

Students' Perception on the Use of English Pop Song in Improving the Skill of Pronunciation

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Abstract

This research aimed to find out or to investigate the students' perception on the use of English pop song in enhancing pronunciation those are internal and external factors of perception. This research design was descriptive qualitative research method with study case approach. The research conducted focused on tenth-grade students of SMA Swasta YP HKBP 1 Pematangsiantar, comprising four classes with a total population of 78 students. Data collection was carried out through questionnaires containing 25 statements regarding students' perceptions on the use of English pop songs in improving pronunciation. These questionnaires were presented in the form of a Likert scale, ranging from strongly agree to strongly disagree. The data analyzed in form of words, definitions, quotations, statements and figure that supporting in this research. The result showed that students had good or positive perceptions on the use of English pop song in enhancing pronunciation. From 25 questionnaires, only one items that students mostly chose disagree and strongly disagree which is never practice to pronounce clearly by repeating unique words or sentences in the lyrics. The rest of questionnaires were perceived positively where most of students chose agree as their responses to the statements. It can be concluded that English pop song gave a good and positive perception or impact and can be alternative way in teaching and learning process especially in learning pronunciation.

Keywords: English, perception, pronunciation, pop song, speaking

1. Introduction

Language is an ability possessed by every human being and is used as a tool to communicate between humans. By language, humans can express their ideas, opinion, feelings, thought and so on. Language is as a systematic way of combining smaller units for the purpose of communication, it can also say that language can combine words to the sentences as a tool to communicate. Language is important in human life because it can make people easier not only one aspect but also all aspects of human life using communication. Martinez and Castillo (2015) explained language is an exclusive attribute of human beings, as it is only through speaking, saying, and knowing that it is demonstrated. The motivation behind an individual's use of language is a deliberate and significant aspect that originates from within the speaking subject. Language enables humans to communicate and comprehend one another. There are 3 types of language, such as: mother tongue, first language second language or foreign language. Language and communication can not be separated because it is compounds. It can be concluded that language is a tool that has main role in human life for communication through spoken and written forms.

Communication is the most important thing in human life where needs to keep connected to others in the world. Communication also a process of exchanging information, ideas, thoughts, feelings, and emotions through speech, body language, or written (Herman et al., 2024a; Purba et al., 2024a). In order to be able to do communication, human have to learn language as the system of process in communication. The importance of communication is because communication is a skill that have to be acquired by human as social when they communicate with others to share and gather information.

Communication serves a vital role in facilitating the transmission of thoughts, opinions, and data (Herman et al., 2024b). Therefore, selection of appropriate communication greatly gives influence in delivering message process.

In Indonesia, English is as foreign language, which must be mastered because English is an International language that spoken all over the world which makes it easier for users to access scientific research, education, business, media, travel and others. There are 4 skills in English that have to be mastery become a good English user, such as: speaking, listening, writing and reading that can be separated as group into passive or receptive (listening and reading) and active or productive (speaking and writing). Seeing the importance of English, the Indonesian government has made English as one of the subjects that students must mastery at school, therefore students must be able to master English language skills in order to help them to improve their communicative competence.

In this study, the researchers concentrated primarily on the skill of speaking. This skill is essential in acquiring a foreign or second language and is vital in language learning due to its significance in active communication. Speaking is necessary in various everyday situations, such as face-to-face conversations, telephone communication, answering questions, seeking directions, and engaging with others. Consequently, if learners wish to engage in active communication, they must develop proficiency in speaking. According to Rahmat et al. (2020), speaking serves three functions: interaction, achievement, and transactional discourse. It facilitates the determination and maintenance of social relationships centered on the exchange of information. Harris (2017) cited in Iman (2017) identifies five components of speaking skills, including pronunciation, grammar, vocabulary, fluency, and comprehension.

The researchers focus specifically on pronunciation, which serves as the cornerstone of speaking skills in English. Pronunciation plays a crucial role in effectively conveying ideas, thoughts, and emotions during communication. When pronunciation is clear and accurate, it can leave a lasting impression on the listener, whereas mispronunciations or improper intonation can lead to confusion and miscommunication. Those who possess good pronunciation skills enjoy several benefits, such as gaining the admiration of their audience, boosting their self-confidence, and so on. Wang (2022) emphasizes the significance of proper pronunciation in effective communication. For the learners in Indonesia, learning pronunciation is quite difficult because English is foreign language and their familiarity with their mother tongue has been attached to them since childhood. The typical challenges that learners face when trying to master English pronunciation include: [1] the English sound system has many sounds that are unfamiliar to learners; [2] the way English speakers pronounce the ending sounds is drastically different from what learners are accustomed to, which makes it more difficult for them to develop appropriate English pronunciation. For example: the letter 'a' is pronounced as /ʌ/ while in English 'a' may be pronounced as /ʌ/, /ɑ:/, /e/, /ə/, /eɪ/ or /æ/.

Based on the researchers' observation and experienced while conducting teaching practice (PPL) in SMA Swasta YP HKBP 1 Pematangsiantar, the researchers got many problems and difficulties that students faced in pronunciation. First, the students have difficulties in mentioning and spelling the sounds correctly because of influence of mother tongue and other foreign language and the differences between the sound systems of the two languages. For example, the vowels [æ], [I:], [u:] and consonant [ð], [θ], [ʒ] do not exist in Indonesian so it will be difficult for the students to pronounce them. Second, the students have difficulties in identifying foreign sounds because the tempo when the native speakers speak so quickly and link the words. Third, at this school, students not only learn English but also German which makes students face difficulties then lack of practice in daily conversation and also the influence of mother tongue even though students have rich vocabulary. For example, the word 'Study' in German is pronounced /'ftu:dʒə/, in Indonesia is pronounced /studi/ but in English the word 'Study' is pronounced /'stədə/. Fourth, the students feel bored and confused in learning pronunciation because the media used in the teaching and learning process is not attractive. According to Bani and Albalawi (2016), errors in spelling can be attributed to interference from a person's native language, which can lead to differences between the systems of the native language and the foreign language being studied. In this case, the mother tongue can have an impact on the errors in spelling. Based on the researchers' experience while conducting PPL in grades X-3 and X-4 at SMA Swasta YP HKBP 1 Pematangsiantar, the students were asked to pronounce several words that had been prepared by the teacher. However, the students showed the researchers some of the words and explained that they were unable to pronounce the words correctly because they could not spell them correctly and lacked confidence in doing so.

The teachers must have suitable strategies, approach, media or technique to get student's passionate or enthusiastic that affect speaking ability in learning while conducting teaching and learning activity (Resmi et al., 2023). Teacher can use many instructional media in classroom activity. The importance of incorporating instructional media in the teaching and learning process cannot be overstated. According to Omodara and Adu (2014), there are three main types of instructional media used in the learning process. These include printed media, non-printed media, and electronic media. The non-printed media category is further divided into two subcategories: projected media and non-projected media. Printed media, on the other hand, consists of various materials such as books, journals, newspapers, posters, and handouts. Lastly, electronic media encompasses various devices such as televisions, computers, radios, and recorders. In this modern era,

a wide range of media can be used as a learning tool in the teaching and learning process, especially in the area of pronunciation learning, with electronic media being a prime example. English pop song is one of the most popular audios currently that can be used as learning media that can be accessed by electronic media.

The teacher and students can use various audio in learning teaching process, such as the pop song. Pop music is a genre of music that originated in its current form in the United States and England in the 1950s. It is often referred to as "popular music" or simply "pop," although the latter term encompasses a wide range of musical styles. Recent pop songs are often reflective of people's experiences, as noted by Kim and Kang (2015), who argue that pop song lyrics are intended to express feelings, emotions, and thoughts. Iqbal (2018) also suggests that English pop songs are popular because they can evoke positive emotions and represent the listener's feelings. Listening to English pop songs can boost students' interest and motivation in learning English, and may even result in a threefold increase in their English scores (Kim & Kang, 2015).

Numerous English pop songs can be employed in teaching and learning activities due to their ability to stimulate interest and motivation, as well as serve as an effective tool in enhancing pronunciation skills in various ways. English pop songs are a more efficient and expedient method for instructing pronunciation to students. Consequently, English pop songs are an excellent resource for learning English pronunciation since they can be accessed at any time and in any place, regardless of the circumstances.

Perception is a person's perspective, view or opinion about something. As stated by Robbins and Langton, as referenced in Fauzi et al. (2021), perception is a process through which individuals organize and interpret their sensory experiences to imbue meaning into their surroundings. Knowing students' perception in learning is a must because it is important to know the result of student thinking that can affect how students behave and act in teaching and learning process. Positive perceptions will accept and support the recognized object, while negative perceptions is inappropriately explaining information to a perceived object that people value something around (André et al., 2020). As per Simaremare et al (2023), there are two primary factors that influence perception: internal and external. The internal factor refers to individual attributes such as psychological state, attention, interest, unidirectional needs, mood, experience, and memory. On the other hand, the external factor relates to the characteristics of the environment and objects involved, including the size and placement of a stimulus, its color, uniqueness, intensity, and strength. These factors play a crucial role in determining students' participation, learning outcomes, and appropriate learning methods or media for each student. In term of accepting information, students have their own way and different opinion or view because it depends on how students perceive the information. In the use of English pop songs, students also have many perceptions and different of each student especially for pronunciation learning. It can be cause by many aspects. Some students may think that English pop song is interesting, fun and enjoyable media for learning while some students may think that English pop song is boring, useless and not interesting.

Some related studies have been conducted that related to the same media. Regarding this Iqbal (2018) did a research entitled "Students' Perception on The Impact of English Pop Songs Toward Their English Pronunciation's Skill at UIN Ar Raniry". The study utilized a qualitative approach, with five English Language Department students at Ar-Raniry State Islamic University serving as the participants. The findings indicated that all of the students believed that English pop songs offered a means of pronouncing English words, but they also perceived that the singer's accent, rhythm speed, and unclear pronunciation terms posed constraints when listening to these songs. It means that was a positive perception in using English pop songs as the media in enhancing pronunciation. The similarities between this research and the previous research are both using English pop song as the media in pronunciation. The difference between this research and previous research is in the subject and the population. The researchers examined the tenth grade of SMA Swasta YP HKBP 1 Pematangsiantar while the previous research examines five students of English Language Department of Ar-Raniry State Islamic University.

2. Method

2.1 Research Design

This research is intended to elicit the students' perception on the use of English pop song enhancing pronunciation. In order to reach the desired outcome of their research, the researchers employed descriptive qualitative research with a case study approach. This method of inquiry is founded on distinct methodological traditions that seek to comprehend a human or social problem (Creswell, 2014; Andayani et al., 2023; Purba et al., 2024b). The researchers constructed a comprehensive, holistic image, scrutinizes words, reports detailed insights, and conducts the investigation in a natural environment. The primary objective of qualitative research is to generate explanations for social phenomena. It means that researcher who use qualitative can directly visit and interact with participants and ask their perceptions about the use of English pop song enhancing pronunciation in the actual situation based on their experiences.

Every research requires a specific approach to analyze the problem it addresses. This involves exploring the issue, gaining

a clear understanding of the phenomenon, collecting data through words, and assessing the data using a text analysis form. The data in this research will not involve numbers or formulas, but rather will be presented in the form of words or quotations.

2.2 Research Location and Time

The research location referred to the place where the data taken. Usually the location for conducting the research can vary depending on the specific field of the study and the nature of the research project. The location of this research conducted in SMA Swasta YP HKBP 1 Pematangsiantar at Gereja street, Kristen, Siantar Selatan district, Pematangsiantar city, North Sumatera 21124. Time of the research will be conducted in 2023/2024 academic year of tenth grade.

2.3 Data Source

To answer the research questions, a data source must be obtained and collected. Arikunto (2013) classifies data sources into three categories: (1) people, who provide oral or written responses through interviews or questionnaires, (2) places, which display silent or moving conditions, and (3) paper, which presents symbols such as letters, numbers, or other symbols (Rony et al., 2024). In this research, the researchers used tenth grade students of SMA Swasta YP HKBP 1 Pematangsiantar as the subject and the perception of students on the use of English pop song in enhancing pronunciation as the object. The subject and object is the data source to gather and collect the data in order to answer the research questions in this research.

The subject of research refers to the individual or entity that is the focus of the research. As per Arikunto (2016), the subject of research is defined as the object, thing, or person in which the data for the research variable is inherently present and relevant. In this research, the researchers used population of tenth grade as the research participants. Lumbangaol, Silalahi and Herman (2024) defined population is a group of individuals who have the same characteristics. The subject in this research will be the students of tenth grade in SMA Swasta YP HKBP 1 Pematangsiantar for the 2023/2024 academic year, consisting of 4 classes. The number of students in each class varies and the total subject of tenth grade in all classes is 77 students.

The tenth grade at SMA Swasta YP HKBP 1 Pematangsiantar was chosen for the research due to several reasons. Firstly, the researcher had previously conducted practice teaching (PPL) at the school, which allowed them to become acquainted with the students. Secondly, the students demonstrated a preference for listening to English pop songs during one of the researchers' practice teaching (PPL), making it simpler to gather useful information about the phenomenon.

The purpose of research is to examine and explain a phenomenon that exists within a particular area of study. As Sugiyono (2018) states, the object of research refers to a characteristic or characteristic of individuals or activities that exhibit variations and are selected by researchers for examination and analysis (Herman et al., 2023). In this research, the object is perception of students because the researchers are interested in analyzing the perception of students on the use of English pop song in enhancing pronunciation.

2.4 Research Instrument

Ansari et al. (2023) defined a research instrument is a tool used for gathering, observing, or documenting data in a research study (Setiawati et al., 2024). The choice of instrument can significantly impact the quality of the data collected. Examples of instruments include tests, questionnaires, tally sheets, logs, observational checklists, inventories, and assessment instruments. In this study, the researchers employed questionnaires as the instrument to obtain data. The questionnaire utilized is a closed one, which requires the participants or respondents to select one of the provided answers (Hulu et al., 2023). The indicators of the questionnaire focus on internal factors such as feelings, attitudes, opinions, presuppositions, ambitions or expectations, interests, learning processes, physical conditions, needs, and motivations for using English pop songs to improve pronunciation.

Table 1. Questionnaires of Students' Perception (Internal Factors)

No.	Statements	SA	A	N	D	SD
1.	In my opinion, having correct pronunciation in learning English is important.					
2.	I felt anxiety and shyness when asked to sing an English pop song with the right pronunciation in front of the class.					
3.	I can express my self confident in singing English pop song as pronunciation practice.					
4.	English pop song takes my attention to apply spelling rules in determine what sound is produce.					
5.	In learning pronunciation, English pop song is suitable media that take my attention in practice consonants and vowels in the words before say it in sentences.					
6.	I'm interested and enjoy in learning pronunciation through English pop song because use native English speaker.					
7.	I'm not interested in spelling the word correctly when singing English pop song.					
8.	With English pop song, I'm not only entertained but also can learn how to pronounce new words or sentences or with segmental features of pronunciation (vowel and consonant) and suprasegmental (stress, intonation and syllable).					
9.	I use English pop songs as a medium for learning pronunciation because I cannot understand phonetic symbols contained in the dictionary.					
10.	I can stimulate my emotions by listening English pop song while pronounce difficult sounds.					
11.	I often spend hours on sing English pop song and familiar with it.					
12.	English pop song are entertainment that I use more often than other entertainment on my gadget/smartphone to learn pronunciation.					
13.	It helps me more motivated in learning pronunciation by choosing my favorite English pop song.					
14.	With English pop song, I can improve my cognitive skills in predict which vowel sounds are short and long.					
15.	English pop song helps me improve my long-term memory to knowing how to pronounce sounds.					

Table 2. Questionnaires of Students' Perception (External Factors)

No.	Statements	SA	A	N	D	SD
1.	The environment where I live influences my English pronunciation.					
2.	I never practice to pronounce sentences in English pop song because the environment uses dialect language.					
3.	English pop song is suitable media to distinguish sounds for example what sound do you hear /l/ or /r/ by repeating because the duration is short.					
4.	Nowadays, English pop song is the most popular media for entertain people because it is accessible by online platforms (Joox, YouTube, Spotify).					
5.	When learning pronunciation online, I typically do not verify the correct pronunciation using a dictionary, as many English pop songs are performed by either British or American national or international singers.					
6.	I chose English pop songs as a suitable media for paying attention to long stress/words that have 2 or more syllables/ because pop songs are a music genre that has varying tempos (fast, slow or loud).					
7.	I always practice my pronunciation by repeating unique words or sentences that I have only heard or that I think relate to me in English pop song.					
8.	The soulful and expressive vocal techniques in English pop songs make me more difficult in pronounce sounds.					
9.	I feel more relaxed practice word pairs, for example bad and bed with English pop song.					
10.	I never check the meaning of words in the lyrics to adding my vocabulary and knowing how to pronounce it correctly.					

2.5 Technique of Data Collection

The process of gathering data involves defining the research parameters, employing unstructured or semi-structured methods like interviews, observations, and documentation, as well as creating a protocol for recording information (Creswell, 2015). In this study, the researchers utilized questionnaires as a data collection instrument. Creswell (2014) stated that questionnaires are a type of survey design in which participants provide information to the researchers by filling out and returning the form. The use of questionnaires will facilitate rapid data processing.

There are various forms of questionnaires, such as multiple choice, attitude scales, and so on. In this research, the researchers employed the Likert scale which it was for assessing non-cognitive constructs like anxiety, conscientiousness, or motivation, as opposed to item types like multiple choice or short answer, which are better suited for measuring knowledge or ability. According to Sugiyono (2018), Likert scales are utilized to evaluate the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena.

Table 3. Likert Scale

NO.	LIKERT	POINT
1.	Strongly Agree (SA)	4
2.	Agree (A)	3
3.	Neutral (N)	2
4.	Disagree (D)	1
5.	Strongly Disagree (SD)	0

According to Roihan (2015), cited in Nisa (2019), there are two primary factors that influence perception: internal and external. Internal factors are characteristics that exist within an individual, such as psychological traits, attention, interest, unidirectional needs, mood, experience, and memory. External factors, on the other hand, are related to the environment and objects involved, including the size and placement of a stimulus, its color, uniqueness, and intensity or strength.

2.6 Technique of Data Analysis

Data analysis is the process of systematically organizing and examining data collected from questionnaires, presented in the form of frequency and percentage from a Google form. According to Creswell (2014), there are six steps involved in data analysis for qualitative research, including organizing and preparing the data, reading and coding all the data, generating a description using the coding process, representing themes in a qualitative narrative, and interpreting the

findings or results of the research. The data in this study was analyzed in the form of words, definitions, quotations, statements, or dialogue that provided support for the research. The aims of analyzing the data is to learn how students perceive using English pop song enhancing their pronunciation learning, how valuable it was to them and any problems or difficulties they have had when use English pop song.

3. Results

The findings of the data obtained will be described and explained more clearly where the first data is taken from internal factors and the second data is taken from external factors. All of the data obtained from 78 students have been calculated and present below:

Table 4. Result of Students' Questionnaires (Internal Factors)

No.	Statement	SA	A	N	D	SD	Total
1.	In my opinion, having correct pronunciation in learning English is important.	55	23	0	0	0	78
2.	I felt anxiety and shyness when asked to sing an English pop song with the right pronunciation in front of the class.	9	27	23	17	2	78
3.	I can express my self confident in singing English pop song as pronunciation practice.	9	40	21	8	0	78
4.	English pop song takes my attention to apply spelling rules in determine what sound is produce.	13	42	19	3	1	78
5.	In learning pronunciation, English pop song is suitable media that take my attention in practice consonants and vowels in the words before say it in sentences.	14	33	26	4	1	78
6.	I'm interested and enjoy in learning pronunciation through English pop song because use native English speaker.	19	44	13	2	0	78
7.	I'm not interested in spelling the word correctly when singing English pop song.	6	6	14	38	14	78
8.	With English pop song, I'm not only entertained but also can learn how to pronounce new words or sentences or with segmental features of pronunciation (vowel and consonant) and suprasegmental (stress, intonation and syllable).	16	45	14	2	1	78
9.	I use English pop songs as a medium for learning pronunciation because I cannot understand phonetic symbols contained in the dictionary.	9	36	27	5	1	78
10.	I can stimulate my emotions by listening English pop song while pronounce difficult sounds.	16	39	17	6	0	78
11.	I often spend hours on sing English pop song and familiar with it.	12	25	30	7	4	78
12.	English pop song are entertainment that I use more often than other entertainment on my gadget/smartphone to learn pronunciation.	15	29	23	9	2	78
13.	It helps me more motivated in learning pronunciation by choosing my favorite English pop song.	20	37	18	2	1	78
14.	With English pop song, I can improve my cognitive skills in predict which vowel sounds are short and long.	14	24	37	3	0	78
15.	English pop song helps me improve my long-term memory to knowing how to pronounce sounds.	19	27	26	4	2	78

Table 5. Result of Students' Questionnaires (External Factors)

No.	Statement	SA	A	N	D	SD	Total
1.	The environment where I live influences my English pronunciation.	25	12	26	14	1	78
2.	I never practice to pronounce sentences in English pop song because the environment use dialect language.	6	19	16	26	11	78
3.	English pop song is suitable media to distinguish sounds for example what sound do you hear /l/ or /r/ by repeating because the duration is short.	13	38	25	2	0	78
4.	Nowadays, English pop song is the most popular media for entertain people because it is accessible by online platforms (Joox, YouTube, Spotify).	50	20	5	2	1	78
5.	When learning pronunciation online, I typically do not verify the correct pronunciation using a dictionary, as many English pop songs are performed by either British or American national or international singers.	10	20	29	14	5	78
6.	I chose English pop songs as a suitable media for paying attention to long stress/words that have 2 or more syllables/ because pop songs are a music genre that has varying tempos (fast, slow or loud).	11	29	31	5	2	78
7.	I always practice my pronunciation by repeating unique words or sentences that I have only heard or that I think relate to me in English pop song.	12	37	25	4	0	78
8.	The soulful and expressive vocal techniques in English pop songs make me more difficult in pronounce sounds.	7	19	39	10	3	78
9.	I feel more relaxed practice word pairs, for example bad and bed with English pop song.	12	25	37	3	1	78
10.	I never check the meaning of words in the lyrics to adding my vocabulary and knowing how to pronounce it correctly.	9	9	31	21	8	78

Based on the table provided above, it is evident that the students' responses were calculated for both internal and external factors. The total number of responses for internal factors is 1170, with 246 strongly agreeing, 477 agreeing, 308 being neutral, 110 disagreeing, and 29 strongly disagreeing. For external factors, the total number of responses is 780, with 155 strongly agreeing, 228 agreeing, 264 being neutral, 101 neutral, and 32 strongly disagreeing. Below is a graph of the total accumulated student answers as in the table above.

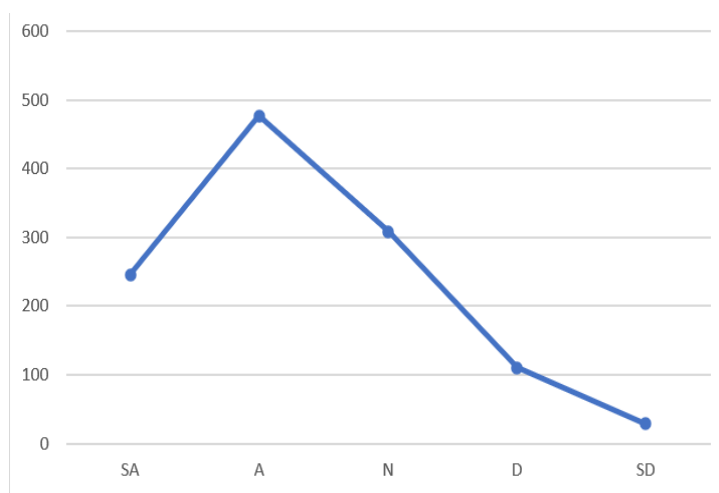


Figure 1. The Result of Students' Questionnaires (Internal Factors)

From the data above, in internal factors that consist of psychological, attention, interest, unidirectional needs, mood, experienced and memory, it clearly showed and explained that students have positive respond and perception toward the use of English pop song in enhancing pronunciation learning. The table shows that most of students chose strongly agree,

agree and neutral to the statement given. Many students often select the option of disagreeing with statement number 7, which pertains to their lack of interest in spelling English words correctly while singing pop songs. However, this does not necessarily indicate a negative view of English pop songs in improving pronunciation. Rather, it is precisely the case that English pop songs stimulate students' interest in correctly spelling the words they sing.

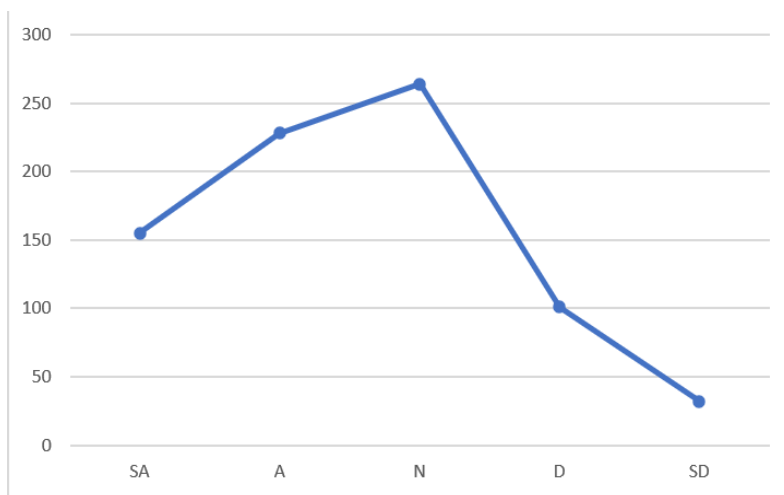


Figure 2. The Result of Students' Questionnaires (External Factors)

The figure above is the accumulated of the result from the students' questionnaires about external factors that consist of size or placement of the object, the colour of the object, the uniqueness of the object, the intensity and the strength of the object. It clearly showed and explained that the students have positive perception and respond toward the use of English pop song in enhancing pronunciation in learning pronunciation. Most of students chose strongly agree, agree and neutral to the statement given. Most of students chose disagree in statement number 2 about never practice to pronounce the sentences correctly because the environment use dialect language. It did not mean to the bad respond and perception toward English pop song because it is exactly explained that the students always practice to pronounce the sentences correctly even the environment use dialect language. It shows that English pop song give impact, benefit or advantage in enhancing pronunciation especially for tenth grade students in SMA Swasta YP HKBP 1 Pematangsiantar.

Result of Students' Questionnaires (Internal Factors)

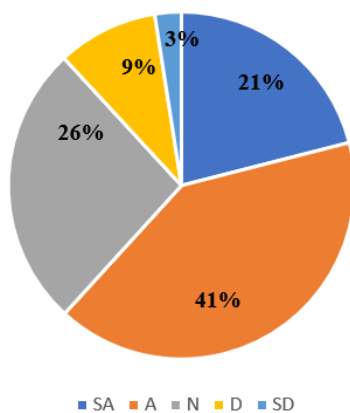


Figure 3. Result of Students' Questionnaires in Percentages (Internal Factors)

It clearly seen from the data that from 100%, there are 21% of students who chose strongly agree, followed by 41% of students who chose agree, 26% of students who chose neutral, 9% of students chose disagree and 3% of students who chose strongly disagree. It can be concluded that the students gave good and positive perception to all statements in internal factors.

Result of Students' Questionnaires (External Factors)

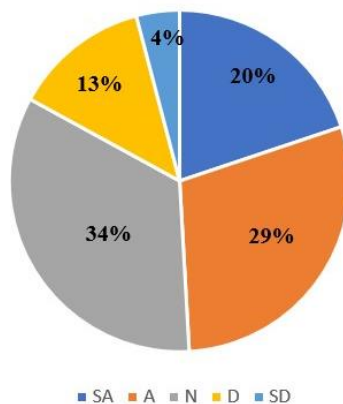


Figure 4. Result of Students' Questionnaires in Percentages (External Factors)

Based on the data above, from 100% of percentage, there are 20% of students who chose strongly agree, 29% of students who chose agree, followed by 34% of students who chose neutral, 13% of students chose disagree and 4% of students chose strongly disagree. It clearly seen that the students gave positive respond and perception to all statements.

4. Discussion

Based on the results and findings, in this section, the researchers discussed and addressed the research problem of determining the factors that contribute to the perception of using English pop songs in improving pronunciation. To gather data, the researchers distributed questionnaires to students. In this study, two factors will be examined: internal factors and external factors. According to Roihan (2015) cited in Nisa (2019), there are two factors that influence perception: internal factors, which are psychological, attentional, interest-related, unidirectional needs, mood, experience, and memory factors inherent in the individual's self; and external factors, which are environmental and object-related characteristics such as the size, placement, color, uniqueness, and intensity of a stimulus.

From all the statement, most of students have good or positive respond and perception toward the use of English pop song in enhancing pronunciation. It can be concluded that the perception of the students on the use of English pop song in enhancing pronunciation, it can be seen from the data gained and analyzed where the data calculated that the largest amount of data was strongly agree, agree and neutral in internal and external factors. The students only chose disagree and strongly disagree to the statement in number 7 of internal factor and statement number 2 and 10 of external factors. The statement in number 7 of internal factor is about did not interest in spelling words correctly when singing English pop song. Most of students chose disagree and strongly disagree to the statement but it does not mean that the students gave bad or negative respond and perception because it proves that the students interest in spelling words correctly when singing English pop song. Followed by the statement number 2 of external factor about never practiced sentences in English pop song because the environment uses dialect language. Most of students chose disagree and strongly disagree to the statements but it does not mean that the students gave negative perception and respond to the statement because the respond of the students is inversely proportional to reality. The students always practiced sentences in English pop song even the environment used dialect languages. And the last statement is number 7 of external factor that is about always practice the pronunciation by repeating unique words or sentences. This can be a bad thing for the students because in this era where English is International language that must to be mastered, the students as the learners especially in pronunciation must always practice the pronunciation, so the students can pronounce the words poor sentences correctly and can be used as educational purpose.

The researchers concluded that all internal and external factors were examined in this study, with the exception of external factors, where the researchers did not observe the repeated use of unique words or sentences. Based on the data and the findings gained and analyzed in this research, the researchers concluded that students have good and positive respond or perception toward the use of English pop song but the students need to practice in daily on the use of English pop song especially in unique words to make the students more mastery in pronouncing unique words in correctly that can bring good influence to the students.

In conducting this research, the researchers referred to other related studies as a reference, specifically a study titled "Students' Perception on The Impact of English Pop Songs toward Their English Pronunciation Skill at UIN Ar Raniry." This study utilized a qualitative approach and involved the use of questionnaires to analyze the data. The findings of this study indicated that all of the students surveyed believed that English pop songs could have a positive impact on English pronunciation skills. In contrast, the objective of this current research is to explore and investigate the students' perceptions regarding the use of English pop songs in improving pronunciation. The researchers found that all of the statements within the internal and

external factors were supported by the data collected. Overall, the students had a favorable view of using English pop songs to enhance their pronunciation skills; however, it was recommended that they practice daily to see significant improvement.

5. Conclusion

Based on the objective of this research is to find out or to investigate the students' perception on the use of English pop song in enhancing pronunciation. The result and discussion above have evaluated the students' perception on the use of English pop song in enhancing pronunciation at tenth grade of SMA Swasta YP HKBP 1 Pematangsiantar. There are 25 statements which consist of 15 statements of internal factors and 10 statements of external factors.

Media is the important things that can be used in learning in this era. English pop song is one of media that can be used by the teachers in learning pronunciation. English pop song is familiar and popular things in society that can be used as learning instrument because of several advantages of English pop song, such as : can improve mood and make the listener relaxed, improve their skills, adding new vocabulary and can make the students focus on the material provided by the teacher. In teaching learning, students' perception is important because if students have good feeling, it can help them in their learning so that the students can achieve something from learning process.

In regarding of the data which have been analyzed and explained above, the students have good and positive respond or perception toward the use of English pop song but the students need to practice in daily on the use of English pop song especially in unique words to make the students more mastery in pronouncing unique words in correctly that can bring good influence to the students. So it can be concluded that students' perception on the use of English pop song in enhancing pronunciation at tenth grade of SMA Swasta YP HKBP 1 Pematangsiantar gained good or positive respond and perception and English pop song can be media for the students achieve something from learning pronunciation.

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Authors contributions

MSS was responsible for drafted the manuscript and HH and LMEM revised it. LJ and MVRM were responsible for study design and revising. MSS, HH and LMEM were responsible for data collection and data analysis. EF, JB and NS were responsible for proofreading and approving the final manuscript.

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