

## THE STUDENTS' ACHIEVEMENT IN PRONOUNCING ENGLISH SONG USING SMULE APPLICATION

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APA Citation: Khoiriyah, H., Waris, A. M., & Juhansar, J. (2018). The students' achievement in pronouncing English song using *Smule* application. *Indonesian EFL Journal*, 5(1), 45-58. doi: 10.25134/ieflj.v5i1.1610.

Received: 19-09-2018

Accepted: 21-11-2018

Published: 01-01-2019

**Abstract:** The development of science and technology forces academics to be more creative in the teaching- learning process to achieve a better quality of education. *Smule* application as a part of science and technology development should be used effectively and creatively as a tool in that process especially in English education field. Therefore, this research aims at describing the students' achievement in pronouncing English song using *Smule* application and finding out the factors influencing students' achievement in pronouncing English song using *Smule* application. This research used quantitative data with descriptive statistical approach. The data were collected through English pronunciation test and questionnaire. The English pronunciation test was used to collect the data related to students' English pronunciation achievement and the questionnaire was used to find out the factors influencing students' English pronunciation achievement. The results showed that the mean score of students' achievement in pronouncing English song using *Smule* application was 3.81 or almost good. It was influenced by the low frequency in practicing pronunciation, the difficulty to balance singing karaoke and music instruments on fast song tempo, and the lack of using *Smule* application to sing karaoke.

**Keywords:** *achievement; English song; pronunciation; smule application; university students.*

### INTRODUCTION

Pronunciation is important in communication. Yet, there are some students choose to speak nothing because they do not know what to say and do not have confidence to produce the correct English pronunciation unlike writing where students are expressing and developing idea in a written form not in spoken form (Utami, Pabbajah, & Juhansar, 2018, p. 115). If these happen for a long time, they will never build a good communication in English. A communication will run well when someone

can use language properly by combining and synthesizing facts and ideas (Juhansar, *et al.*, 2016, p. 88). As Backley (2015) said, the listener sometimes makes quick judgment about the speaker's pronunciation. If the pronunciation is poor, so it can break the overall language level. It indicates that we cannot omit those pronunciation features to deliver a clear and a good communication.

To understand English pronunciation well, students need to practice it more and more. To practice English pronunciation, students can use English song. Song is sound

art which combines music composition and text or lyric. According to Encyclopedia of Americana (1998) in Farhati (2011), song refers to “the musical work which is set to poetic text, with equal importance given to the music and the words” (p.21). Basically, the composer writes song not only to deliver the message or feeling but also to entertain the listener. In singing a song, between lyrics and the instrument of music should be balanced by following the rhythm or tempo. Tempo refers to ‘time’ or ‘musical time’ (Drum, n.d.). It becomes the most important ingredient in creating music. There are three main tempos in music, namely slow, medium, and fast tempo. Each tempo has range of beats per minutes which popular with *bpm* (beat per minutes) that indicates the measurement of total beat that happens in a minute.

To learn English pronunciation through song, it must be based on the proper song's selection. The selection of song for learning English pronunciation is different in each educational level. The slow song (40-76 *bpm*) might be used for elementary, medium song (80-106 *bpm*) is for junior high school, moderate pace (108-116 *bpm*) could be used in senior high school. For university level, it is better to use fast song (120-220 *bpm*) rather than slow or medium song. According to Voldánová (2017), to concern the vocabulary and pronunciation from song, students are better to be challenged to sing the fast song, because it can force students to listen the song carefully. Fast song is considered challenging especially for English Education Department students in exercising or learning pronunciation because they must keep up with the rhythm.

Song is usually found and listened when someone is watching TV, listening to radio, and streaming on the internet. Yet, since internet has been providing many things, song can also be found easily there. Nowadays, everyone has smartphone which connects to the internet, so songs can be searched through smartphone applications, such as Spotify Music, Joox Application, Apple Music, SoundCloud, etc. By the time

goes by, a music streaming application is getting upgrade for better quality and feature. For instance, *Joox* application which is used by people as the music streaming application has been upgraded. It is not only to stream music, but also to sing karaoke where it provides many genres of song powered by *Smule* application. *Smule* is an application allowing the user to sing karaoke, play guitar and piano through smartphone (Woo, 2016, p. 1). All ages of music's lovers whether students or not, younger or older can use it as a medium to sing karaoke easily.

Karaoke is originally coming from Japanese which means singing without live orchestra (Ruismäki, Antti, & Kimmo, 2013, p. 1222). Karaoke by using *Smule* application can be done solo, duet (pair), and group. The difference between *Joox* application and *Smule* application are on the features availability. According to Apkmb (2018), there are several advantage features of *Smule* application that one can use to sing a song. The *first* is self-recording option with video. *Smule* application is not only audio recording but also video recording application. User can use video filter to make his/her face looks brighter when he/she is recording his/her video. *Second*, sing like a star with audio effect. The users having bad voice do not need to worry when they would like to sing because *Smule* application provides professional features to edit voice easily. Users can edit their own voice by applying effects which is available as they need. *Third*, share on the global platform. Some persons have social media to inform their activity to their social media's friends. They may share or promote themselves, as they have ability to sing. They could record their voice and video when they are singing and then share it globally through social media, like *Facebook*, *Twitter*, *Instagram*, and *WhatsApp Messenger*. *Fourth*, duet with featured artists. It becomes prior feature of *Smule* application to sing karaoke with many artists without meeting directly. It is a prior feature where other application does not.

*Fifth*, collaboration with the original singer. *Smule* application presents different experience by providing collaboration singing with the original singer. It makes the singer fans can sing together with their favorite singer.

Yet, *Smule* application also has disadvantages based on the information found in *Smule* application. Some of the disadvantages are; 1) users should pay about IDR 24.000/month to be a VIP member, 2) not all songs can be sung soloist, 3) users must cost the VIP for it, not all artists or singers are using *Smule*, so it limits the user to sing collaboration with original singers of the song, and 4) has many ads - the annoying ads usually appear when the user open the application and or when user has done singing karaoke.

To sing karaoke using *Smule* application, the user should sing his/her lyrics part. If user sings as solo, the lyrics will not have different color. Meanwhile, for the collaboration singing, the user will be directed to sing the blue lyrics part, the partner of duet will be directed to sing the grey lyrics part, and orange for singing the lyrics together. If the user sings the song properly, such as good in the intonation, stars show how excellent the intonation appear when singing. People are free to choose what song they want to sing whether it is local or international songs. There are many international songs. One of them is English song. While they are singing and enjoying the English songs, they also can acquire and/or learn foreign language. Indeed, user can duet karaoke with artists, such as joining karaoke 'Say You Won't Let Go with James Arthur', 'Flash Light with Jessi J', 'We Don't Talk Anymore with Charlie Puth', 'Treat You Better with Shawn Mendes' and many more.

In relation to this research, there were some previous researches having similar topic which have been conducted before. First, research conducted by Rengifo's (2009) showed that karaoke was a lot of fun in which the students' pronunciation advanced greatly. Second, Farhati (2011)

focused on explaining the effectiveness of using English songs as a medium to enhance students' ability in pronouncing the English voiced plosive consonant (b, d, g) sounds. Third, a research conducted by Manik (2015) showed that the mean score of post-test is higher than pre-test score meaning that English song is an effective medium to improve students' mastery in pronunciation.

Basically, the English words will be easy to pronounce if students listen to correct English pronunciation and practice it frequently and repeatedly. Pronouncing English words well is little bit difficult because students tend not to comprehend the pronunciation deeply. One way to make students listen and practice the pronunciation easily is by singing. Therefore, this research aims at finding out the information about students' achievement in pronouncing English song using *Smule* application and the factors influencing their achievement. Indeed, pronunciation here is limited to segmental features (vowels and consonants) and suprasegmental features (intonation, word stress, and rhythm). To achieve those purposes, this research attempts to address the following research questions: 1) What is students' achievement in pronouncing English song using *smule* application? and 2) What factors are influencing students' achievement in pronouncing English song using *Smule* application?

## METHOD

To achieve the aims of this research, the researchers used quantitative research data with descriptive statistical approach as the research design. It deals with the data about the students' achievement in pronouncing English song using *Smule* application, and the factors influencing students' pronunciation achievement. According to Ary, Lucy, Chris, & Asghar (2010), "Descriptive statistic procedure is basically a method of handling quantitative information; this procedure enables researchers to organize, summarize, and describe observation data" (p. 101).

Furthermore, the participants of this research were fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta (UTY) in the academic year 2017/2018. The participants consist of twelve (12) students; four (4) males and eight (8) females. They were from one class. Indeed, the researchers selected all (12) students as participants in this research.

In collecting data, the researchers used two instruments, namely English pronunciation test and questionnaire. English pronunciation test was used to find out data on students' achievement in pronouncing English song that was practiced through duet singing using *Smule* application, while questionnaire was used to find out data on factors influencing students' English pronunciation achievement using *Smule* application. In collecting the data, the pronunciation test was conducted to the students by practicing singing the chosen English song using *Smule* application. The researchers contributed the lyric of the English song with phonetic transcription to the participants. Participants were given time for a week to prepare well on singing, such as identifying and understanding the song and the lyric before singing and recording video in form of documentation. The pronunciation test data were given score based on five (5) pronunciation practice skill scoring classifications. Related to the scoring process, the researchers gave score on the segmental features; vowels and consonants and suprasegmental features; intonation, word stress, and rhythm (Ma, 2015, p. 34; Gilakjani, 2012, pp.120-122). The pronunciation test which was collected in the form of video recording then analyzed using the following formula which is adopted from Riduwan and Sunarto (2013, p. 38):

$$\text{Mean } (\bar{X}) = \frac{\sum X_i}{n}$$

Where  $\bar{X}$  = the symbol of mean  
 $X_i$  = the summation of each data  
 $n$  = total students

After conducting English pronunciation test, the students were asked to respond to

the questionnaire by determining the factors influencing their achievement in pronouncing English song using *Smule* application. The researchers used close-ended questionnaire consisting of 20 items with four (4) options to choose. It was started by explaining what to do with the questionnaire before asking the students to respond it. Based on the way to administrate the questionnaire, the researchers used mail questionnaire distribution to make it more effective and efficient. To administrate the questionnaire, the researchers contacted the participants one by one via WhatsApp Messenger application because they were in their semester's holiday where the researchers could not meet them up to contribute and to collect the data. The questionnaire data finding were calculated by using the following formula which is adapted from Riduwan and Sunarto (2013, p.23):

$$\frac{f}{n} \times 100\%$$

Where  $f$  = the frequency of the answer

$n$  = total number of respondent

## **RESULTS AND DISCUSSION**

The discussions on data finding are divided into two subsections following the research questions and the aims of the research. The first subsection is about students' achievement in English pronouncing and the second is about factors influencing students' achievement in pronouncing English song using *Smule* application.

### **The students' achievement in pronouncing English song using *Smule* application**

Before conducting the pronunciation test, the researchers did several steps to ensure the work of the test. Here, the participants were asked to record duet English singing song with the original native singer of English using *Smule* application in the form of video. They sang in duet singing "Treat You Better" with Shawn Mendes, the native singer of English. It is fast song tempo with 220 *bpm*. The following picture is the

capture of student' video recording when she was duet singing with the original native singer of English:



Figure 1. Duet singing "Treat You Better" song using Smule application

In this stage, the researchers present the data that have been collected to be analyzed and discussed. Before that, the researchers determined the score of each feature. The researchers focus on segmental features, namely vowels (F1) and consonants (F2); and suprasegmental features, such as intonation (F3), word stress (F4), and rhythm (F5). The students' pronunciation would be said as *excellent* if the score is five (5), and *poor* if the score is one (1). To make it clear, the researchers present the frequency of students' achievement in each part using the English pronunciation test as follows.

Table 1. Score of students' English pronunciation test

No	Participants Number	Score					Total	Mean
		F1	F2	F3	F4	F5		
1	005	4	4	4	5	4	21	4.2
2	006	3	4	5	4	5	21	4.2
3	007	3	3	4	4	4	18	3.6
4	008	4	4	5	5	5	23	4.6
5	009	5	5	5	4	4	23	4.6
6	010	3	4	4	4	4	19	3.8
7	013	2	2	2	2	2	10	2
8	015	4	4	5	5	5	23	4.6
9	016	3	3	4	3	3	16	3.2
10	017	3	3	4	4	4	18	3.6
11	018	3	3	3	3	3	15	3
12	022	4	4	5	5	5	23	4.6
<b>Total</b>		<b>41</b>	<b>43</b>	<b>50</b>	<b>48</b>	<b>48</b>		

Table 2. The work of Table 1; Students' English pronunciation test

No	Achievement Classification	Score (x)	Score					F1 (x)	F2 (x)	F3 (x)	F4 (x)	F5 (x)
			F1	F2	F3	F4	F5					
1	Excellent	5	1	1	5	4	4	5	5	25	20	20
2	Good	4	4	6	5	5	5	16	24	20	20	20
3	Average	3	6	4	1	2	2	18	12	3	6	6
4	Poor	2	1	1	1	1	1	2	2	2	2	2
5	Very Poor	1	-	-	-	-	-	-	-	-	-	-
<b>Total</b>			<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>41</b>	<b>43</b>	<b>50</b>	<b>48</b>	<b>48</b>

Table 3. The mean score of students English pronunciation test

No	Features	X (score summation)	n (Number of Students)	$\bar{X}$ (Mean)
1	Vowels (F1)	41	12	3.41
2	Consonants (F2)	43	12	3.58
3	Intonation (F3)	50	12	4.10
4	Word Stress (F4)	48	12	4.00
5	Rhythm (F5)	48	12	4.00
<b>Total</b>				<b>19.09</b>
<b>Overall Mean Score</b>				<b>3.81</b>

Those are the result of mean score on work table. It shows that the mean score of vowels (F1) is 3.41 and the consonant (F2) is

3.58. It indicates that the mean score of segmental feature is 3.49 or *average*. Meanwhile, the suprasegmental feature is

*good*. It is proven by the mean score of intonation (F3) is 4.10, word stress (F4) is 4.00, and the rhythm (F5) with mean score 4.00. The mean score for suprasegmental feature is 4.03. Indeed, the researchers conclude that the achievement of twelve (12) students of fourth semester of English Education Department, Faculty of Education, University of Technology Yogyakarta in academic year 2017/2018 in pronouncing English song using *Smule* application is 3.81 which includes on *above average* category. Based on the results, the researchers are interested to see the factors influencing their achievement.

**The factors influencing students' achievement in pronouncing English song using *Smule* application**

Based on the result of pronunciation test above, the researchers believe that there are some factors influencing the students' achievement in pronouncing the English song. Those factors are explained based on the results of questionnaire that has been responded by the students. This is a close-ended questionnaire which consists of 20 items, and it was analyzed individually. The analysis result is described below.

Table 4. *Students' opinion about their own pronunciation*

No	Classification	Frequency	Percentage
1	Excellent	-	-
2	Good	2	16.67%
3	Average	8	66.66%
4	Poor	2	16.67%
<b>Total</b>		<b>12</b>	<b>100%</b>

Table 4 shows that none of students who consider his pronunciation is excellent. There are 2 or 16.67% of 12 students think that they have *good* pronunciation; most of students or 8 (66.66%) students believe that

their pronunciation is *average*; and 2 or 16.67% students claim having *poor* pronunciation. By those results, they seem happy with their ability as proven in the following table.

Table 5. *Students' feelings when they are listening to their English words pronunciation*

No	Classification	Frequency	Percentage
1	Very Happy	2	16.67%
2	Happy	7	58.33%
3	Unhappy	2	16.67%
4	Don't Care	1	8.33%
<b>Total</b>		<b>12</b>	<b>100%</b>

Table 5 shows the students' feeling when they are listening to their own pronunciation. There are 2 or 16.67% students feel *very happy* with it; 7 or 58.33% of 12 students state they are *happy*; 2 or 16.67% students

feel *unhappy*; and only 1 or 8.33% student state *don't care* about his/her pronunciation. The following table tells about the students' frequency in listening to English song 1.

Table 6. *Students' frequency in listening English song 1*

No	Classification	Frequency	Percentage
1	Always	7	58.33%
2	Sometimes	4	33.33%
3	Seldom	1	8.33%
4	Never	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

Table 6 shows that from 12 students, there are 7 (58.33%) students who *always* listen to English song; 4 or 33.33% of 12 students only listen it *sometimes*; 1 (8.33%) student shows that the intensity of listening

to English song is *seldom*; but none of students who *never* listen it. It is supported by Table 7 which shows the time frequency of students in listening to English song 2 as follows.

Table 7. *Students' time frequency in listening to English song 2*

No	Classification	Frequency	Percentage
1	Every Day	7	58.33%
2	Twice A Week	2	16.67%
3	Once A Week	1	8.33%
4	Not at All	2	16.67%
<b>Total</b>		<b>12</b>	<b>100%</b>

In line with Table 6, Table 7 proves that 7 or 58.33% students listen to English song *every day*. There are 2 (16.67%) students mention that they usually listen to English song *twice a week*. 1 or 8.33% student states that he/she listens to English song only *once a week*; and 2 or 16.67% students claim *not*

*at all* which indicates that they listen to English song out of the available options or even they do not listen to. To know the time frequency of students in listening to English song in a day, the researchers present the following table.

Table 8. *Students' time frequency in listening to the English song in a day*

No	Classification	Frequency	Percentage
1	More than One Hour	7	58.33%
2	One Hour	1	8.33%
3	Half an Hour	3	25.00%
4	Not at All	1	8.33%
<b>Total</b>		<b>12</b>	<b>100%</b>

Based on Table 8, we can see that 58.33% or 7 from 12 students can spend *more than one hour* in a day to listen the English song. It seems that a song has been an additional part of their life accompanying their daily activities. Meanwhile, 1 student

or 8.33% do it for *one hour*; 3 of 12 (25.00%) students only spend *half an hour* to listen; and 1 (8.33%) said *not at all*. The following table shows how students' opinion related to the native singer of English pronunciation in singing the English song.

Table 9. *Students' opinion about the native singer of English pronunciation*

No	Classification	Frequency	Percentage
1	Excellent	5	41.67%
2	Good	6	50.00%
3	Average	1	8.33%
4	Poor	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

As non-native speaker of English, Indonesian students tend to point out the native English singer as their paragon in pronouncing the English words or sentences. We can see in Table 9, among 12 students, there are 6 (50.00%) students think that the native singer of English has *good* pronunciation. The 5 or 41.67% students

consider that it is *excellent*; 8.33% or 1 student state that it is *average*. None of students thinks the native singer of English have *poor* pronunciation. Table 10 presents the students' reaction when they are listening to the native singer of English pronunciation.

Table 10. *Students' feeling when native singer of English pronounces English words*

No	Classification	Frequency	Percentage
1	Very Happy	5	41.67%
2	Happy	6	50.00%
3	Unhappy	-	-
4	Don't Care	1	8.33%
<b>Total</b>		<b>12</b>	<b>100%</b>

From Table 10, we can see that 5 (41.67%) students state *very happy*, 50.00% or a half of 12 students feel *happy*, none of students who is *unhappy* to listen the native singer of English pronunciation, and 1

(8.33%) student states that he/she *doesn't care* about it. Table 11 below presents the students' reaction in singing the English song.

Table 11. *Students' interest to sing the English song*

No	Classification	Frequency	Percentage
1	Very Interested	3	25.00%
2	Interested	8	66.67%
3	Less Interested	1	8.33%
4	Not Interested	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

As English Education Department students, their attraction to sing English song is high enough. It shows that there are 8 of 12 or 66.67% students who state that they feel *interested* to do it. There are 3 or 25.00% students are *very interested*; and

only 1 or 8.33% student feels *less interested*. There is none of students who is *not interested* in it. Next, the researchers present the pronunciation frequency of English Education Department as in the following table.

Table 12. *Students' frequency in practicing English pronunciation*

No	Classification	Frequency	Percentage
1	Always	-	-
2	Sometimes	2	16.67%
3	Seldom	10	83.33%
4	Never	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

Data in Table 12 contrasts with data in Table 11 where most of students are interested in singing English song. As it can be seen in Table 12, there are only 2 (16.67%) students who state that they *sometimes* practice English words, and the others 10 (83.33%) students state *seldom* practice the English words pronunciation.

Then, none of students who states *always* and *never*. It indicates that students only like to listen to English song as shown in Table 6, 7, and 8, rather than to practice the English words pronunciation. The following table presents the students' opinion about practicing pronunciation through English song.

Table 13. *Students' opinion about pronouncing English words through English song*

No	Classification	Frequency	Percentage
1	Strongly Agree	4	33.33%
2	Agree	7	58.33%
3	Disagree	1	8.33%
4	Strongly Disagree	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>



Table 13 shows that 4 of 12 or 33.33% students *strongly agree* that English song is a good medium to practice English pronunciation; 7 (58.33%) students mention *agree*; 1 or 8.33% student claim *disagrees*;

and none of students *strongly disagree* with that statement. The following table presents the students' opinion related to song genre which is easy to sing.

Table 14. *Students' opinion about the tempo of song that is easy to sing*

No	Classification	Frequency	Percentage
1	Slow	5	41.67%
2	Medium	6	50.00%
3	Fast	1	8.33%
4	Not at All	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

From Table 14, it can be seen that there are 50.00% or 6 students consider that *medium* song tempo is easy to sing. The students who like *slow* song tempo to sing is 5 or 41.67% students. Meanwhile, from 12 students, there is only 1 (8.33%) student who states that *fast* song is the easiest song tempo

to sing than *slow* and *medium*. It indicates that all song tempos can be reached to sing by the students because none of students who mentions *not at all* as their opinion about it. Next, Table 15 presents students' recognition about *Smule* application.

Table 15. *Students' recognition about Smule application*

No	Classification	Frequency	Percentage
1	Yes	10	83.33%
2	No	2	16.67%
<b>Total</b>		<b>12</b>	<b>100%</b>

Based on Table 15, we can see that 10 out of 12 students state that they know *Smule* application. It indicates that *Smule* application has been familiar for them. There

are two or 16.67% of students do not know about it. Students' frequency in using *Smule* application is shown in Table 16.

Table 16. *Students frequency in using Smule application to sing karaoke*

No	Classification	Frequency	Percentage
1	Always	-	-
2	Sometimes	2	16.67%
3	Seldom	9	75.00%
4	Never	1	8.33%
<b>Total</b>		<b>12</b>	<b>100%</b>

Table 15 is in contrast with Table 16. Table 15 shows that most of students know about *Smule* application but if we look at Table 16, there are only 2 students or 16.67% who state *sometimes*, 1 (8.33%) student states *never*, and most of students are *seldom* using *Smule* application to sing karaoke. It is proven by the 9 or 75.00% of

students who state *seldom* and no student said *always*. Based on the research, it can be concluded that even though students know *Smule* application, it does not mean that they will use it to sing karaoke or to practice pronouncing the English song. Table 17 presents the students' experience in using *Smule* application.

Table 17. *Students' opinions about Smule application as medium to practice pronunciation*

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8.33%
2	Agree	10	83.33%
3	Disagree	1	8.33%
4	Strongly Disagree	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

Based on students' experience in using *Smule* application, there are 10 of 12 students who *agree* with the statement that *Smule* application is a good application to practice English pronunciation. It is proven by the result on Table 17 that 10 students or

83.33% *agree* about it. The others *strongly agree* and *disagree* with each percentage is 8.33% or 1 student and no students *strongly disagree*. The following table presents the students' motivation to use *Smule* application.

Table 18. *Students' motivation to use Smule application in practicing pronunciation*

No	Classification	Frequency	Percentage
1	Strongly Agree	-	-
2	Agree	7	58.33%
3	Disagree	5	41.67%
4	Strongly Disagree	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

We can see from Table 18, there are about 58.33% or 7 students *agree*; and 5 (41.67%) students *disagree*. None of students who *strongly agrees* and *strongly disagrees* about *Smule* application as a medium to increase their motivation in

pronouncing English words or sentences through English song. To know students' reaction about pronouncing English song by using *Smule* application, the researchers present the result of questionnaires' item in the following table.

Table 19. *Students' reaction in pronouncing English song using Smule application*

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8.33%
2	Agree	10	83.33%
3	Disagree	1	8.33%
4	Strongly Disagree	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

Table 19 shows that most of students *agree* that pronouncing English song using *Smule* application is not boring. It is shown by the 10 students or 83.33% who *agree* about it. The other students mention that

they *strongly agree* and *disagree* with similar percentage 8.33% or 1 student; and none of students *strongly disagree* about it. Next, the students' view about *Smule* application is shown in the following table.

Table 20. *Students' opinions on duet singing using Smule application helps to imitate good pronunciation*

No	Classification	Frequency	Percentage
1	Strongly Agree	3	25.00%
2	Agree	8	66.67%
3	Disagree	1	8.33%
4	Strongly Disagree	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

According to students' opinion as in Table 20, duet singing with an English native singer helps students to imitate good pronunciation. It is proven by 8 of 12 or 66.67% students who *agree* with that statement. 3 or 25.00% students *strongly*

*agree*; 1 (8.33%) student *disagrees*; and none of students *strongly disagree* about it. Next, the researchers present the data about imitating native singer of English which is shown in the following table.

Table 21. *Imitate the native singer of English pronunciation makes students be better in pronouncing English words*

No	Classification	Frequency	Percentage
1	Strongly Agree	-	-
2	Agree	8	66.67%
3	Disagree	3	25.00%
4	Strongly Disagree	1	8.33%
<b>Total</b>		<b>12</b>	<b>100%</b>

As it can be seen in Table 21, most of students agree that imitating native singer of English help them to have a good and correct English pronunciation. It is supported by 66.67% or 8 students who *agree* to the statement. Students who *disagree* with the statement are 3 or 25.00%;

and who *strongly disagrees* about it is 8.33% or 1 student. None of students states *strongly agree* that imitating native singer of English help his/her English pronunciation be better. The following table presents the students' experience in using *Smule* application to sing karaoke.

Table 22. *Students' experience in using Smule application to sing karaoke*

No	Classification	Frequency	Percentage
1	Very Interested	1	8.33%
2	Interested	7	58.33%
3	Less Interested	1	8.33%
4	Not Interested	3	25.00%
<b>Total</b>		<b>12</b>	<b>100%</b>

Regarding to students' experiences in using *Smule* application shown in Table 22, there are 7 of 12 or 41.67% students who *interested* in using *Smule* application. It happens because *Smule* supports the singing activity with its features. Meanwhile, 1 or 8.33% student states *very interested* and 1 (8.33%) student mentions *less interested*.

Even though Table 20 shows that most of students do not feel bored when using *Smule* application, it does not work in this case. There are 3 (25.00%) students who are *not interested* in using *Smule* application. The following table shows students' opinion about *Smule* application to pronounce English song.

Table 23. *Students' opinions about Smule application to pronunciation (helpful or not)*

No	Classification	Frequency	Percentage
1	Strongly Agree	-	-
2	Agree	7	58.33%
3	Disagree	5	41.67%
4	Strongly Disagree	-	-
<b>Total</b>		<b>12</b>	<b>100%</b>

Table 23 shows that most of students agree that *Smule* application helps them in achieving better English pronunciation. It is proven by 7 or 41.67% students who *agree*;

5 (41.67%) students *disagree*; and none of students states *strongly agree* and *strongly disagree* about it.

Based on the questionnaire data analysis, the researchers explore some factors which are influencing the students' achievement in pronouncing English song using *Smule* application. There are 3 factors influencing the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song. *First*, table 12 (item 9) shows that 10 of 12 or 83.33% students mention *seldom* to pronounce English song using *Smule* application. It indicates that the students' frequency in pronouncing English words or sentences is lack. They only like to listen rather than to pronounce it. Hence, to have good pronunciation, students need to not only listen to the English song, but also practice it. *Second*, based on the selection of song tempo, learning pronunciation through song for university students should use fast song tempo. Yet, Table 14 (item 11) shows that 6 or 50.00% students choose *medium* as the easiest songs tempo to sing. It means that students cannot follow or balance with the determined song tempo. *Third*, most of students on item 17 (Table 20) agree that imitating a native singer of English pronunciation helps their English pronunciation be better. Yet, Table 16 (item 13) proves that 9 or 75.00% students *seldom* use *Smule* application to sing karaoke. They should use *Smule* application more frequently because only in *Smule* application they can sing and imitate the pronunciation through singing duet with the native singer of English.

## CONCLUSION

Based on the data analysis of students' mean score and questionnaire that have been presented and discussed, it is found that the mean of segmental features' score; vowels (F1) is 3.41 and consonants (F2) is 3.48. Both are included into the *average* category. Meanwhile, for the mean of suprasegmental features' score is *good*. It is proven by intonation (F3) is 4.10, word stress (F4) is 4.00, and the rhythm (F5) is 4.00. Based on

the segmental and suprasegmental features mean score, the overall mean score for students' pronunciation is 3.81. Thus, it can be concluded that the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song was *almost good* or equal to 3.81. Furthermore, the researchers found 3 (three) factors influencing the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song using *Smule* application. *First*, students have low frequency in practicing English pronunciation. *Second*, students feel it is difficult to balance singing karaoke and music instruments on fast song tempo. *Third*, students lack of using *Smule* application to sing karaoke.

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*The students' achievement in pronouncing English song using Smule application*