

UNDERGRADUATE THESIS

**Using Taylor Swift's Songs to Improve Students' Pronunciation
for 8th Grade at SMPN 2 Majene**



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USING TAYLOR SWIFT'S SONGS TO IMPROVE STUDENTS'
PRONUNCIATION FOR 8TH GRADE AT SMPN 2 MAJENE

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ABSTRAK

Risdayani: Penggunaan Lagu Taylor Swift untuk Meningkatkan Kemampuan Pelafalan Siswa Kelas VIII SMPN 2 Majene. **Skripsi. Majene: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan lagu-lagu Taylor Swift dalam meningkatkan keterampilan pengucapan siswa kelas VIII SMPN 2 Majene serta mengeksplorasi persepsi mereka terhadap metode ini. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimen. Partisipan berjumlah 40 siswa tahun ajaran 2024/2025 yang terbagi menjadi dua kelompok: kelas eksperimen (VIII CIN, 20 siswa) yang diberi perlakuan menggunakan lagu-lagu Taylor Swift terpilih, dan kelas kontrol (VIII BAT, 20 siswa) yang diajar dengan metode konvensional. Instrumen penelitian meliputi pre-test, post-test, dan angket. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada nilai pengucapan kelas eksperimen, dengan rata-rata meningkat dari 46 pada pre-test menjadi 69 pada post-test, sedangkan kelas kontrol meningkat dari 49 menjadi 59. Rata-rata skor N-Gain di kelas eksperimen adalah 0.45 (sedang), sedangkan kelas kontrol hanya 0.22 (rendah). Uji Independent Sample T-test menunjukkan nilai signifikansi $0.002 < 0.05$, yang berarti terdapat perbedaan signifikan antara kedua kelompok. Selain itu, hasil angket menunjukkan bahwa rata-rata skor persepsi siswa adalah 69.9%, yang termasuk dalam kategori *Berhasil*. Hal ini menunjukkan bahwa sebagian besar siswa memberikan respon positif terhadap penggunaan lagu Taylor Swift, terutama dalam meningkatkan motivasi, kepercayaan diri, dan keterlibatan mereka dalam belajar pengucapan bahasa Inggris. Dengan demikian, dapat disimpulkan bahwa penggunaan lagu-lagu Taylor Swift efektif dalam meningkatkan keterampilan pengucapan siswa sekaligus memberikan pengaruh positif terhadap sikap mereka dalam belajar bahasa Inggris. Penelitian ini mengimplikasikan bahwa baik guru maupun pengembang kurikulum dapat memanfaatkan lagu-lagu populer sebagai alat bantu pembelajaran tambahan yang efektif untuk mendukung kemampuan pengucapan dan motivasi siswa dalam pembelajaran bahasa Inggris.

Kata Kunci : Pengucapan, Lagu – lagu Taylor Swift, Spotify.

ABSTRACT

Risdayani: Using Taylor Swift's Songs on Spotify to Improve Students' Pronunciation for 8th Grade at SMPN 2 Majene. **Undergraduate Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aimed to determine the effectiveness of using Taylor Swift's songs in improving the pronunciation skills of eighth-grade students at SMPN 2 Majene and to examine their perceptions of this method. The research employed a quantitative approach with a quasi-experimental design. The participants were 40 students from the 2024/2025 academic year, divided into two groups: the experimental class (VIII CIN, 20 students) received treatment using selected Taylor Swift's songs, while the control class (VIII BAT, 20 students) was taught using conventional methods. The instruments of this research were a pre-test, post-test, and questionnaire. The findings revealed a significant improvement in the experimental class's pronunciation scores, with the mean increasing from 46 in the pre-test to 69 in the post-test, while the control class only improved from 49 to 59. The average N-Gain score in the experimental class was 0.45 (Medium), compared to 0.22 (low) in the control class. An Independent Sample T-test showed a significance value of $0.002 < 0.05$, indicating a significant difference between the two groups. Furthermore, the results of the questionnaire demonstrated that students gave a positive response to the use of Taylor Swift's songs in learning pronunciation, with an average perception score of 69.9%, categorized as Successful. Most students reported that the songs enhanced their motivation, confidence, and enjoyment in learning English pronunciation. In conclusion, the use of Taylor Swift's songs was proven to be effective in improving students' pronunciation skills and had a positive influence on their attitudes toward learning English. This research implies that both teachers and curriculum developers can utilize popular songs as supplementary learning tools to support students' pronunciation and motivation in learning English.

Keywords : Pronunciation, Taylor Swift's Songs, Spotify.

CHAPTER I

INTRODUCTION

A. Background

Pronunciation is a crucial aspect of communication that significantly impacts comprehension. When words are pronounced accurately, it facilitates the listener's understanding (Dewi et al., 2020). Pronunciation is how language sounds are made so that the intended message is clear. It includes sounds, intonation, syllables, stress, timing, rhythm, and voice quality, as well as gestures and facial expressions connected to speaking (Kobilova, 2022a). Based on existing opinions, pronunciation is the correct way of articulating words to ensure the intended message clearly.

Therefore, incorrect pronunciation can lead to confusion or a change in meaning. Basically, pronunciation extends beyond simple repetition, it involves the integration of language skills, particularly speaking and listening. It encompasses the way a person articulates sounds and words, aiding in clear expression and comprehension (Dewi et al., 2020). Both individual sounds and features like stress and intonation work together, making pronunciation an important part of spoken language (Kobilova, 2022b). It means that incorrect pronunciation can change the meaning of a message. Therefore, it can be concluded that pronunciation is significant component in communication especially to improve speaking and listening abilities.

In Indonesia, English is regarded as a foreign language because it is not commonly used in everyday interactions. However, the Indonesian government mandates English language subject for students from elementary through high school levels (Sari, 2020). In addition, in Indonesia, difficulties arise for students when pronouncing English words due to the contrasting phonological systems between English and Indonesian (Nur Pratiwi, 2020). These two issues are face for Indonesians and it needs solution to overcome the issues, as the phonological differences between Indonesian and English make pronunciation difficult for many learners. The issue of pronunciation also occurred at SMPN 2 Majene, based on a preliminary study.

Based on the preliminary study conducted at SMPN 2 Majene, it was found that students still encounter difficulty with pronouncing English words correctly. For example, they often mispronounce "Friday" as /'frai.dei/ into "friday" as /fridai/ and "he" as /hi:/ into "he" as /hee/. they tend to pronounce words as the way it is spelled. Additionally, there are several other words that they pronounce incorrectly. This indicates that the students are lack in English and the influence of Indonesian on students' pronunciation of English words because the difference in phonetic system between Indonesian and English, where the students are not used with English words.

To gain a deeper understanding of this issue, the researcher has interviewed with one of the teachers at the school. The teacher stated that the students face difficulty in mastering English. This is due to the lack of basic English learning since elementary school level. This difficulty is also influenced by the students' native language, which is the local language Mandariness and Indonesian, lack of motivation, which make it challenging for them to pronounce English words correctly. And the teacher also mentioned that students are more engaged in learning when there are so many apps, games, songs, and activities that excite them. Therefore, it can be understood that these issues are not only from internal factors, but also by external factors, where external factors refer to the environment.

Therefore, students need a fun and practical way of teaching to engage their motivation so that in the end they can integrate themselves into English (Yanti et al., 2022). Some previous studies have dicovered that learning media is very important in learning activities. Paris et al. (2022) found the students' English ability significantly improve when they study with application. Furthermore entertaining and not dry is learning by using application other than books. (Noviasmy et al., 2023). Ilyas & Kaniadewi, (2023) also stated that music or songs can be an amazing solution for learning English.

In addition, songs have been found to assist students in language learning by helping to improve their motivation and command of the English language (Adnyani & Dewi, 2020). According to Purba et al., (2023), songs have been shown to be an effective means for learning and enhancing English language abilities. So, it can be concluded that using songs in the language learning process allows

students to develop various language skills such as listening, speaking, vocabulary, and pronunciation in an engaging way.

Therefore, the researcher chose the songs by Taylor Swift. The researcher selected this song because it is easy to pronounce and has light and easily understandable lyrics, which makes them suitable for classroom use. This choice is also supported by Yastanti & Susilawati (2020), they mentioned that Taylor Swift describes and expresses her feelings, opinions, and thoughts very clearly in her song lyrics. She uses easy to understand language and phrases combined with easy-listening music and beats, which has made her songs loved by many people.

According to Purba et al., (2023), there are several music streaming services available, such as Joox, Spotify, and YouTube. Among these, Spotify is considered the most suitable option for this situation because the application is very easy to use and its features are quite interesting. This also supported by Ilyas & Kaniadewi, (2023), they believe that spotify can improve students' pronunciation by combining Spotify Application into the teaching and learning process increased students' Pronunciation. Spotify is a digital music streaming platform that offers a broad selection of songs in English from different artists. Users can look for music by the artist, album, genre, mood, or other criteria. It also enables customized playlists and radio stations. Users have the ability to create their own playlists (Purba et al., 2023). In addition, Spotify is becoming a media with a more effective impact in line with technological developments (Putri, 2022).

However, most previous studies have not specifically used Taylor Swift's songs. In fact, Taylor Swift's songs are known for having simple lyrics, easy pronunciation, and relevance to teenage life, making them a potentially effective tool for helping students improve their pronunciation.

Based on the afore mentioned background, the title of this research can be formulated as "***Using Taylor Swift's Songs to Improve Students' Pronunciation for 8th Graders at SMPN 2 Majene***" This research is expected to offer significant benefits to educators, researchers, and education practitioners in endeavors to enhance students' English pronunciation skills in this digital era.

B. Identification of the Problem

Based on the background study above, several problems may arise.

1. Difficulty in pronouncing English words.
2. Lack of English usage or knowledge.
3. Low motivation.
4. Influence of local language and Bahasa Indonesia.

C. Problem Limitation and Formulation

In this research, to maintain alignment with its objectives and considering the researcher's limitations, available resources, and time constraints, specific boundaries are established to ensure the study is carried out effectively and remains focused. The research is limited to examining the use of Taylor Swift's songs in improving students' English pronunciation and exploring their perceptions of this learning method within the English learning process at SMPN 2 Majene.

The participants of this study are 8th-grade students from SMPN 2 Majene, selected following discussions with the English teacher regarding the class's needs and learning interests. Based on these discussions, the research seeks to answer the following questions:

1. Do Taylor Swift's songs effectively improve English pronunciation among 8th-grade students at SMPN 2 Majene?
2. What are the students' perceptions towards the use of Taylor Swift's Songs in Improving English Pronunciation among 8th-grade Students at SMPN 2 Majene?

D. Research Objectives

The research statement states that the study aims to:

1. To evaluate the effectiveness of using Taylor Swift's songs in Improving English Pronunciation among 8th-grade Students at SMPN 2 Majene.
2. To assess the students' perceptions towards the use of Taylor Swift's Songs in improving English Pronunciation among 8th-grade Students at SMPN 2 Majene.

E. The Significances of Study

The results of this study are expected to have theoretical and practical applications:

a. Theoretically

The findings of this research are anticipated to benefit 8th-grade students at SMPN 2 Majene by providing engaging Taylor Swift's songs media using the Spotify application to address their English pronunciation challenges during the learning process, particularly in pronunciation. Additionally, it is expected that this research will also serve as a useful reference for future researchers who may utilize this technique, as well as contribute to the additional literature in the classroom.

b. Practically

The results of this study are expected to be used by teachers in teaching pronunciation. The Researcher hopes that teachers will utilize this English song media in teaching pronunciation. Therefore, the Researcher also hopes that this English song media will be useful for high schools to assist in teaching students English pronunciation. Thus, students are expected to understand more easily and with high expectations.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter discusses the findings presented in the Research Findings section by interpreting the data and linking it to relevant theories and previous studies. From the research that has been conducted on the use of Taylor Swift's songs through Spotify to improve pronunciation skills of eighth-grade students at SMPN 2 Majene in the 2024/2025 academic year, and based on the findings from the data analysis and the discussion of results in the previous chapter, the researcher concludes that:

1. The Effectiveness of Taylor Swift's Songs on Students' Pronunciation

Pronunciation learning using Taylor Swift's songs has proven to be an effective method compared to conventional teaching. This effectiveness is evidenced by the significant increase in the experimental class's average score from 46 to 69 and the rise in students achieving the minimum competency criteria (KKM) from 15% to 50%. In contrast, the control class only improved from 49 to 59, with a smaller increase in students meeting the KKM from 20% to 30%. The N-Gain analysis further confirmed the greater effectiveness of this method, with the experimental class achieving a medium category (0.45) compared to the control class's low category (0.22). The independent sample t-test ($p = 0.002$) also demonstrated a statistically significant difference between the two groups, strengthening the conclusion that the use of songs has a real and meaningful impact on pronunciation skills. This effectiveness can be explained by the way songs enhance motivation, provide authentic pronunciation models, and reinforce vocabulary retention through natural repetition, making the learning process more engaging, enjoyable, and productive.

2. Students' Perceptions

Based on the results of a questionnaire consisting of 20 statements administered to 20 students in the experimental group, it can be concluded that students responded positively to the use of Taylor Swift's songs in pronunciation learning. This is reflected in the average student perception score of 69.9%. Further analysis of the indicators shows 73.2% positive responses for

Acceptance and 73.9% for Evaluation, which are categorized as Successful according to Sukendra's (2020) classification. The data indicate that the majority of students found learning pronunciation through songs to be enjoyable, motivating, and helpful in improving their pronunciation skills. Therefore, it can be concluded that the use of Taylor Swift's songs in English pronunciation learning is effective and contributes to improved student learning outcomes.

B. Suggestion

Based on the conclusion, the researcher would like to provide some suggestions related to this study for teachers, students, and other researchers. The suggestions are as follows:

1. For English Teachers

Teachers are encouraged to integrate popular English songs, such as those by Taylor Swift, into pronunciation lessons as supplementary materials. Songs should be selected based on students' age, language proficiency level, and interests to ensure maximum engagement and learning outcomes. While Spotify or other platforms can be used to facilitate playback and display lyrics, the focus should remain on the pedagogical value of the songs themselves.

2. For Students

Students are advised to make use of songs as a self-learning resource outside the classroom. Listening to and singing along with English songs can help improve pronunciation, intonation, and vocabulary retention in an enjoyable and less stressful way.

2. For Future Researchers

Future research could examine songs from different artists, genres, or languages to evaluate their effectiveness in improving pronunciation. Other aspects of speaking, such as fluency or accuracy, could also be explored, and the method applied to larger samples or different educational levels. Since this study involved only four sessions with a small sample, extending the treatment duration and including more participants is recommended to gain a clearer understanding of its long-term impact on students' pronunciation skills.

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