunciation skills are still low because most of the students got fair, poor, and very poor scores. The total score in the pre-test is still low. Most have low stress and intonation scores.

The standard deviation of pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{51409 - \frac{970225}{20}}{20-1}}$$

$$SD = \sqrt{\frac{51409 - 48511}{19}}$$

$$SD = \sqrt{\frac{2898}{19}}$$

$$SD = \sqrt{145}$$

$$SD = 12,04$$

Thus, the standard deviation of pre-test is 12,04.

After determining the mean score (X1) of pre-test was 49,25 and standard deviation of the pre-test was 12,04. It shown that members' pronunciation skill were in low category.

## 2. Post-test of Members' Pronunciation

In this research, the researcher used a pre-experimental research to find out the improvement of the students' pronunciation through listening and imitating songs technique in LIBAM IAIN Parepare. The result of post-test could be present in the following table:

Table 4.4 Post-test of Member's Pronunciation

| No | Name | Department | Sound | Stress | Intonation | Total |
|----|------|------------|-------|--------|------------|-------|
| 1  | AM   | MZA        | 5     | 6      | 5          | 16    |
| 2  | NK   | KPI        | 6     | 6      | 5          | 17    |
| 3  | SA   | PBI        | 6     | 4      | 6          | 14    |
| 4  | HD   | BSA        | 4     | 6      | 5          | 15    |
| 5  | PH   | KPI        | 6     | 6      | 6          | 18    |
| 6  | RM   | ALKS       | 5     | 4      | 6          | 15    |
| 7  | ST   | PBA        | 5     | 6      | 4          | 15    |
| 8  | MYR  | ALKS       | 6     | 6      | 6          | 18    |
| 9  | MS   | ES         | 4     | 5      | 4          | 13    |
| 10 | AY   | PBA        | 6     | 5      | 4          | 15    |

|              |     |      |            |            |            |            |
|--------------|-----|------|------------|------------|------------|------------|
| 11           | FM  | PS   | 6          | 5          | 5          | 16         |
| 12           | NA  | TMT  | 4          | 5          | 6          | 15         |
| 13           | ADI | JI   | 6          | 6          | 6          | 18         |
| 14           | JM  | PAI  | 5          | 5          | 5          | 15         |
| 15           | SB  | AKS  | 5          | 4          | 5          | 14         |
| 16           | DP  | HTN  | 5          | 6          | 5          | 16         |
| 17           | EJ  | MPI  | 6          | 6          | 5          | 17         |
| 18           | WN  | PBA  | 5          | 4          | 5          | 14         |
| 19           | NA  | PAI  | 6          | 5          | 4          | 15         |
| 20           | PZ  | ALKS | 6          | 6          | 5          | 17         |
| <b>Total</b> |     |      | <b>107</b> | <b>106</b> | <b>102</b> | <b>313</b> |

(Data source : The member's score in post-test)

After qualified the members score in post-test based on the criteria of pronunciation skill which are sound, stress, and intonation. The following table below is to know member's pronunciation score in post-test.

#### 4.5 The Members Pronunciation score in post-test

| No | Name | Post-test of Member (X1) |                  |                   |                |
|----|------|--------------------------|------------------|-------------------|----------------|
|    |      | Max score                | Total score (X1) | (X1) <sup>2</sup> | Classification |
| 1  | AM   | 18                       | 89               | 7921              | Very good      |
| 2  | NK   | 18                       | 94               | 8836              | Very good      |
| 3  | SA   | 18                       | 78               | 6084              | Good           |
| 4  | HD   | 18                       | 83               | 6889              | Good           |
| 5  | PH   | 18                       | 100              | 10000             | Very good      |
| 6  | RM   | 18                       | 83               | 6889              | Good           |
| 7  | ST   | 18                       | 83               | 6889              | Good           |
| 8  | MYR  | 18                       | 100              | 10000             | Very good      |
| 9  | MS   | 18                       | 72               | 5184              | Good           |
| 10 | AY   | 18                       | 83               | 6889              | Good           |
| 11 | FM   | 18                       | 89               | 7921              | Very good      |
| 12 | NA   | 18                       | 83               | 6889              | Good           |

|              |     |    |                             |                               |           |
|--------------|-----|----|-----------------------------|-------------------------------|-----------|
| 13           | ADI | 18 | 100                         | 10000                         | Very good |
| 14           | JM  | 18 | 83                          | 6889                          | Good      |
| 15           | SB  | 18 | 78                          | 6084                          | Good      |
| 16           | DP  | 18 | 89                          | 7921                          | Very good |
| 17           | EJ  | 18 | 94                          | 8836                          | Very good |
| 18           | WN  | 18 | 78                          | 6084                          | Good      |
| 19           | NA  | 18 | 83                          | 6889                          | Good      |
| 20           | PZ  | 18 | 94                          | 8836                          | Very good |
| <b>Total</b> |     |    | $\sum X_1 =$<br><b>1736</b> | $\sum X^2 =$<br><b>151930</b> |           |

(Data source : The members score in post-test)

From the table above, it can be seen about the pronunciation scores of members in the post-test. To find out the pronunciation score of the members in the post-test by dividing the total score of the members by the maximum score, then multiplied by 100. The frequency of classification by looking at the following table:

Table 4.6 the rate percentage of the frequency of the post-test

| No           | Classification | Score     | Frequency of Post-test | Frequency of Post-test |
|--------------|----------------|-----------|------------------------|------------------------|
| 1            | Very good      | 86-100    | 9                      | 45%                    |
| 2            | Good           | 71-85     | 11                     | 55%                    |
| 3            | Fair           | 56-70     | 0                      | 0%                     |
| 4            | Poor           | 41-55     | 0                      | 0%                     |
| 5            | Very poor      | $\leq 40$ | 0                      | 0%                     |
| <b>Total</b> |                |           | <b>20</b>              | <b>100%</b>            |

(Data source: The rate percentage of the frequency of post-test)

The table above showed the results of improving members' pronunciation skills after applying the treatment through listening and imitating song techniques. Most members are in good classification with a percentage of 55%.

That is, the members' pronunciation skills have improved through the application of listening and song imitation techniques. The total post-test score is 313. This proves that there is an increase in the members' pronunciation scores in the post-test. In addition, the post-test results show that there are no members who have failed classifications.

In this table, the researcher analysed the data of members' score in post-test to know whether there is or there is no a significant different of members' achievement before and after learning process in implementing listening and imitating songs technique.

Mean score of post-test:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1736}{20}$$

$$X = 86,8$$

Thus, the mean score (X1) of post-test is 86,8

Based on the result of the post-test. The data shows that the mean score of the post-test was 86,8. From that analyzing, it could be seen that almost of the 20 members' pronunciation was very good and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{151930 - \frac{3013696}{20}}{20-1}}$$

$$SD = \sqrt{\frac{151930 - 150684}{19}}$$

$$SD = \sqrt{\frac{1246}{19}}$$

$$SD = \sqrt{66}$$

$$SD = 8,12$$

Thus, the standard deviation (SD) of post-test is 8,12

### 3. The result of the pre-test and post-test

By calculating the mean and standard deviation of the test, the researcher was able to compare the outcomes of the pre-test and post-test. To establish the difference between the mean score and standard deviation, the results of the pre-test and post-test are shown in the table below:

Table 4.7 the mean score and standard deviation of pre-test and post-test

| Test      | Mean score | Standard deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test  | 49,25      | 12,04                   |
| Post-test | 86,8       | 8,12                    |

*(Data source : the mean score and standard deviation of pre-test and post-test)*

According to the data in table 4.7, the mean pre-test score was 49,25 (X1), while the mean post-test score was 86,8. (X2). The pre-test standard deviation was 12,04, while the post-test standard deviation was 8,12.

As a result, the post-test mean score was greater than the pre-test mean score in this item. It signifies that after completing the learning procedure that included listening and imitating songs, the members' ability to pronounce words improved.

### 4. The rate percentage of the frequency of the pre-test and post-test

The researcher compared the percentage of members who scored very good, good, fair, poor, and very poor on the classification score. The percentage of pre-test and post-test frequency was calculated and presented in the table below:

Table 4.8 the rate percentage of the frequency of the pre-test and post-test

| No           | Classification | Score  | Frequency |           | Percentage  |             |
|--------------|----------------|--------|-----------|-----------|-------------|-------------|
|              |                |        | Pre-test  | Post-test | Pre-test    | Post-test   |
| 1            | Very good      | 86-100 | 0         | 9         | 0%          | 45%         |
| 2            | Good           | 71-85  | 1         | 11        | 5%          | 55%         |
| 3            | Fair           | 56-70  | 3         | 0         | 15%         | 0%          |
| 4            | Poor           | 41-55  | 9         | 0         | 45%         | 0%          |
| 5            | Very poor      | ≤40    | 7         | 0         | 35%         | 0%          |
| <b>Total</b> |                |        | <b>20</b> | <b>20</b> | <b>100%</b> | <b>100%</b> |

(Data source: the rate percentage of the frequency of the pre-test and post-test)

The data in the table above showed that the rate percentage of the pre-test and post-test increased, indicating that the members' classification improved from very poor to good. It was discovered that after treatment, members were able to improve their pronunciation skills by using the listening and imitating songs technique.

#### 5. t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the members' pronunciation skill.

| No | X1 | X2  | (X1) <sup>2</sup> | (X2) <sup>2</sup> | D(X2-X1) | D(X2-X1) <sup>2</sup> |
|----|----|-----|-------------------|-------------------|----------|-----------------------|
| 1  | 61 | 89  | 3721              | 7921              | 28       | 784                   |
| 2  | 67 | 94  | 4489              | 8836              | 27       | 729                   |
| 3  | 39 | 78  | 1521              | 6084              | 39       | 1521                  |
| 4  | 39 | 83  | 1521              | 6889              | 44       | 1936                  |
| 5  | 67 | 100 | 4489              | 10000             | 33       | 1089                  |
| 6  | 56 | 83  | 3136              | 6889              | 27       | 729                   |
| 7  | 39 | 83  | 1521              | 6889              | 44       | 1936                  |

|              |                            |                             |                                 |                                  |                |                              |
|--------------|----------------------------|-----------------------------|---------------------------------|----------------------------------|----------------|------------------------------|
| 8            | 56                         | 100                         | 3136                            | 10000                            | 27             | 729                          |
| 9            | 28                         | 72                          | 784                             | 5184                             | 44             | 1936                         |
| 10           | 44                         | 83                          | 1936                            | 6889                             | 39             | 1521                         |
| 11           | 50                         | 89                          | 2500                            | 7921                             | 39             | 1521                         |
| 12           | 44                         | 83                          | 1936                            | 6889                             | 39             | 1521                         |
| 13           | 78                         | 100                         | 6084                            | 10000                            | 22             | 484                          |
| 14           | 50                         | 83                          | 2500                            | 6889                             | 33             | 1089                         |
| 15           | 44                         | 78                          | 1936                            | 6084                             | 34             | 1156                         |
| 16           | 39                         | 89                          | 1521                            | 7921                             | 50             | 2500                         |
| 17           | 56                         | 94                          | 3136                            | 8836                             | 38             | 1444                         |
| 18           | 39                         | 78                          | 1521                            | 6084                             | 39             | 1521                         |
| 19           | 50                         | 83                          | 2500                            | 6889                             | 33             | 1089                         |
| 20           | 39                         | 94                          | 1521                            | 8836                             | 55             | 3025                         |
| <b>Total</b> | $\sum X_1 =$<br><b>985</b> | $\sum X_2 =$<br><b>1736</b> | $\sum X_1^2 =$<br><b>970225</b> | $\sum X_2^2 =$<br><b>3013696</b> | $\sum D = 707$ | $\sum D^2 =$<br><b>28260</b> |

In the other to see the members' score, the following t-test was statistically applied: To find out D used the formula as follow :

$$D = \frac{\sum D}{n} = \frac{707}{20} = 35,35$$

The calculating the t-test value

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{35,35}{\frac{\sqrt{28260 - \frac{499849}{20}}}{20(20-1)}}$$



$$t = \frac{35,35}{\frac{\sqrt{28260-24992}}{20(19)}}$$

$$t = \frac{35,35}{\frac{\sqrt{3268}}{380}}$$

$$t = \frac{35,35}{\sqrt{8,6}}$$

$$t = \frac{35,35}{2,93}$$

$$t = 12,06$$

Thus, the t-test value is 12,06.

Pre-experimental design with pre-test and post-test design was applied in this research. The t-test value was higher than the t-table value in the data below. There was a significant difference between the members' pre-test and post-test results, as according.

Table 4.10 the test of significant.

| Variable               | T-test | T-table value |
|------------------------|--------|---------------|
| Pre-test and Post-test | 12,06  | 1,729         |

(Data source : Primary data processing)

## 6. Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula :

$$\begin{aligned} Df &= N-1 \\ &= 20-1 \\ &= 19 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and  $df = 19$ , and the value of the t-table is 1,729, while the value of t-test 12,06. It means that the t-test value is higher than t-table ( $12,06 \geq 1,729$ ). Thus, it automatically could be concluded that there was significant between the members' pronunciation skill before and after giving treatment through "listening and imitating songs" technique in LIBAM IAIN Parepare. It showed that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) is rejected. So, it can not be denied that "listening and imitating songs" technique was able to improve pronunciation skill at the member of LIBAM IAIN Parepare.

## **B. Discussions**

Based on the result of data analysis, the man score of the members after having treatment were higher than before giving treatment. Mean score of pre-test was 49,25 meanwhile mean score of post-test was 86,8. Besides, the result of t-test analysis showed that t-test value (12,06) was greater than t-table (1,729). It means that the listening and imitating songs technique was able to improve the members' pronunciation skill.

The pre-test showed that the test results that are owned by students are very lacking. The observation from the researcher showed that before using listening and imitating songs technique students were still learning pronunciation in general, so the learning they got was not effective. Because pronunciation materials are complicated to learn, they require special strategies to apply the materials.

Therefore, the researcher used the listening and imitating songs technique in order to improve students' pronunciation skills and also to provide a new atmosphere in pronunciation learning so that students could fully accept the material. Effective learning causes students to easily understand what is being taught and fun learning causes students to comfortably accept the material provided by the teacher.

According to Marianne in previous chapter that the listening and imitating songs technique is a direct method in which students listen to an instructor or recorder that serves as a model. After that, the students imitate it. Thus, listening and imitating technique would not be quite highly difficult to the students because the technique makes the pronunciation class enjoyable.

The sounds that people make are sounds that they have already heard. It is made by reproducing the sound they have heard. This strategy is actually rather common in our daily lives. It is what we have practiced when learning a language for the first time (mother tongue). People can not produce something they've never heard before.

Students felt confident in producing non-existing sounds in their native language after carefully listening to the teacher pronounce sounds and having the opportunity to copy the teacher as closely as possible. The students are not only confident in their ability to generate sounds, but they are also eager to repeat them. This adjustment had a massive impact on the students' ability to pronounce words correctly. It is possible to progressively overcome major pronunciation faults and mother tongue intervention.

In the previous chapter, the researcher said that most of students have difficulty in imitating what they have heard in English. It is proved by the mean score of students in pre-test which was very poor. But after implementing listening and imitating songs technique in the treatment there are some factors that influenced the students.

In the treatment, the researcher using songs in a way to implementing the listening and imitating technique. According to ZW Cahyono in previous chapter, one of the most beautiful forms of literature is song. It may lift someone's spirit and calm the listener. People can also use song as a source of life motivation by delving deeper into its meaning.

This suggests that learning with songs, particularly learning about pronunciation, not only improve students' mastery of teaching materials, but also increase their

enthusiasm to learn English since learning with songs is fun and makes the content lighter and easier to learn.

According to Zahra Farmand in the previous chapter, The study showed that Students who learned English through songs improved their English pronunciation and were also able to correctly pronounce particular song words. These students also have a good time in class, as seen by their enthusiasm to sing along with the songs. These students learned English faster and were able to pronounce words correctly after learning it through music. The level of student interest is also important since it leads to a greater motivation to know English pronunciation.

Throughout the treatment, the students learned how to pronounce and spell words, phrases, and sentences correctly. Once or twice, the students are allowed to sing along. Each student had the opportunity to practice pronunciation individually or with other students, and the researcher kept an eye on the students to know their pronunciation abilities and identify the areas where they needed to improve.

At the first meeting, some students were still awkward to spell the words in the song. however, the researcher motivated the students to keep trying to spell the words in the song so that the self-confidence development of these students could increase. Therefore, apart from the knowledge of the language that the researcher want to achieve, the self-confidence of the students increase as well.

In the second meeting, there are 9 students were able to spell the words in the song but still had problems with their spelling. The researcher then gave a response regarding the spelling results of the student and the researcher also provided a correction and solution for what the students had spelled. Then the students gradually began to have the confidence to spell the words in the song in front of other students.

In the third meeting, almost all students already had the confidence to spell the words in the song and the spelling results were quite good compared to the first meeting. However, there are still a small number of students who still have difficulty in spelling words that are unfamiliar to their ears. Then, the researcher corrected the students who had these spelling mistakes and gave examples of the correct spelling of

the words. Also at this meeting, the researcher gave a motivation for students to continue to develop themselves, especially in developing English.

The majority of students thought that this strategy made it easier for them to study. The students had a good time and enjoyed the class as well. Their enthusiasm to learn English pronunciation was clearly increased as a result of the activities in class. Furthermore, they might apply this knowledge to strengthen their fundamental English abilities as well as apply their understanding in practical situations.

After that, a post test is given to students from the results of the treatment given on the day of the previous meeting. The result obtained are very good. Most students get high scores after getting treatment through listening and imitating songs technique. Fun and comfortable learning is one of the factors that influence the increase in the student's test scores. but there are also students who get scores that do not really increase because some of the words from the song are still unfamiliar to their ears. However, the researcher overcomes this by providing examples of good and correct pronunciation and motivating students to continue learning wherever and whenever.

As the result, the conclusion of the researcher is the implementation of listening and imitating songs technique is able to improve pronunciation skill in LIBAM IAIN Parepare.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the findings of the study, The data analysis test showed that there is a significant difference between members' pronunciation skill before and after being taught through listening and imitating songs technique. It was proved by the development of mean score from 49,25 on pre-test to 86,8 on post-test, while t-test 12,06 was greater than t-table 1,729. It means that the null hyphothesis (Ho) was rejected and the alternative hyphothesis (Ha) was accepted. Therefore, listening and imitating songs technique was able to improve pronunciation skill of LIBAM's members.

#### B. Suggestion

Based on The researcher, The researcher give some suggestion as follow :

1. In learning pronunciation, the teacher is expected to be more creative and innovative in using many technique of teaching. So the student can not be bored in the class while the teacher explaining the material.
2. Using media in teaching process is needed so the students more easily undertstand the material being taught.
3. Student should always practice their pronunciation by using technique that has been taught by the researcher as much as possible.
4. The use of songs in learning English is highly recommended to be applied in English learning classroom.

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# APPENDICES



**A. Pre-test**

The researcher will provide 3 songs . The students have to listening the songs and than imitate that songs. The songs are :

1. Fly me to the moon
2. Put your head on my shoulder
3. My way

**B. Post-test**

The researcher will provide a different song, which is song called "Somewhere over the rainbow". The students have to imitate the song that has been given by the researcher. The students use VoiceNote on WhatsApp to collect their imitation of the song.

Lyrics of the songs :

Fly me to the moon

Fly me to the moon  
Let me play among the stars  
Let me see what spring is like on  
A-Jupiter and Mars  
In other words, hold my hand  
In other words, baby, kiss me  
Fill my heart with song and let me sing forevermore  
You are all I long for  
All I worship and adore  
In other words, please be true  
In other words, I love you  
Fill my heart with song  
Let me sing forevermore  
You are all I long for, all I worship and adore  
In other words, please be true  
In other words  
In other words  
I love you



## Put your head on my shoulder

Put your head on my shoulder  
 Hold me in your arms, baby  
 Squeeze me oh-so-tight  
 Show me that you love me too

Put your lips next to mine, dear  
 Won't you kiss me once, baby?  
 Just a kiss goodnight, maybe  
 You and I will fall in love (you and I will fall in love)

People say that love's a game  
 A game you just can't win  
 If there's a way  
 I'll find it somebody  
 And then this fool will rush in

Put your head on my shoulder  
 Whisper in my ear, baby  
 Words I want to hear  
 Tell me, tell me that you love me too (tell me that you love me too)

Put your head on my shoulder  
 Whisper in my ear, baby  
 Words I want to hear, baby  
 Put your head on my shoulder

## My way

And now the end is here  
 And so I face that final curtain  
 My friend I'll make it clear  
 I'll state my case, of which I'm certain  
 I've lived a life that's full  
 I traveled each and every highway

And more, much more  
 I did it, I did it my way  
 Regrets, I've had a few  
 But then again too few to mention  
 I did what I had to do  
 I saw it through without exemption  
 I planned each charted course  
 Each careful step along the byway  
 And more, much, much more  
 I did it, I did it my way

Yes, there were times I'm sure you knew  
 When I bit off more than I could chew  
 But through it all, when there was doubt  
 I ate it up and spit it out  
 I faced it all and I stood tall and did it my way

For what is a man, what has he got?  
 If not himself then he has naught  
*Not to say the things that he truly feels*  
 And not the words of someone who kneels  
 Let the record shows I took all the blows and did it my way

Somewhere over the rainbow

Somewhere over the rainbow  
Way up high  
And the dreams that you dream of  
Once in a lullaby, oh

Somewhere over the rainbow  
Bluebirds fly

And the dreams that you dream of  
Dreams really do come true-oooh-oooh

Someday I'll wish upon a star  
Wake up where the clouds are far behind me  
Where trouble melts like lemon drops  
High above the chimney tops that's where  
You'll find me, oh

Somewhere over the rainbow  
Bluebirds fly

*And the dream that you dare to*  
Oh why, oh why can't I? I

Someday I'll wish upon a star  
Wake up where the clouds are far behind me  
Where trouble melts like lemon drops  
High above the chimney top that's where you'll find me  
Oh, somewhere over the rainbow way up high  
And the dream that you dare to  
Why, oh why can't I? I

|  |   |
|--|---|
|   | <b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> |
|  | <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> |
|  | <b>FAKULTAS TARBIYAH</b>                    |
| Jln AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404<br>PO Box909 Parepare 91100,website: <a href="http://www.iainpare.ac.id">www.iainpare.ac.id</a> , email: <a href="mailto:mail@iainpare.ac.id">mail@iainpare.ac.id</a> |   |
| <b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>   |   |

Parepare, 06 Oktober 2021

Mengetahui,  
Pembimbing Utama

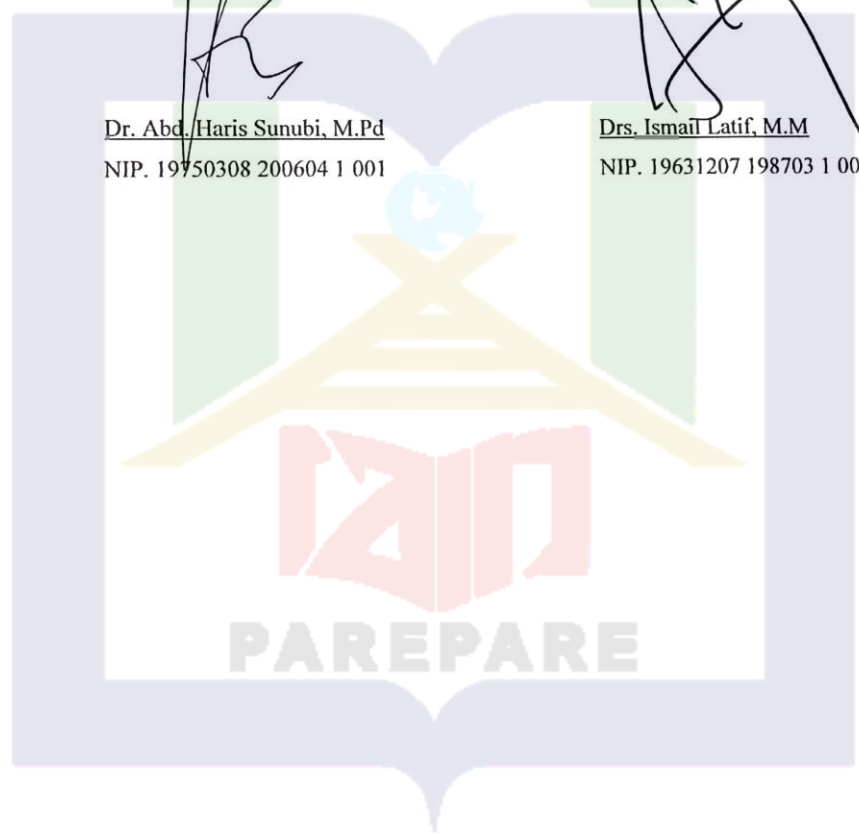


Dr. Abd. Haris Sunubi, M.Pd  
NIP. 19750308 200604 1 001

Pembimbing Pendamping



Drs. Ismail Latif, M.M  
NIP. 19631207 198703 1 003







**KEPUTUSAN  
DEKAN FAKULTAS TARBIIYAH  
NOMOR : 976 TAHUN 2021  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBIIYAH**
- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- Mengingat : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
- MEMUTUSKAN**
- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu : Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.  
2. Drs. Ismail Latif, M.M
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Dirgahayu Bustang  
NIM : 17.1300.022  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementation of Listening and Imitating Technique Through Songs in Improving Students' Pronunciation Skill in LIBAM IAIN Parepare
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 26 Maret 2021

Dekan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Amal Daku No. 08 Sumpang Parepare 91132 RR 0421) 21307 Fax 24191  
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mad@iainpare.ac.id

Nomor : B.3790/In.39.5.1/PP.00.9/12/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Dirgahayu Bustang  
Tempat/Tgl. Lahir : Parepare, 18 Agustus 1999  
NIM : 17.1300.022  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Jl. Latassakka, Kel. Lumpue, Kec. Bacukiki Barat, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

**"Improving Pronunciation Skills Of LIBAM IAIN Parepare's Members Through Listening And Imitating Songs Technique"**

Pelaksanaan penelitian ini direncanakan pada Desember Tahun 2021 s/d Januari Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 24 Desember 2021

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP000004

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

*Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id*

**REKOMENDASI PENELITIAN**

**Nomor : 4/IP/DPM-PTSP/1/2022**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
NAMA : **DIRGAHAYU BUSTANG**  
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
Jurusan : **PENDIDIKAN BAHASA INGGRIS**  
ALAMAT : **JL. LATASSAKKA TONRANGANG PAREPARE**  
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :  
JUDUL PENELITIAN : **IMPROVING PRONOUNCLATION SKILLS OF LIBAM IAIN PAREPARE'S MEMBERS THROUGH LISTENING AND IMITATING SONGS TECHNIQUE**

LOKASI PENELITIAN : **LIBAM INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **04 Januari 2022 s.d 04 Pebruari 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **03 Januari 2022**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**Hj. ST RAHMAH AMIR ST, MM**

Pangkat : **Pembina, (IV/A)**  
NIP : **19741013 200604 2 019**

**Biaya : Rp. 0.00**



**LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Sekretariat: Jl. Amal Bakti No. 08 Soreang Kota Parepare, Hp: 082 348 324 593, email: libam.iainpp@gmail.com



**SURAT KETERANGAN PENELITIAN**

Nomor : 06/LIBAM/In.39/PR/I/2022

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama : Dirgahayu Bustang

Nim : 17.1300.022

Jurusan : Tarbiyah

Prodi : Pendidikan Bahasa Inggris

Tempat/tgl.Lahir : Parepare/18 Agustus 1999

Jenis Kelamin : Laki-laki

Pekerjaan : Mahasiswa

Alamat : Jl. Latassakka Tonrangeng

Benar-benar telah melakukan penelitian dengan judul **“IMPROVING PRONUNCIATION SKILL OF LIBAM IAIN PAREPARE’S MEMBERS THROUGH LISTENING AND IMITATING SONGS TECHNIQUE”** pada tanggal 04 Januari-04 Februari 2022 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 23 Januari 2022

Mengetahui,-

Ketua LIBAM IAIN Parepare,-



RENALDI  
RA. 19.20.44



PAREPARE





## CURRICULUM VITAE



**Dirgahayu Bustang**, the writer was born on 18<sup>th</sup> August 1999 in Parepare, South Sulawesi. He is the second child from two children in his family, his father's name is Bustam Kasim and His mother's name is Sumarti. He is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. His education background, he began his study on 2004-2010 in SD Negeri 25 Parepare, and graduated on 2010.

At the same year He study in SMPN 1 Parepare and finished on 2014, then continued his study in SMKN 1 Parepare and graduated on 2017. Then continued his study in Tarbiyah Faculty of STAIN Parepare on 2017 and completed his study with the title "Improving pronunciation skill members' of LIBAM IAIN Parepare through listening and imitating songs technique"