ENHANCING ENGLISH PRONUNCIATION STRESS PATTERNS THROUGH LYRIC-BASED SONG ON SPOTIFY

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ABSTRACT

This study investigates the use of songs with moving lyrics on the Spotify app as a medium to improve the pronunciation skills of first-grade vocational high school students. This classroom action research was conducted at SMK TI YPML and employed pre-tests, post-tests, observation checklists, and questionnaires to evaluate the effectiveness of the intervention. The results showed the effectiveness of using songs with moving lyrics on the Spotify app to enhance English pronunciation skills, specifically focusing on stress patterns among students, conducted through a single cycle approach. Pre-test results revealed a mean score of 52, with 80% of students below the competency benchmark of 66. Post-test scores improved significantly, with the average rising to 63 and 60% of students meeting the learning objectives. Observational data indicated high levels of attendance, involvement, and enjoyment, while questionnaire responses showed a good understanding of pronunciation concepts, despite some challenges in engagement and specific sound articulation. These findings demonstrate the positive impact of innovative teaching methods on pronunciation skills, particularly in mastering stress patterns, while also highlighting the need for additional support for struggling students.

Keywords: Pronunciation, Stress Patterns, Songs, Spotify, EFL

Introduction

In the seventh semester, all students participating in educational programs must complete a *teaching practicum*, also known as *Praktik Pengalaman Lapangan (PPL)*. This program provides an opportunity for aspiring teachers to get practical experience and build professional skills. As a program participant, the writer administered the PPL at a private vocational high school for two months. The experience gave me significant insights into the difficulties students have when learning English, particularly in terms of pronunciation.

When asked to read aloud in English during the PPL, the writer found that the students was frequently missing confidence. This lack of confidence was compounded by their limited vocabulary, and barely listening to English content which made it difficult for them to pronounce unfamiliar words correctly. The significance of English as a lingua franca leads to substantial changes in language curriculum design

in Indonesia, and one of them is making English one of four compulsory subjects to be tested in the national exam in Indonesia (Jaelani, 2021). A key contributing factor to this issue was the absence of role models or structured guidance in pronunciation practice. Studies have shown that Inaccurate pronunciation might lead to ineffective communication. Furthermore, awareness of pronunciation will confer advantages in both the production and comprehension of spoken language (Shofa Tsuraya, 2020)

The optimum outcome for English language learners is to be able to speak the language as accurately and fluently as a native speaker(Permata Sari et al., 2024). However, a wide range of influencing circumstances cause some English language learners to struggle greatly with pronunciation. They are not limited to the segmental and suprasegmental aspects of speech (Purwati et al., 2023). Numerous types of studies have been carried out to investigate those issues.

These include, but are not limited to, learners' social identities, age, exposure, attitude, motivation, corrective feedback, native language, and pronunciation instruction.

Several factors appear to underlie these pronunciation difficulties (Kadir, 2021). Firstly, pronunciation is not explicitly emphasized in the curriculum, which prioritizes text genres, grammar, and vocabulary(Pratiwi & Indrayani, 2021). Consequently, teachers tend to focus on these aspects, neglecting pronunciation. Secondly, some teachers themselves struggle with correct pronunciation, which is problematic as they are the primary role models for students. Lastly, the teaching methods and media employed often fail to engage students effectively in learning pronunciation, further diminishing their interest.

The cumulative effect of these factors is evident: students face significant challenges in pronouncing English words accurately (Fadillah, 2020). The absence of proper role models, insufficient feedback on mispronunciation, and reliance on conventional teaching methods contribute to students' lack of motivation and progress in learning pronunciation (Wuli Fitriati, 2020).

To address these challenges, the writer propose incorporating lyric-based songs available on the Spotify platform as an innovative teaching medium(Shen & Zhao, 2024). By utilizing songs with synchronized lyrics, students can simultaneously hear and follow the correct pronunciation in an engaging manner (Barrios et al., 2022). This approach has the potential to not only improve students' pronunciation but also enhance their overall motivation to learn English (Chen et al., 2024).

To evaluate the effectiveness of this approach, the writer plans to conduct a classroom action research study at SMK TI YPML, the same institution where the writer completed my PPL. The study aims to determine whether integrating lyric-based songs into the teaching process can significantly improve students' English pronunciation, particularly their mastery of stress patterns (AlTwijri & Alghizzi, 2024). This research will provide valuable insights into the potential of music-based learning tools to address pronunciation challenges in an English as a Foreign Language (EFL) context (Afidawati et al., 2024).

Method

The study participants comprised first-grade students from the Computer and Network Engineering program (X TKJ 1) at SMK TI YPML during the 2024/2025 academic year. The class included 20 students, 9 male and 11 female. This research was conducted using a single cycle approach, focusing on the implementation of songs with moving lyrics on the Spotify app to enhance students' English pronunciation. The choice of a one-cycle method was made to assess the immediate impact of this intervention on students' pronunciation skills within a limited timeframe. By concentrating on a single cycle, the study aimed to provide a clear and focused evaluation of the effectiveness of this teaching strategy.

In addition to the quantitative analysis of pronunciation scores, this study also incorporated qualitative aspects by examining students' attitudes and opinions regarding the intervention. To gather this information, two types of instruments were employed: two observation checklists and a questionnaire. These tools allowed for a comprehensive understanding of the students' experiences and perceptions, thereby enriching the overall findings of the research. This combination of quantitative and qualitative data provided a more holistic view of the intervention's impact on student learning.

The purpose of this research was to evaluate the improvement in students' English pronunciation through the use of songs with moving lyrics on the Spotify app during teaching and learning sessions. The teaching and learning process can be a very fulfilling experience since music can create a suitable environment for both the teacher and the pupils, according to Ulate (2008) which is supported by this method. Furthermore, it has the ability to produce engaging, enjoyable activities that everyone will love.

Meanwhile, the focus of this study was on students' English pronunciation, specifically their ability to pronounce stress patterns in words. The words selected for the pronunciation tests were drawn from the lyrics of chosen songs. These songs served as the basis for assessing how students produced stress patterns in their

pronunciation.

To gather data for this research, three instruments were employed. The first instrument was a test, which was used to assess the students' pronunciation proficiency. The second instrument was an observation checklist, designed to record students' behavior during the treatment sessions. The final instrument was a questionnaire, which gathered students' opinions on the use of songs as a medium for learning English pronunciation.

This study followed a classroom action research design, using the cyclical model proposed by Kemmis and McTaggart (Anne Burns, 2010). However, to meet the specific needs of this study, only one cycle was implemented, with the addition of both pre-tests and post-tests. The pre-test and post-test were designed to compare students' progress in pronunciation following the treatments.

The application of the tests mentioned by Mettetal (in Schmidt, 2002). Both quantitative and qualitative approaches were suitable for evaluating the results of a classroom action research project, he says. Pretest-posttest or before-after designs, comparisons of similar classes or matched-pairs designs, and case studies are the three main research designs that could be applied to classroom action research projects.

Before conducting the research, several preparatory activities were undertaken. These included interviewing the English teacher to gather information about the students' attitudes and their level of English proficiency. Additionally, the writer observed the school environment and classroom conditions to ensure they were suitable for the research. Finally, the writer inspected and prepared the classroom as the research setting.

In the context of my research method, the cycle of Plan, Action, Reflection, and Evaluation as articulated by (Kemmis et al., 2014) serves as a foundational framework for systematically improving educational practices. Here's how each phase is integrated into the research process: 1. Planning, prior to carrying out the research, several preparations were necessary. These included preparing the research instruments, developing a lesson plan, and organizing the required tools such as a laptop, an LCD projector, a speaker, and a mobile phone for recording

purposes. Additionally, the research schedule was coordinated to align with the teacher's availability, and efforts were made to ensure that both the students and the classroom were well-prepared for the study. In order to take data, some activities would be done as follows, pre-test was administered before any treatments were introduced. Its purpose was to assess the students' pronunciation proficiency prior to the intervention. During the test, students were asked to pronounce 20 words taken from the lyrics of the selected songs, with a focus on stress syllable patterns. Treatment phase consisted of two sessions, during which students received distinct interventions aimed at enhancing their learning experience. In each session, the treatment involved listening to songs that had been meticulously selected based on specific criteria. These criteria ensured that the chosen songs possessed clear articulation and vocabulary that could effectively assist students in learning stress patterns through musical engagement.

Following the listening activity, the researcher facilitated a discussion regarding several vocabulary items that the students were unfamiliar with, particularly focusing on their pronunciation. This discussion included an emphasis on the correct stress patterns of these words, thereby reinforcing the students' understanding and application of the material. The students' behavior was monitored using an observation checklist, and their responses and engagement during the treatments were systematically recorded for subsequent analysis. This comprehensive approach aimed to foster a deeper understanding of language through the integration of music and targeted vocabulary instruction. The post-test aimed to measure students' pronunciation progress after the treatments. The test used the same set of words as the pre-test, but the questions were presented in a 12-item multiple-choice format. The results were then compared with the pre-test scores. Following the tests, students completed a questionnaire to provide feedback on the learning medium.

Following the action phase, reflection is essential for analyzing the effectiveness of the strategies that were implemented. This process involves a thorough review of the results from both the pre-test and post-test to assess the impact

of the treatments on students' pronunciation proficiency. Additionally, feedback is collected from students through questionnaires to gain insights into their perceptions of the learning medium and the effectiveness of the instructional methods employed. Engaging in discussions with colleagues or stakeholders is also a vital component of this phase, as it facilitates the exchange of insights and diverse perspectives regarding the outcomes of the research.

The final phase centers on assessing the overall effectiveness of the research process and its outcomes. This includes a detailed evaluation of the pre-test and post-test scores to measure the extent of improvement in students' pronunciation skills. Based on this analysis, informed decisions are made to determine whether the goals established during the planning phase were achieved and to identify areas that require further improvement. Moreover, the insights gained from both reflection and evaluation are utilized to inform future research cycles, thereby ensuring continuous enhancement of teaching practices.

By adhering to (Kemmis et al., 2014) cycle of Plan, Action, Reflection, and Evaluation, the research method not only aims to improve students' pronunciation proficiency but also cultivates a culture of continuous improvement within educational practices. This iterative process allows for ongoing adjustments and refinements, ultimately leading to enhanced learning outcomes and a more effective teaching approach

Findings and Discussion

The pre-test results revealed that the result shows that the mean score is 52 was far below the standard score (66). Among the students, the highest score recorded was 75, achieved by AK and K, while the lowest score was 31, earned by MLZ and SMR. A significant majority of the students, totaling 16 individuals (80%), scored below the KKTP standard of 66, indicating that they had not yet attained the expected level of competency. Conversely, only 4 students (20%) managed to meet or surpass the standard benchmark.

In addition, the result was in line with the transcription of the students' pronunciation. By looking at the transcription and checking Cambridge Electronic Dictionary, some words were pronounced incorrectly by most students, such as athlete [ˈæθ.liːt] pronounced as [ˈæθəlɪt]; referee [ˌrɛfəˈriː] pronounced as [ˈrɛfəreɪ]; victory [ˈvɪk.tə.ri] pronounced as [ˈvɪktɔːri]; brought [brɑːt] pronounced as [brɒt]; and race [reɪs] pronounced as [ræs].

The findings from the pre-test demonstrate that students' abilities prior to the implementation of learning interventions were relatively low, with most failing to achieve the desired learning objectives. These results highlight the necessity of employing innovative teaching strategies to enhance their academic performance and learning outcomes.

The post-test results, conducted after the intervention using songs as a medium for learning, reveal a substantial improvement in students' pronunciation skills. The number of students scoring below 66 decreased significantly, with only 8 participants (40%) remaining in this category. This marks a notable reduction from the 16 students who initially scored below the threshold during the pre-test.

Conversely, the number of students achieving the learning objectives (scoring 66 or higher) increased from 4 participants (20%) in the pre-test to 12 participants (60%) in the post-test. The total post-test score rose to 1,267, resulting in an average score of 63, reflecting an overall increase of 11 points in the average score.

The highest post-test score was 83, achieved by AK and KA, demonstrating their significant progress. Additionally, the greatest individual improvement was recorded by KH, whose score increased by 25 points, from 50 in the pre-test to 75 in the post-test. Despite the overall improvement, some participants, such as MLZ and SMR, remained below the threshold, scoring 44 and 44 respectively, indicating the need for further instructional support.

These findings highlight the positive impact of using songs as a learning medium while also pointing to the necessity for additional efforts to assist students who still struggle to meet the learning objectives. From the results, it can be inferred that their scores' improvement had exceeded the point set up in CSP.

Table 1.
The Score of Each Test

No	Name	Score		Enhancement
		Pre-Test	Post-Test	
1	AF	44	60	16
2	AAF	50	67	17
3	AK	75	83	8
4	AYP	63	67	4
5	EJS	63	75	12
6	GAS	38	58	20
7	JPA	44	67	23
8	K	75	83	8
9	K	50	75	25
10	MM	69	75	6
11	MBI	63	67	4
12	MLZ	31	33	2
13	PNC	44	50	6
14	RLW	38	50	12
15	SA	50	58	8
16	SUR	69	75	6
17	SMR	31	44	13
18	SAO	56	67	11
19	TN	44	50	6
20	TAAS	50	63	13
	Average	**52**	**63**	**11**

The quantitative data had been analyzed completely. However, those data were not enough to define what the students actually obtained and felt concerning. With regard to those analyses, the writer conclude that using song video with moving lyric is able to improve the students' ability to pronounce the selected words appropriately. In order to see the students' improvement in a brief way, the writer summarized the score of each test in the table.

The medium used. As a result, the writer decided to investigate qualitative aspects, such as the students' attitude and their opinion. In this case, the writer recorded those aspects by using two kinds of instruments (two observation checklists and a questionnaire) that will be was explained in the following section.

Figure. 1
The Result of Observation Checklist
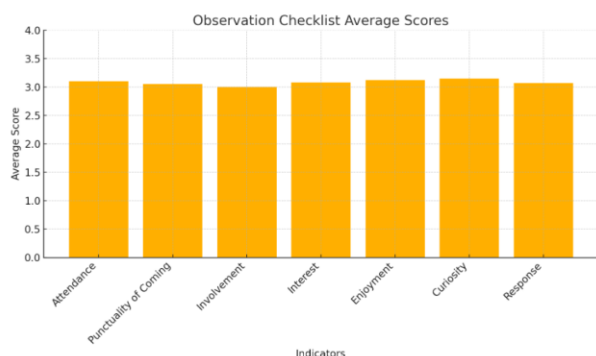
Based on the results presented in Figure 1, the findings from the observation checklist indicate that the students' performance was considered high across all indicators. The average scores for attendance (3.10), punctuality of coming (3.05), involvement (3.00), interest (3.08), enjoyment (3.12), curiosity (3.15), and response (3.07) reflect a generally positive attitude during the treatments. The students showed a good level of enthusiasm while engaging with the medium, as indicated by their high interest scores. They appeared to enjoy the learning activities, which contributed to their overall enjoyment of the songs. In addition, the students were able to complete the tasks given by the researcher, demonstrating active involvement in the learning process. Their willingness to cooperate by repeating the pronounced words also showed their responsiveness to the intervention. This active participation may have been influenced by the use of songs with synchronized moving lyrics through the Spotify app, a method that is still uncommon in traditional classroom practices. The combination of novelty and engaging content likely helped create a supportive learning environment, positively affecting the outcomes of the intervention.

Figure. 2
The Results of Questionnaire
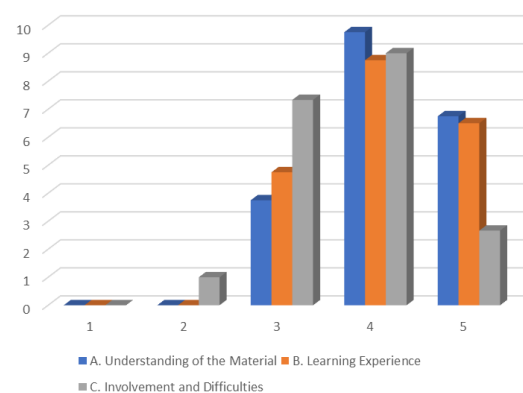
Based on the survey results, the majority of respondents showed a good level of understanding of English pronunciation material. As many as 50% of respondents agreed, and 33% said they strongly agreed that they understood the basic elements of pronunciation such as vowel sounds, consonants, and word emphasis. This indicates that the learning approach applied is quite effective in providing students with an understanding of the basic concepts of pronunciation.

The learning experience aspect showed similar results. As many as 45% of respondents agreed, and 35% strongly agreed that classroom learning experience contributed significantly to their mastery of pronunciation. Various learning activities, both individually and in groups, are considered to have a positive impact on improving student skills. In addition, the role of teachers in providing clear explanations and applying relevant learning techniques is considered very helpful to students. This gives an idea that a conducive learning atmosphere has succeeded in encouraging students to be more confident in practicing the pronunciation of English words, *especially in the context of speaking in front of* the class.

Nevertheless, the survey also revealed some of the challenges students face, especially in terms of engagement and difficulties. Although 45% of respondents agreed that they felt actively involved during the pronunciation learning process, only 15% said they strongly agreed. This shows the potential to increase student engagement more comprehensively. On the other hand, some students still have difficulty pronouncing certain sounds in English as well as structuring words correctly. This difficulty indicates the need to develop more specific learning strategies, such as the use of repetitive pronunciation exercises (drilling) and artificial intelligence-based support technologies to help students overcome these technical barriers.

Overall, the results of this survey provide important insights into the effectiveness of classroom pronunciation learning (Amanda Amanda et al., 2023). Students' understanding and learning experience have shown quite good results, although there are still challenges in the technical aspects that require more attention (Saldıraner & Cinkara, 2021). By integrating innovative learning methods and utilizing supporting technologies, it is hoped that students' pronunciation skills can be significantly improved, so that they can speak English more confidently and accurately.

Conclusion

This study has demonstrated that the integration of songs with moving lyrics on the Spotify app significantly enhances students' pronunciation skills. The highest post-test score recorded was 83, achieved by participants AK and KA, while KH exhibited the most notable individual improvement, increasing his score by 25

points. These findings highlight the effectiveness of multimedia resources in language education, particularly in fostering engagement among learners.

The positive engagement observed can be attributed to the novelty of utilizing songs with moving lyrics on the Spotify app, a resource that is infrequently employed in traditional classroom settings. This innovative approach likely created a conducive learning environment, thereby enhancing the overall effectiveness of the intervention.

While the results indicate that multimedia tools can effectively facilitate language acquisition, it is essential to acknowledge the limitations of this research. Some participants, such as MLZ and SMR, did not achieve the expected learning outcomes, suggesting that the intervention may not be universally effective for all students. This underscores the need for further investigation into the factors influencing individual performance.

In light of these findings, educators are encouraged to incorporate engaging teaching methods, such as songs with moving lyrics on the Spotify app, into their instructional strategies to improve student engagement and learning outcomes. Future research should explore the long-term effects of using this innovative approach on pronunciation skills and consider a larger, more diverse sample size. Additionally, qualitative studies could provide deeper insights into students' attitudes and experiences with this instructional method, ultimately informing and refining pedagogical practices in language education.

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