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STUDENTS' PERSPECTIVES AND CHALLENGES ON IMPROVING PRONUNCIATION THROUGH ENGLISH SONGS

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Abstrak

Penelitian ini bertujuan untuk menyelidiki perspektif siswa mengenai penggunaan lagu-lagu berbahasa Inggris dalam meningkatkan pengucapan serta mengidentifikasi tantangan yang dihadapi selama proses pembelajaran. Penelitian ini menggunakan desain kualitatif dengan dukungan kuantitatif yang melibatkan 35 siswa sekolah menengah berusia 15–17 tahun. Data dikumpulkan melalui observasi kelas, kuesioner skala Likert, dan wawancara semi-terstruktur. Kuesioner tersebut menunjukkan reliabilitas yang baik (Alpha Cronbach = 0,82). Temuan menunjukkan bahwa 81,3% siswa menganggap pembelajaran berbasis lagu sebagai kegiatan yang menyenangkan, 62,5% melaporkan peningkatan motivasi, dan 75% mengakui adanya peningkatan akurasi pengucapan, terutama melalui pengulangan dan ritme. Namun, beberapa tantangan teridentifikasi, termasuk tempo yang cepat (65,6%), lirik yang tidak jelas (68,8%), dan kosakata yang tidak familiar (68,8%). Temuan ini menunjukkan bahwa lagu-lagu bahasa Inggris dapat secara efektif mendukung pembelajaran pengucapan dengan meningkatkan keterlibatan, motivasi, dan kesadaran siswa terhadap pengucapan. Dari segi pedagogis, guru disarankan untuk memilih lagu dengan tempo yang sesuai, menyediakan kegiatan mendengarkan yang dipandu, dan mengintegrasikan latihan pengucapan berbasis pengulangan untuk memaksimalkan hasil belajar sekaligus meminimalkan potensi kesulitan.

Kata Kunci: pengucapan, lagu-lagu bahasa Inggris, persepsi siswa, motivasi, pembelajaran bahasa Inggris sebagai bahasa asing (EFL)

Abstract

This study aims to investigate students' perspectives on the use of English songs in improving pronunciation and to identify the challenges encountered during the learning process. This study employed a qualitative design with quantitative support involving 35 secondary school students aged 15–17 years. Data were collected through classroom observations, a Likert-scale questionnaire, and semi-structured interviews. The questionnaire demonstrated good reliability (Cronbach's Alpha = 0.82). The findings reveal that 81.3% of students perceived song-based learning as enjoyable, 62.5% reported increased motivation, and 75% acknowledged improvements in pronunciation accuracy, particularly through repetition and rhythm. However, several challenges were identified, including fast tempo (65.6%), unclear lyrics (68.8%), and unfamiliar vocabulary (68.8%). These findings indicate that English songs can effectively support pronunciation learning by enhancing students' engagement, motivation, and pronunciation awareness. Pedagogically, teachers are recommended to select songs with appropriate tempo, provide guided listening activities, and integrate repetition-based pronunciation practice to maximize learning outcomes while minimizing potential difficulties.

Keyword: *pronunciation, English songs, student perception, motivation, EFL learning*

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INTRODUCTION

Pronunciation is one of the most important aspects of learning English, but it is also one of the most difficult. Many students struggle with English sounds because they are different from those in their first language (Murphey, 1990; Millington, 2011; Klimova & Zelenova, 2018; Chen & Chiu, 2021). For example, English has stress and intonation patterns that are not always easy to follow (Lin & Hsiao, 2023; Schön et al., 2008). In traditional classrooms, pronunciation is often taught through repetition drills or reading aloud, which sometimes feel boring or stressful for students (Baker et al., 2020; Dolean, 2015). Because of this, teachers need more creative methods to help students improve their pronunciation in a way that is more engaging and motivating (Millington, 2011; Kang, 2019). One interesting method is the use of English songs in the classroom (Murphey, 1990; Putra et al., 2024). English songs are very popular and easy to access on platforms such as YouTube, Spotify, or other media (Chen & Chiu, 2021; Siki et al., 2024). When students listen to and sing along with songs, they can hear natural pronunciation from native speakers (Murphey, 1990; Baker et al., 2020). Songs also repeat certain words and phrases many times, which help students practice and remember them (Millington, 2011; Lin & Hsiao, 2023).

Many previous studies have shown that songs can help students improve their pronunciation and confidence. For example, Good, Russo, and Sullivan (2015) found that singing helped learners pronounce English more accurately. Medina (2016) also explained that repeating words in songs helped students remember sounds more effectively. Schön et al. (2008) stated that rhythm in songs made it easier for learners to follow English stress and intonation patterns. In addition, Dolean (2015) and Kang (2019) reported that music helped reduce learners' anxiety and increased their motivation when speaking English. Other studies have also supported the effectiveness of song-based learning in improving pronunciation accuracy, phonological awareness, and speaking confidence among EFL learners (Ludke et al., 2014; Huang & Eskey, 2019; Smith & García, 2019; Nguyen & Boers, 2021; Wang & Lee, 2022; Musolli, 2024; Judijanto et al., 2024; Sambonu et al., 2025).

However, although many teachers have used songs in language learning, relatively few studies have explored what students themselves think about using songs to learn pronunciation (Rafikah & Sitorus, 2023; Situmeang & Panjaitan, 2024). Most research has focused on how songs affect vocabulary learning or motivation rather than pronunciation development (Albaladejo et al., 2018; Kang, 2019). As a result, it remains unclear how students actually experience practicing pronunciation through songs, whether they perceive improvements in their speaking, or whether they encounter challenges such as fast tempo, difficult lyrics, or unclear pronunciation (Huang & Eskey, 2019; Wang & Lee, 2022). Therefore, this study aims to fill that gap by focusing on students' own experiences and opinions (Judijanto et al., 2024; Trisnawati & Huda, 2025). By examining students' perspectives, teachers can gain better insights into how songs can be used more effectively in pronunciation instruction (Yuliana et al., 2025; Nurafifah et al., 2025). Previous studies on students' perceptions of song-based pronunciation learning have indicated that learners generally respond positively but may still experience difficulties related to rhythm, speed, and lyric comprehension (Rafikah & Sitorus, 2023; Situmeang & Panjaitan, 2024; Judijanto et al., 2024; Trisnawati & Huda, 2025; Yuliana et al., 2025; Nurafifah et al., 2025).

Although previous studies have highlighted the benefits of songs in language learning, several limitations remain. Most studies have focused primarily on vocabulary acquisition and general learner motivation rather than examining pronunciation development in depth. Furthermore, limited attention has been given to students' own perspectives and real classroom experiences when using songs as a pronunciation learning tool. As a result, there is still insufficient understanding of how students perceive the effectiveness of songs for pronunciation improvement and what specific challenges they encounter. Therefore, this study aims to address this gap by focusing on students' perspectives and challenges in pronunciation learning through English songs. Based on the research gap, this study seeks to answer the following questions: how do students perceive the use of English songs in improving their pronunciation, and what challenges do they encounter during the learning process?

METHOD

This study employed a qualitative research design with quantitative support to explore students' perspectives on learning pronunciation through English songs. The qualitative approach was used to gain an in-depth understanding of students' experiences, while quantitative data from the questionnaire were used to support and strengthen the findings. According to Creswell (2012), qualitative research is appropriate for exploring individuals' experiences, perceptions, and meanings in a natural setting.

The participants of this study were 35 secondary school students aged 15–17 years who were learning English as a foreign language. The participants were selected using purposive sampling, based on their active participation in English classroom activities. The sample consisted of 20 female and 15 male students. The study was conducted in a regular classroom setting to observe students' natural behavior during pronunciation learning activities. Classroom-based research allows researchers to capture authentic interaction and learning processes (Huang & Eskey, 2019; Wang & Lee, 2022).

Data were collected using three instruments: classroom observation, a Likert-scale questionnaire, and semi-structured interviews. Classroom observation was used to examine students' engagement, participation, and pronunciation practice during song-based activities. The questionnaire consisted of several statements related to students' perceptions of learning pronunciation through English songs, using a five-point Likert scale ranging from strongly disagree to strongly agree. Questionnaires are commonly used to measure students' perceptions and attitudes in language learning research (Judijanto et al., 2024; Trisnawati & Huda, 2025). Semi-structured interviews were conducted with selected students to obtain deeper insights into their learning experiences, motivation, and challenges.

To ensure the validity of the instruments, the questionnaire items were adapted from previous relevant studies and reviewed by an English education expert. A pilot test was conducted prior to the main study to improve clarity and reliability. The reliability of the questionnaire was measured using Cronbach's Alpha, which yielded a value of 0.82, indicating good internal consistency. In addition, data triangulation (observation, questionnaire, and interviews) was applied to enhance the credibility of the findings (Creswell, 2012).

The learning procedure was conducted in four stages. First, students listened to selected English songs to familiarize themselves with pronunciation patterns. Second, the teacher guided students to focus on specific pronunciation features such as stress, rhythm, and intonation. Third, students practiced singing along and repeating selected parts of the songs to improve their pronunciation accuracy. Finally, students reflected on their learning experiences through discussion and feedback sessions. Previous studies have shown that song-based learning can create an engaging and supportive environment for pronunciation practice (Murphey, 1990; Millington, 2011; Chen & Chiu, 2021).

The data were analyzed using thematic analysis following Braun and Clarke (2006). The analysis involved several steps: (1) familiarizing with the data, (2) generating initial codes, (3) categorizing the codes, and (4) developing themes. The coding process included open coding, grouping similar codes into categories, and identifying broader themes that represented students' perspectives and challenges. For example, responses such as "learning is fun" and "I enjoy the activity" were coded as enjoyment and categorized under the theme motivation, while responses such as "I feel more confident" were coded as confidence and grouped under affective factors. Thematic analysis is widely used in qualitative research to identify patterns and meanings within data (Braun & Clarke, 2006; Creswell, 2012). This systematic process ensured the rigor and transparency of the data analysis.

The coding process from raw data to themes is illustrated in Table 1 below.

Data Excerpt	Code	Category	Theme
"Learning pronunciation through songs is fun." (INT-S3)	enjoyment	learning enjoyment	learning motivation

“I feel more confident when I sing.” (INT-S1)	confidence	learner confidence	learning motivation
“Songs make me more interested in learning English.” (Q-11)	increased interest	learning engagement	learning motivation
“I repeat the words many times when listening to songs.” (OBS-03)	repetition practice	pronunciation practice	pronunciation awareness
“Songs help me remember how to pronounce words.” (INT-S4)	memory support	pronunciation retention	pronunciation awareness
“The song is too fast to follow.” (INT-S4)	tempo difficulty	tempo-related difficulty	pronunciation challenges
“Sometimes I cannot catch the words clearly.” (INT-S2)	unclear pronunciation	perception difficulty	pronunciation challenges
“The lyrics are not clear because of the music.” (OBS-11)	unclear lyrics	listening difficulty	pronunciation challenges
“There are many new words I don’t understand.” (INT-S3)	vocabulary difficulty	vocabulary-related difficulty	pronunciation challenges

“I feel confused when words are connected.” (INT-S5)	connected speech difficulty	phonological difficulty	pronunciation challenges
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The table demonstrates how raw qualitative data were systematically transformed into codes, categories, and overarching themes to ensure analytical rigor and transparency.

RESULTS

This section presents the findings of the study based on classroom observations, Likert scale questionnaire responses, and semi-structured interviews with selected students. The findings are organized according to the research questions of the study. The purpose of presenting these findings is to describe students’ perspectives on the use of English songs in learning pronunciation in the classroom. The data obtained from classroom observation provided information about how students participated in pronunciation learning activities when songs were used as a learning medium. It showed how students responded to the activities and how they practiced pronunciation during the learning process. In addition, the questionnaire results revealed students’ perceptions and attitudes toward the use of songs in improving their pronunciation. The responses reflected how students felt about the learning experience and how helpful they perceived songs to be in supporting their pronunciation practice. Furthermore, semi-structured interviews were conducted with several selected students to gain deeper insights into their experiences and opinions. The interview data helped explain and support the findings obtained from the observation and questionnaire.

1. Students’ Perspectives on Using English Songs to Improve Pronunciation

This section presents students’ perspectives on the use of English songs in learning pronunciation. The analysis focuses on students’ learning experiences, their awareness of English pronunciation, and their emotional responses during the activity. The findings were obtained from classroom observations, Likert scale questionnaire responses, and semi-structured interviews with selected students. Previous studies have shown that songs can support pronunciation learning because they provide repeated exposure to authentic pronunciation, rhythm, and stress patterns in a more engaging learning environment (Murphey, 1990; Millington, 2011; Chen & Chiu, 2021; Yuliana et al., 2025). Therefore, examining students’ perspectives is important to understand how song-based activities influence their motivation, participation, and pronunciation practice in the classroom.

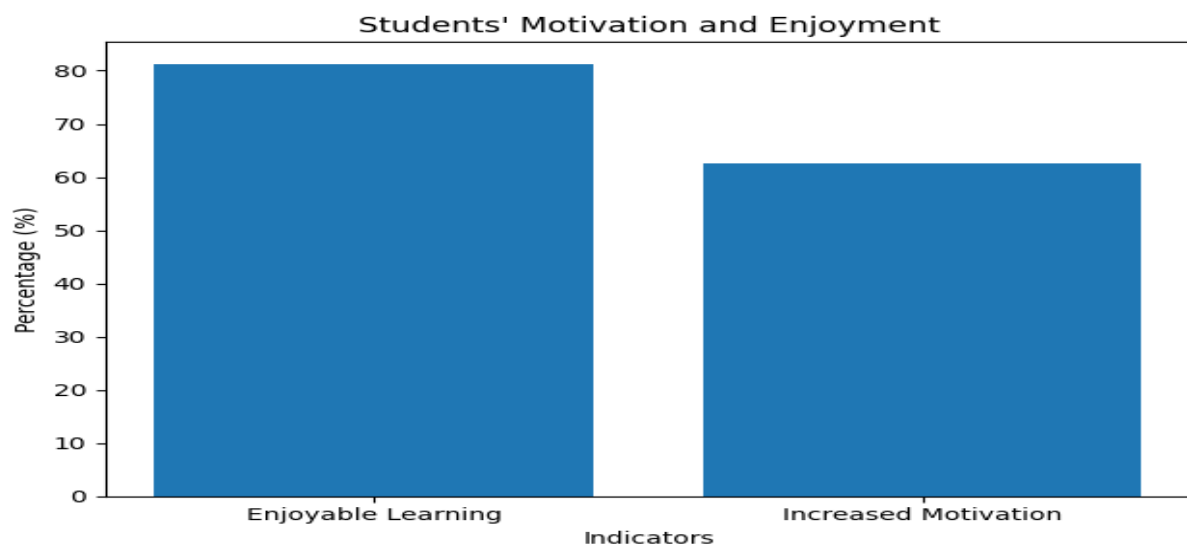
1.1 Students’ Learning Experience when Using Songs

The first theme that emerged from the data concerned students’ experiences in learning pronunciation through English songs. Based on classroom observations, students appeared more attentive and actively engaged when the English song was played. Many students concentrated on the audio, some smiled, and several students moved their lips while following the lyrics (OBS-01). Furthermore, the classroom atmosphere became more relaxed and less formal compared to conventional pronunciation practice (OBS-02), suggesting that the use of songs contributed to the creation of a more enjoyable and supportive learning environment.

Students demonstrated a greater willingness to participate in the activity because the integration of music made the lesson more interesting and interactive. Rather than feeling pressured to produce perfect pronunciation, students were able to practice more naturally through listening and singing activities. This condition encouraged them to pay closer attention to pronunciation features such as stress, rhythm, and intonation, while simultaneously increasing their motivation, confidence, and overall participation in the learning process.

Observation notes also indicated that several students attempted to imitate the singer's pronunciation after listening to the song repeatedly. Students were observed repeating certain words and phrases when the teacher replayed specific sections of the song (OBS-03), demonstrating their active involvement in the learning process. This behavior suggested that repeated exposure to the song encouraged students to pay closer attention to the pronunciation of individual words, sounds, and expressions. Through imitation and repetition, students were able to practice producing English sounds more accurately and become more familiar with authentic pronunciation patterns. These observations indicate that students did not merely listen passively to the song, but actively engaged in pronunciation practice by mimicking the singer's articulation, rhythm, and intonation. Consequently, the use of songs appeared to facilitate students' participation and support the development of their pronunciation skills in a more interactive and meaningful manner.

The questionnaire data also supported the observation findings. A large proportion of students reported positive learning experiences when songs were used in pronunciation practice. For instance, 43.8% of students strongly agreed and 37.5% agreed that songs made the pronunciation learning atmosphere more enjoyable (Q-08). In addition, 40.6% strongly agreed and 21.9% agreed that learning pronunciation through songs increased their learning motivation (Q-11).



○ Figure 1. Students' Positive Perceptions on Using English Songs

The interview results also reflected similar perceptions. One student stated:

“My experience learning pronunciation through songs has been really fun and different from the usual. Learning just from books can sometimes feel boring, but using songs makes the atmosphere more relaxed.” (INT-S3)

Another student explained that songs made the learning activity more engaging:

“Learning pronunciation through songs is fun and doesn’t make you sleepy. I’ve become more interested in singing along and following the lyrics.” (INT-S5)

These responses indicate that students perceived the use of songs as a more enjoyable and distinctive learning experience compared to conventional pronunciation practice. Students appeared to associate traditional methods, such as learning from textbooks, with boredom and limited interaction, whereas song-based activities created a more relaxed, enjoyable, and motivating classroom atmosphere. Furthermore, the use of songs seemed to increase students’ interest in participating actively during the lesson, particularly through singing and following the lyrics. As a result, songs not only enhanced students’ engagement but also encouraged a more positive attitude toward pronunciation learning.

1.2 Students’ Awareness of English Pronunciation

Another perspective expressed by students concerned their increased awareness of English pronunciation after listening to songs. During classroom observation, students listened carefully to the song and attempted to imitate the pronunciation produced by the singer (OBS-04). Some students repeated difficult words several times after the teacher replayed specific sections of the song (OBS-05), indicating that they were making deliberate efforts to improve their pronunciation accuracy. This behavior suggested that students became more conscious of how English words should be pronounced, particularly in relation to vowel sounds, consonant sounds, stress, rhythm, and intonation. Repeated listening activities appeared to help students identify pronunciation patterns and distinguish differences between the pronunciation of English words and their written forms. Moreover, the opportunity to hear authentic pronunciation from the singer allowed students to become more familiar with natural spoken English. As a result, songs not only functioned as an engaging learning medium but also contributed to the development of students’ pronunciation awareness and listening skills.

The questionnaire findings also indicated that songs helped students develop greater awareness of English pronunciation. For example, 53.1% of the participants strongly agreed and 21.9% agreed that repetition in songs helped them remember the pronunciation of words (Q-12). Furthermore, 31.2% strongly agreed and 43.8% agreed that the rhythm and melody of songs helped them pronounce words more accurately (Q-14). These findings suggest that songs provided repeated exposure to English pronunciation in a manner that was both memorable and engaging for students. The repetitive nature of song lyrics appeared to support students in retaining the correct pronunciation of unfamiliar words, while the rhythm and melody assisted them in recognizing appropriate stress patterns, intonation, and word pronunciation. In addition, the integration of music into the learning process may have reduced students’ anxiety and increased their confidence when practicing pronunciation. Therefore, the questionnaire results reinforce the idea that songs can serve as an effective instructional medium for enhancing students’ pronunciation awareness and accuracy.

Interview responses supported these findings. One student stated:

“The main benefit is that I can hear the correct pronunciation directly from the singers, so I can imitate the way they pronounce the words.” (INT-S2)

Another respondent also mentioned that repetition in songs helped improve pronunciation awareness:

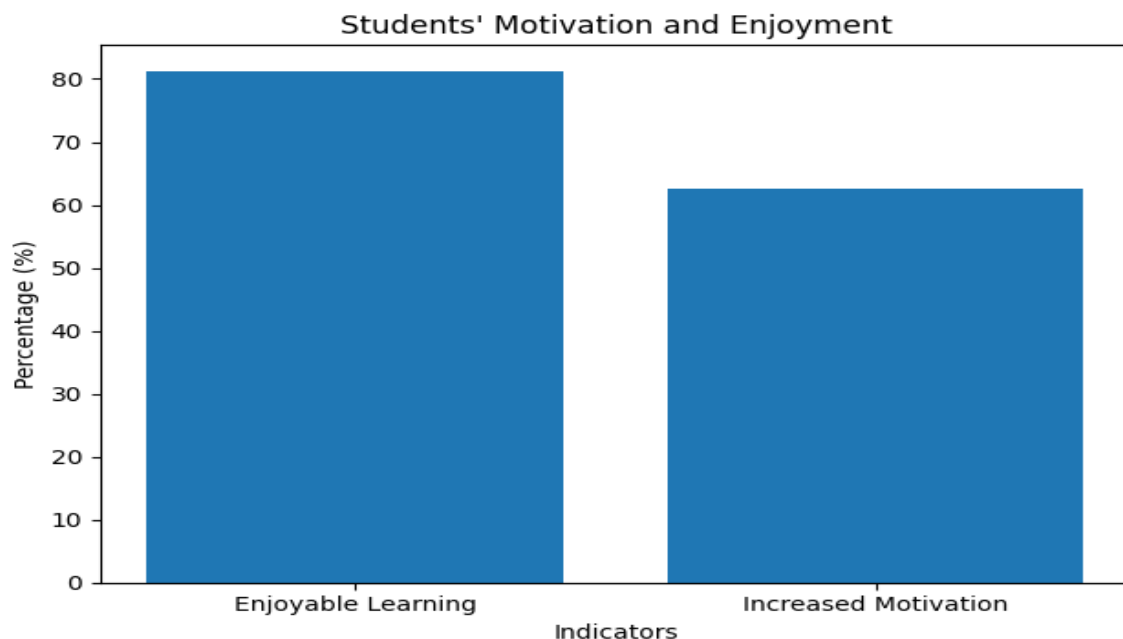
“I find it easier to remember how to pronounce words because they’re repeated often in songs.” (INT-S4)

These responses indicate that students perceived songs as a helpful source for hearing authentic English pronunciation and practicing sounds repeatedly. By listening to singers, students were exposed to more natural models of pronunciation, including stress, rhythm, and intonation patterns. In addition, repeated words and phrases in songs appeared to help students remember how certain words should be pronounced more accurately. The interview findings suggest that songs not only provided enjoyable learning experiences but also served as a practical medium for improving students’ awareness of pronunciation and supporting their ability to imitate authentic spoken English.

1.3 Students’ Emotional Responses and Learning Motivation

Students also expressed positive emotional responses during pronunciation activities involving songs. Based on classroom observation, students appeared relaxed and comfortable while participating in the activity. Some students smiled, laughed, and actively joined the group singing activity (OBS-06). The observation notes also indicated that students seemed less anxious compared to traditional pronunciation practice (OBS-07). The activity created a supportive learning environment where students felt more comfortable participating in the lesson.

The Likert scale responses also reflected students’ positive emotional reactions to the use of songs. The results showed that 31.2% of students strongly agreed and 40.6% agreed that songs made them feel more relaxed during pronunciation learning (Q-15). In addition, 28.1% strongly agreed and 46.9% agreed that songs helped increase their confidence when pronouncing English words (Q-16). These results indicate that song-based activities helped create a supportive learning atmosphere that encouraged students to participate more actively.



○ Figure 3. Students’ Emotional Responses

Interview responses further illustrated this perspective. One student stated:

“Since the atmosphere is more relaxed, I’m not too worried about making mistakes when I speak. And if I make a mistake while singing, I don’t feel too embarrassed either.” (INT-S1)

Another student explained:

“Learning through songs feels like a group activity, not like I’m being tested, so I feel more confident about trying to speak.” (INT-S6)

These findings suggest that students perceived song-based pronunciation activities as creating a more comfortable and supportive learning environment. The relaxed classroom atmosphere reduced students’ anxiety and encouraged them to participate more confidently in pronunciation practice.

2. Challenges Students Faced When Practicing Pronunciation through Songs

Although students generally expressed positive perspectives regarding the use of English songs in pronunciation learning, several challenges were also identified during the learning process. These challenges were observed during classroom activities and were also reported by students in the interviews.

2.1 Difficulty Following Fast Tempo

One of the most frequently mentioned challenges was the fast tempo of certain songs. During classroom observation, some students experienced difficulty following the lyrics when the tempo of the song increased (OBS-08). Several students stopped singing during faster sections and waited for the teacher to replay the audio (OBS-09). Observation notes also indicated that some students required the song to be played multiple times before they could follow the pronunciation more accurately (OBS-10).

The questionnaire results also reflected this difficulty. Several students reported that fast-tempo songs sometimes made it difficult to follow the pronunciation. The data showed that 25% of students strongly agreed and 40.6% agreed that they experienced difficulty when the song was too fast (Q-18).

Interview responses confirmed this difficulty. One student stated:

“Sometimes I have trouble when the song is too fast. I have to listen to it a few times to catch the pronunciation.” (INT-S4)

Another student also explained that the speed of the song sometimes made it difficult to recognize individual words clearly (INT-S5).

These responses suggest that the tempo of songs influenced students’ ability to follow pronunciation patterns effectively. When the tempo was too fast, students needed additional time and repeated listening in order to understand and imitate the pronunciation more accurately.

2.2 Unclear Lyrics and Connected Speech

Another challenge reported by students involved unclear lyrics and connected speech. In authentic English songs, singers often connect words or reduce certain sounds, which can make it difficult for learners to identify individual words. During classroom observation, some students asked the teacher to replay specific parts of the song because they could not clearly hear the words being pronounced (OBS-11). In some cases, the background music was louder than the singer's voice, which made the lyrics difficult to understand (OBS-12).

The questionnaire data also supported this finding. Some students reported that they had difficulty understanding song lyrics when the singer's voice was not clear. The results showed that 25% of students strongly agreed and 43.8% agreed that unclear lyrics sometimes made it difficult to identify the pronunciation of words (Q-19).

Interview responses also reflected this issue. One student stated:

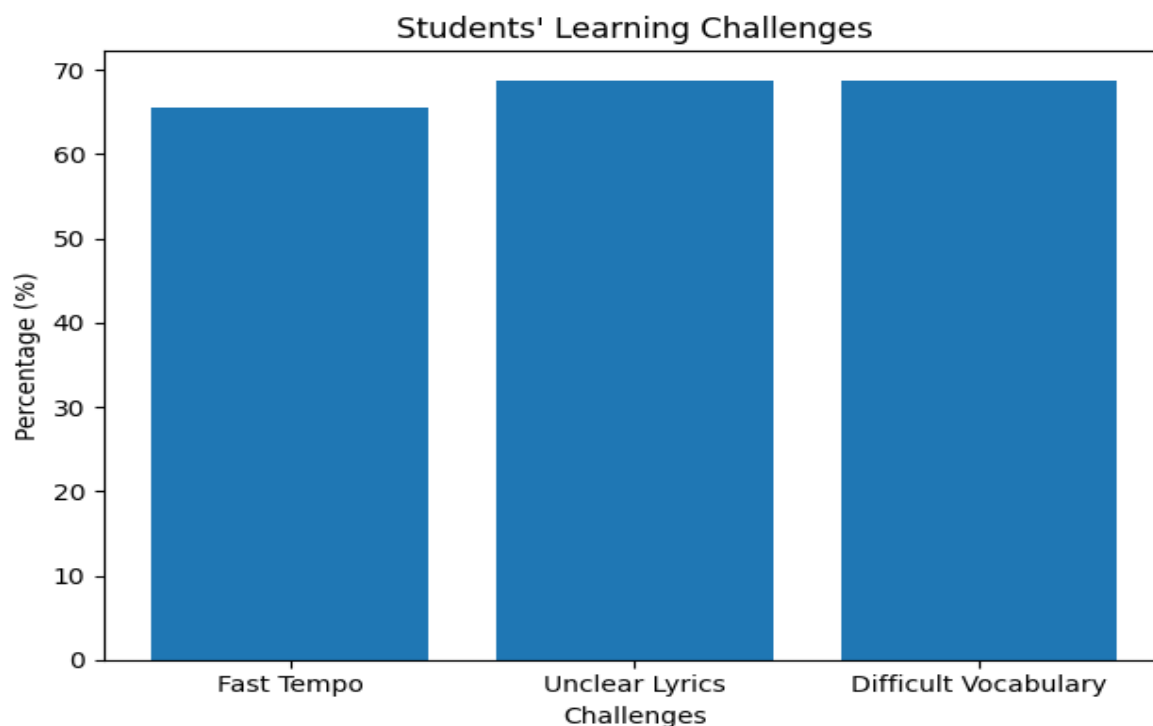
"Sometimes the music is too loud, so the singer's voice isn't very clear, so I have to listen to it again." (INT-S2)

These findings indicate that while songs provide authentic language input, they may also present certain listening difficulties for learners who are still developing their pronunciation and listening skills.

2.3 Difficult Vocabulary in Song Lyrics

The final challenge identified in this study concerned unfamiliar vocabulary in song lyrics. Some students reported that certain words in the songs were difficult to understand because they were not commonly used in classroom learning materials. During classroom observation, several students asked the teacher to explain the meaning of unfamiliar words before they attempted to pronounce them (OBS-13). This suggests that vocabulary knowledge influenced students' confidence in pronouncing words correctly.

The questionnaire responses also indicated that unfamiliar vocabulary could affect students' pronunciation practice. The results showed that 21.9% of students strongly agreed and 46.9% agreed that difficult or unfamiliar words in song lyrics sometimes made pronunciation practice more challenging (Q-20).



○ Figure 2. Challenges Faced by Students

One student explained during the interview:

“Sometimes there are words I’ve never heard before, so I’m a little hesitant to say them.”
(INT-S3)

This finding indicates that unfamiliar vocabulary could slow down pronunciation practice because students needed to understand both the meaning and the pronunciation of new words at the same time. As a result, additional explanation from the teacher was sometimes necessary to help students pronounce unfamiliar words more confidently.

DISCUSSION

The findings of this study indicate that the use of English songs can positively influence students’ pronunciation learning by enhancing their motivation, engagement, and awareness of phonological features such as stress, rhythm, and intonation. These results are consistent with previous studies which highlight that music-supported learning creates a more enjoyable and less anxiety-inducing classroom environment (Good et al., 2015; Ludke et al., 2014). Songs provide authentic linguistic input and repeated exposure, which contribute to improved pronunciation accuracy.

From a theoretical perspective, these findings are significant as they reinforce the role of meaningful input in second language acquisition. In line with Krashen (1985), language learning is more effective when learners are exposed to comprehensible input in a low-anxiety context. Songs, therefore, function not only as motivational tools but also as a medium that facilitates phonological processing through rhythm, repetition, and melody. This supports the

development of phonological awareness, as learners become more sensitive to sound patterns and pronunciation features (Schön et al., 2008). Thus, the findings contribute to the theoretical understanding that integrating musical elements can enhance both affective and cognitive aspects of language learning.

However, despite these positive outcomes, the findings should be interpreted critically. Previous studies also indicate that the use of songs may present limitations, particularly when learners are exposed to fast tempo, unclear lyrics, or unfamiliar vocabulary (Klimova & Zelenova, 2018). These factors may hinder comprehension and reduce the effectiveness of pronunciation practice. This suggests that the success of song-based learning is not inherent in the medium itself, but depends on how it is implemented. In other words, songs can be both beneficial and problematic depending on instructional design and learner readiness.

Furthermore, the challenges identified in this study highlight the need for deeper pedagogical consideration. The fact that students still experience difficulty despite enjoying the activity indicates that engagement alone does not guarantee learning. This implies that without proper instructional support, song-based learning may remain at a superficial level. As suggested by Millington (2011), teachers need to adopt structured approaches such as segmenting lyrics, emphasizing specific pronunciation features, and incorporating repetition-based exercises. These strategies help transform passive listening into active learning, ensuring that students not only enjoy the activity but also achieve measurable improvement.

Overall, these findings suggest that the effectiveness of English songs in pronunciation learning lies in the balance between affective engagement and instructional structure. While songs can lower anxiety and increase motivation, their pedagogical value depends on how they are integrated into systematic teaching practices. Therefore, a critical approach to song selection and instructional design is essential to maximize their potential in improving students' pronunciation.

CONCLUSION

This study demonstrates that English songs effectively support students' pronunciation learning by enhancing their motivation, pronunciation awareness, and confidence. The findings indicate that song-based learning creates a more engaging, interactive, and less anxiety-inducing classroom environment, allowing students to practice pronunciation in a more relaxed and enjoyable way. In addition, repeated exposure to rhythm, melody, and authentic pronunciation models helps students become more familiar with English sounds, stress patterns, and intonation, which contributes to gradual improvement in their pronunciation accuracy.

From a pedagogical perspective, teachers can integrate English songs as an effective instructional strategy to improve students' pronunciation in the EFL classroom. Songs not only make the learning process more enjoyable but also encourage active participation and increase students' willingness to practice speaking. However, several challenges need to be carefully addressed, such as fast tempo, unclear lyrics, and unfamiliar vocabulary. Therefore, teachers are advised to select appropriate songs that match students' proficiency levels and provide guided instructional support, such as pre-teaching vocabulary, slowing down audio, or focusing on specific pronunciation features during the activity.

This study is limited by its relatively small sample size and its focus on a single classroom context, which may affect the generalizability of the findings. Therefore, future

research is recommended to involve larger and more diverse samples across different educational settings. In addition, further studies could explore the effectiveness of different types of songs, instructional techniques, or technology-assisted learning tools to enhance pronunciation learning outcomes more comprehensively.

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