

[ERJEE] Review Result

2 messages

erjee uniku.ac.id <erjee@uniku.ac.id>
To: matul.hima@gmail.com, juhansar@uty.ac.id

Sat, Nov 10, 2018 at 9:45 AM

Dear Himatul Khoiriyah & Juhansar,

Thank you for submitting your article to **English Review: Journal of English Education (ERJEE)**.
Herewith I send the Review Result towards your article. Please revise it based on the suggestions given and send it back to us in a week.
You can follow the Article Guideline to rewrite your article (file attached).

Regards,
Fahrus Zaman Fadhly
Managing Editor

English Review Journal of English Education (ERJEE)
Department of English Education, Faculty of Teacher Training and Education, University of Kuningan
Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513
Fax: +62 232-874824
Email: erjee@uniku.ac.id
Website: <https://journal.uniku.ac.id/index.php/ERJEE/index>

Universitas Kuningan
<https://uniku.ac.id>

"Pada tahun 2032 Menjadi Universitas Unggul yang Memiliki Komitmen Tinggi terhadap Pemberdayaan Masyarakat".

2 attachments

 **ZERJEE-Article Guideline.doc**
62K

 **Review Result-Himatul Khoiriyah & Juhansar.doc**
1036K

Juhansar Andi Latief <juhansar@uty.ac.id>
To: erjee@uniku.ac.id
Cc: Himatul Khoiriyah <matul.hima@gmail.com>

Sat, Nov 10, 2018 at 10:56 AM

Dear Fahrus Zaman Fadhly
Managing Editor of
English Review Journal of English Education (ERJEE)

Thank you in advanced for reviewing our article to be published at *English Review Journal of English Education (ERJEE)*, Department of English Education, Faculty of Teacher Training and Education, University of Kuningan.
We are more than happy to revise our journal as you suggested then send it back to you in a week.

Best regards,
The Authors
[Quoted text hidden]

[ERJEE] Asking for Confirmation

18 messages

erjee uniku.ac.id <erjee@uniku.ac.id>

Tue, Dec 11, 2018 at 2:14 PM

To: Juhansar Andi Latief <juhansar@uty.ac.id>, Himatul Khoiriyah <matul.hima@gmail.com>

Dear Mrs. Juhansar & Mrs. Himatul Khoiriyah,

Thank you for submitting your article entitled "**THE STUDENTS' ACHIEVEMENT IN PRONOUNCING ENGLISH SONG USING SMULE APPLICATION**" to **English Review: Journal of English Education**. Unfortunately, we cannot publish your article on December Issue since there are so many articles submitted and we can only publish 17 articles on this issue.

Therefore, I'm writing to ask for your confirmation whether it is okay to publish your article in **Indonesian EFL Journal (IEFLJ)**.

Indonesian EFL Journal (p-ISSN 2252-7427, e-ISSN 2541-3635) is a peer-reviewed journal published in Indonesia by the Association of Indonesian Scholars of English Education (AISEE) in collaboration with Language Center of Universitas Kuningan (UNIKU).

Indonesian EFL Journal is currently published twice a year on January and July. Since July 9th, 2018, **Indonesian EFL Journal** is officially accredited by The Ministry of Research, Technology and Higher Education, Republic of Indonesia (Kemenristekdikti RI) with **SINTA 3**. The journal has also been indexed in **DOAJ, Crossref, Indonesian Publication Index (IPI), Indonesia OneSearch, BASE, Citefactor, Google Scholar, Academia.edu, and Mendeley**.

I'm looking forward for your confirmation.

Regards,

Fahrus Zaman Fadhly

Managing Editor

English Review Journal of English Education (ERJEE)

Department of English Education, Faculty of Teacher Training and Education, University of Kuningan

Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513

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Universitas Kuningan

<https://uniku.ac.id>

"Pada tahun 2032 Menjadi Universitas Unggul yang Memiliki Komitmen Tinggi terhadap Pemberdayaan Masyarakat".

Juhansar Andi Latief <juhansar@uty.ac.id>

Thu, Dec 27, 2018 at 10:54 AM

To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Dear Mr. Fahrus Zaman Fadhly

Managing Editor of English Review: Journal of English Education

Warm greeting from UTU,

First of all, I would like to apologize indeed for being late replying your email since I have just seen and read it. Secondly, I would like to thank you for the confirmation given related to our article entitled: "**The Students' Achievement in Pronouncing English Song Using Smule Application**" which could not be published on December Issue by the very clear reason mentioned.

Thirdly, I highly appreciate the optional publisher you offered to publish our article. It was an honor for us indeed. Nevertheless, we would be more than happy if our article could be published in **English Review: Journal of English Education** in the next issue (Vol 7, No 2 June 2019) if it is possible.

We are looking forward a positive confirmation.

Best regards,
Authors

[Quoted text hidden]



Virus-free. www.avast.com

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Thu, Dec 27, 2018 at 11:13 AM

Dear Mr. Juhansar,

Thank you for your confirmation.

Unfortunately, we cannot publish two articles with the same author in a Volume. Thus, we consider to publish your second article in Indonesian EFL Journal, Volume 5 Issue 1 January 2019. Thank you for your good cooperation.

Regards,
Fahrus Zaman Fadhly
Managing Editor

English Review Journal of English Education (ERJEE)

Department of English Education, Faculty of Teacher Training and Education, University of Kuningan
Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513

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Website: <https://journal.uniku.ac.id/index.php/ERJEE/index>

[Quoted text hidden]

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Thu, Dec 27, 2018 at 11:18 AM

Dear Mr. Fahrus Zaman Fadhly
Managing Editor of English Review: Journal of English Education

Thank you for the enlighten information.

I would like to confirm this matter to other authors than inform you asap.

Regard,
Juhansar



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[Quoted text hidden]

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Thu, Dec 27, 2018 at 11:20 AM

Dear Mr. Juhansar,

We will be waiting for your confirmation.

Regards,
Fahrus Zaman Fadhly
Managing Editor

English Review Journal of English Education (ERJEE)

Department of English Education, Faculty of Teacher Training and Education, University of Kuningan
Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513

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Website: <https://journal.uniku.ac.id/index.php/ERJEE/index>

[Quoted text hidden]

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Fri, Dec 28, 2018 at 1:27 PM

Dear Mr. Fahrus Zaman Fadhly
Editor in Chief of Indonesian EFL Journal

Thank you for your advice regarding to our article publication.
After considering your advice then we decide to publish our article entitle "**The Students' Achievement in Pronouncing English Song Using Smule Application**" *written by Himatul Khoiriyah, Juhansar, and Dyah Mukaromah* to be published in **Indonesian EFL Journal (IEFLJ)** as you suggested.

In relation to the article publication, the following we attached our article draft. We highly appreciate your advice on it.

Indeed, if our article is accepted to be published in **Indonesian EFL Journal (IEFLJ)**, we would be more than happy to have the Letter of Acceptance (LoA) towards our article.

Regard,
Authors
[Quoted text hidden]

 **-Review Result-Himatul Khoiriyah, Juhansar, & Dyah Mukaromah-IEFLJ.docx**
634K

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Fri, Dec 28, 2018 at 3:09 PM

Dear Authors,

Thank your for your willingness to publish the article in Indonesian EFL Journal (IEFLJ).
Yet, for our sustainability, the author is required to pay Article Processing Charge (APC) with amount Rp. 1.200.000,00. The publication fee can be transferred via BNI 0338865869 a.n. Nita Ratnaningsih. The Letter of Acceptance (LoA) will be sent to you after completing the payment.

PS: Please complete your payment before December 31, 2018.

Regards,
Fahrus Zaman Fadhly
Managing Editor

English Review Journal of English Education (ERJEE)
Department of English Education, Faculty of Teacher Training and Education, University of Kuningan
Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513
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Website: <https://journal.uniku.ac.id/index.php/ERJEE/index>

[Quoted text hidden]

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Fri, Dec 28, 2018 at 3:34 PM

Dear Mr. Fahrus Zaman Fadhly
Editor in Chief of Indonesian EFL Journal

Thank you in advance for for the very prompt reply.
We would like to inform you as soon as possible after the APC payment.

Regard,

Authors

[Quoted text hidden]

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Thu, Jan 3, 2019 at 11:59 AM

Dear Authors,

I'm writing to ask you whether you have paid the APC payment or not. If you have not paid the APC yet, please complete your payment since we will publish the article soon.

Regards,

Fahrus Zaman Fadhly*Managing Editor***English Review Journal of English Education (ERJEE)**

Department of English Education, Faculty of Teacher Training and Education, University of Kuningan

Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513

Fax: +62 232-874824

Email: erjee@uniku.ac.idWebsite: <https://journal.uniku.ac.id/index.php/ERJEE/index>

[Quoted text hidden]

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Thu, Jan 3, 2019 at 1:10 PM

Dear Mr. Fahrus Zaman Fadhly*Editor in Chief of Indonesian EFL Journal*

I would like to inform you that I have already transferred the APC for our article entitle **"The Students' Achievement in Pronouncing English Song Using Smule Application"** written by **Himatul Khoiriyah, Ahmad Mustamir Waris, & Juhansar.**

The following is attached the proof of APC payment.

Regard,

Authors

[Quoted text hidden]



APC Proof = Juhansar for Indonesian EFL Journal.jpeg
60K

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Thu, Jan 3, 2019 at 7:39 PM

Dear Authors,

Thank your for paying the APC. We have received it. The LoA will be sent to you by tomorrow.

Regards,

Fahrus Zaman Fadhly

[Quoted text hidden]

--

[Quoted text hidden]

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Thu, Jan 3, 2019 at 8:08 PM

Dear Mr. Faurus Zaman Fadhly

Noted with thanks.

Regards,
Authors
[Quoted text hidden]

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Tue, Jan 8, 2019 at 1:57 PM

Dear Mr. Faurus Zaman Fadhly
Editor in Chief of Indonesian EFL Journal

Thank you in advance for your information that our article will be published in Indonesian EFL Journal in January 2019.
We would be grateful indeed if we could have the LoA related to our article publication.

Regards,
Authors
[Quoted text hidden]

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Tue, Jan 8, 2019 at 2:00 PM

Dear Authors,

I'm sorry that I forgot to send the LoA to you several days ago. I will make the LoA now and send it to you soon.

Regards,
Faurus Zaman Fadhly
[Quoted text hidden]

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Tue, Jan 8, 2019 at 2:47 PM

Dear Authors,

Herewith I send the LoA towards your article.

Regards,
Faurus Zaman Fadhly
Managing Editor

English Review Journal of English Education (ERJEE)
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Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513
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Website: <https://journal.uniku.ac.id/index.php/ERJEE/index>

[Quoted text hidden]

 **IEFLJ - LoA Juhansar.pdf**
291K

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Tue, Jan 8, 2019 at 3:00 PM

Dear Mr. Faurus Zaman Fadhly

Editor in Chief of Indonesian EFL Journal

I have already download the LoA. However, as I said in the previous email that there is an author changing in the article

from

Himatul Khoiriyah, Juhansar, & Dyah Mukaromah,
University of Technology Yogyakarta, Indonesia

to

Himatul Khoiriyah

University of Technology Yogyakarta, Indonesia

Ahmad Mustamir Waris

IAIN Manado, Sulawesi Utara, Indonesia

Juhansar

University of Technology Yogyakarta, Indonesia

I highly appreciate for the willingness to help.
Again, thank you indeed for the cooperation

Regards,

Juhansar

[Quoted text hidden]

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Tue, Jan 8, 2019 at 3:10 PM

Dear Authors,

Thank you for reminding me, I almost forgot about it.
Herewith I resend the LoA.

Regards,

Fahrus Zaman Fadhly

Managing Editor

English Review Journal of English Education (ERJEE)

Department of English Education, Faculty of Teacher Training and Education, University of Kuningan
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 **IEFLJ - LoA Juhansar.pdf**
317K

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Tue, Jan 8, 2019 at 3:20 PM

Dear Mr. Fahrus Zaman Fadhly

Editor in Chief of Indonesian EFL Journal

Again and again, thank you in advance for every great effort you did for us and we do apologize for bothering you a lot.
We highly appreciate it indeed.

With our very best regards,

Authors

[Quoted text hidden]

Revised#1-Review Result-Himatul Khoiriyah & Juhansar

1 message

Juhansar Andi Latief <juhansar@uty.ac.id>

Tue, Nov 13, 2018 at 10:48 AM

To: erjee@uniku.ac.id

Cc: Himatul Khoiriyah <matul.hima@gmail.com>

Dear Fahrus Zaman Fadhly*Managing Editor of**English Review Journal of English Education (ERJEE)*

Thank you in advanced for selecting and reviewing our article to be published at **English Review Journal of English Education (ERJEE)**, Department of English Education, Faculty of Teacher Training and Education, University of Kuningan, West Java.

Respectfully, we have already revised our article based on the suggestion and advise given in the previous email. Herewith we send you the attached article (rtf and doc extensions) which has been revised.

Again, thank you indeed for every single step you have done for helping. Hopefully, we could hear a positive confirmation from you. If you have any further questions or concerns, please do not hesitate to contact us.

Sincerely yours,

The Authors

2 attachments**Revised#1-Review Result-Himatul Khoiriyah & Juhansar - DOC.docx**

634K

**Revised#1-Review Result-Himatul Khoiriyah & Juhansar - RTF.rtf**

4833K

Newest Edited Article for published in IEFL Journal

3 messages

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>
Bcc: Juhansar Andi Latief <juhansar.uty@gmail.com>

Thu, Jan 3, 2019 at 1:19 PM

Dear Mr. Faurus Zaman Fadhly
Editor in Chief of Indonesian EFL Journal

Herewith I attached our newest edited article entitle **"The Students' Achievement in Pronouncing English Song Using Smule Application"** written by **Himatul Khoiriyah, Ahmad Mustamir Waris, & Juhansar.**

PS: Please just ignore my previous emails related to this article. This is the newest one. Hopefully, the publisher could also check and recheck the list of contents of the IEFL Journal whether it has similar author(s) with the published article or not.

Thank you in advanced for your highest integrity and cooperation. I highly appreciate it indeed.

Regard,
Authors



#Newest = Review Result-Himatul K., Ahmad M.W., & Juhansar-IEFLJ.docx
635K

erjee uniku.ac.id <erjee@uniku.ac.id>
To: Juhansar Andi Latief <juhansar@uty.ac.id>

Thu, Jan 3, 2019 at 7:43 PM

Dear Authors,

Is the newest article greatly different from the previous one? Because the previous one has been edited and sent to the layout team. Please confirm which part(s) of the article that has been edited.

Regards,
Faurus Zaman Fadhly
[Quoted text hidden]

--

Faurus Zaman Fadhly
Managing Editor

English Review Journal of English Education (ERJEE)

Department of English Education, Faculty of Teacher Training and Education, University of Kuningan
[Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513](http://www.uniku.ac.id)
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Universitas Kuningan
<https://uniku.ac.id>

"Pada tahun 2032 Menjadi Universitas Unggul yang Memiliki Komitmen Tinggi terhadap Pemberdayaan Masyarakat".

Juhansar Andi Latief <juhansar@uty.ac.id>
To: "erjee uniku.ac.id" <erjee@uniku.ac.id>

Thu, Jan 3, 2019 at 8:13 PM

Dear Mr. Faurus Zaman Fadhly
Editor in Chief of Indonesian EFL Journal

No, it is not greatly different. The different is only about authors. The content is exactly the same as the previous ones.

Thank you for confirmation.

Regards,
Authors

[Quoted text hidden]

THE STUDENTS' ACHIEVEMENT IN PRONOUNCING ENGLISH SONG USING SMULE APPLICATION

Himatul Khoiriyah, Juhansar

English Education Department

Universitas Teknologi Yogyakarta, Indonesia

email: matul.hima@gmail.com, juhansar@uty.ac.id

Abstract

This research objectives are to describe the students' achievement in pronouncing English song and to find out the factors influencing the students' achievement in pronouncing English song using smule application. The type of this research was descriptive statistic one where the data collected through English pronunciation test and questionnaire. The English pronunciation test was used to gather the data related to the students' English pronunciation achievement; and the questionnaire was used to find out the factors influencing students' English pronunciation achievement which consists of 20 items. The result of the research shows the mean score of students' achievement in pronouncing English song using smule application is 3.81 or almost good where students' achievement influenced by (1) the low frequency in practicing pronunciation; (2) the difficulty to balance singing karaoke and music instruments on fast song tempo; and (3) the lack of using smule application to sing karaoke.

Keywords: *Achievement, Pronunciation, English Song, Smule Application*

A. INTRODUCTION

Purland (2009:1) said that speaking English can be successful when ones can get the correct vowel sounds on the correct syllable in a sentence by putting them together especially for students. It means that the successful key in speaking English relays much on pronunciation. So, to build a good communication by speaking English, the students need to understand how to pronounce a word or sentence correctly. Pronunciation is the way of someone speaks the words in language. According to Gilakjani (2012:96), pronunciation refers to the meaning of words that is made by someone using production of sound which include segmental and suprasegmental features. Segmental or segments is another name for phonemes. It is the unit of sound that can be analyzed such as vowels and consonants. Meanwhile, suprasegmental feature is the speech features like stress, rhythm, and intonation applied to the group of segments (Kelly, 2000:3).

Pronunciation in other wise is speech sound. The study of speech sound is called as phonetic transcription, Wells (2006:1). It refers to the symbol which is written in the printed text describes the way to utter the words. Poláchová (2006:14) mentioned that the system which describes about the sounds of spoken language is called as *International Phonetic Alphabet* (IPA). It is not only in the form of alphabetic such as /wi doʊnt tək ,ɛni 'mɔːr/, but also in non-alphabetic symbols which can be put together such as the length mark /:/.

Pronunciation is important in communication. Yet, there are some students choose to speak nothing because they do not know what to say and do not have confidence to produce the correct English pronunciation. If these happen for a long time, they will never build a good communication in English. A communication will run well when someone can use language properly. As Backley (2015:126) said, the listener sometimes makes quick judgment about the speaker's pronunciation. If the pronunciation is poor, so it can break the overall language level. It indicates that we cannot omit those pronunciation features to deliver a clear and a good communication.

To understand English pronunciation well, students need to practice it more and more. To practice English pronunciation, students can use English song. Song is sound art which combines the music composition and text or lyric. According to Griffée (1995) in Rosová (2007:10) that song refers to music which is completed by words. Basically, the composer

Commented [w1]: Provide information as complete as possible, including your Department, Faculty, University, and Country For Example: Department of English Education, Faculty of Teacher Training and Education, University of Kuningan, Indonesia

Commented [w2]: The ABSTRACT should be written in 150-225 words covering the Introduction, Purpose of Study, Method, Results, and Conclusion.

Commented [w3]: Provide 5-8 keywords.

Commented [w4]:
1. INTRODUCTION should consist of: Burning Issues, Theories, Previous Research, & Problem discussed.
2. There are too much theories in your INTRODUCTION, please make it brief.

writes song not only to deliver the message or feeling but also to entertain the listener. In singing a song, between lyrics and the instrument of music should be balanced by following the rhythm or tempo. Tempo refers to 'time' or 'musical time' (Drum, n.d.:pf.1). According to Bull (2008:457), tempo is the speed or rhythm of piece of music. It becomes the most important ingredient in creating music. There are three main tempos in music namely slow, medium, and fast. Each tempo has range of beats per minutes which popular with *bpm* that indicates the measurement of total beat that happens in a minute.

To learn English pronunciation through song, it must be based on the proper song's selection. The selection of song for learning English pronunciation is different in each educational level. The slow song (40-76 *bpm*) might be used for elementary, medium song (80-106 *bpm*) is for junior high school, moderate pace (108-116 *bpm*) could be used in senior high school. For university level, it is better to use fast song (120-220 *bpm*) rather than slow or medium song. According to Voldánová (2017:20), to concern the vocabulary and pronunciation from song, students are better to be challenged to sing the fast song, because it can force students to listen the song carefully. Fast song is considered can give challenge especially for English Education Department students in exercising or learning pronunciation because they must keep up with the rhythm.

Song is usually found and listened when someone is watching TV, listening to radio, and streaming on the internet. Yet, since internet has been providing many things, song can also be found easily there. Nowadays, everyone has smartphone which connects to the internet, so songs can be searched through smartphone applications such as Sportify Music, Joox application, Apple Music, SoundCloud, and etc. By the time goes by, a music streaming application is getting upgrade for better quality and feature. For instance, Joox application which used by people as the music streaming application which now has been upgraded. It is not only to stream music, but also to sing karaoke where it provides many kinds and genres of song which powered by Smule application. Woo (2016:1) defined that smule is an application allowing the user to sing karaoke, play guitar and piano through smartphone. All ages of music's lovers whether students or not, younger or older can use it as a medium to sing karaoke easily.

Karaoke is originally coming from Japanese which means singing without live orchestra, Ruismäki et al (2013:1222). Karaoke use smule application can be done solo, duet (pair), and group. The difference between Joox application and Smule application are on the features availability. According to Apkmb (2018:pf.3), there are several advantage features of smule application that one can use to sing a song, they are:

1. Self-recording option with video.
2. Sing like a star with audio effect.
3. Share on the global platform.
4. Duet with featured artists.
5. Collaboration with the original singer.

Besides smule application has many advantages, it also has disadvantages based on the information that is founded in smule application as follows:

1. The users should pay about IDR 24.000/month to be VIP member.
2. Not all songs can be sung soloist. Users must cost the VIP for it.
3. Not all artists or singers are using smule, so it limits the user to sing collaboration with original singers of the song.
4. There are many adds.

People are free to choose what song they want to sing whether it is local or international songs. There are many international songs. One of them is English song. While they are singing and enjoying the English songs, they also can acquire and/or learn foreign language. Indeed, user can duet karaoke with artists such as joining karaoke '*Say You Won't Let Go*

with James Arthur', 'Flash Light with Jessi J', 'We Don't Talk Anymore with Charlie Puth', 'Treat You Better with Shawn Mendes' and many more. To sing karaoke using smule application, the user should sing his/her lyrics part. If user sings as solo, the lyrics will not have different color. Meanwhile, for the collaboration singing, the user will be directed to sing the blue lyrics part, the partner of duet will be directed to sing the grey lyrics part, and orange for singing the lyrics together. If the user sings the song properly, such as good in the intonation, stars show how excellent the intonation appear when singing.

The most important thing in singing the English song is the correct and the clear pronunciation of the words because it affects the meaning that listeners catch. For example, some students may get confused to differentiate the words pronunciation of "know" /noʊ/ (tahu), and "now" /naʊ/ (sekarang); "heart" /hɑːt/ (hati) and "hurt" /hɜːrt/ (luka); "don't" /doʊnt/ (jangan), "down" /daʊn/ (bawah), "done" /dʌn/ (selesai), and etc. Even though some students have learned English theoretically, sometimes they cannot apply it orally in the real life. They might be able to listen and to write, but unable to pronounce the English words correctly. Students might have much time in listening English, but it is not to practice English pronunciation. They just listen it as it is.

Basically, the English words will be easy to pronounce if students listen the correct English pronunciation and practice it frequently and repeatedly. Pronouncing English words well is little bit difficult because students tend not to comprehend the pronunciation itself deeply. One way to make students listen and practice the pronunciation easily is by singing. Therefore, the researcher is interesting to find out the information about students' achievement in pronouncing English song using smule application and the factors influencing their achievement. The researcher formulates research questions: (1) What is the students' achievement in pronouncing English song using smule application?; (2) What factors are influencing the students' achievement in pronouncing English song using smule application?. It is limited on segmental features (vowels and consonants) and suprasegmental features (intonation, word stress, and rhythm).

1. Vowel

Kelly (2000:29) said that vowels are articulated when a voiced airstream shaped using the tongue and the lips to modify the overall shapes of the mouth. Vowels consist of five letters, they are a/i/u/e/o which have different sound.

2. Consonant

All letters except a/i/u/e/o are consonants. Consonants cannot stand alone. They do need the vowel in order to make syllable. According to Kelly (2000:47) that consonants can be produced by interrupting, restricting or diverting the airflow in variety ways.

3. Intonation

Intonation is the low-high of someone voice. Hewings (2007:84) explained that intonation is the falling and rising tone. Falling tone indicates that at the speech unit is some 'news'. It means that the falling tone tells the listener about the information that the listener does not know yet. The opposite is the rising tone indicates 'not news'. So, the listener and the speaker have already known or already shared the information.

4. Word Stress

According to Bull (2008:439), stress means giving extra force on word or syllable which is spoken. Kelly (2000:66) added that word stress refers to the change of pitch (level of speaker's voice) and sound's vowel in that syllable which is lengthened. Word stress is divided into three kinds of syllable. Stress that falls on the first (e.g. **AWESOME**), stress falls in the middle (e.g. **unBELIEVABLE**), and stress falls in the last syllable word (e.g. **underSTAND**).

5. Rhythm

Rhythm is a suprasegmental feature which closely related to word stress. It is supported by Pimwan’s opinion (2009:9) who said that rhythm shaped from the strong stresses or syllable in a sentence.

B. METHOD

This research used quantitative research data with descriptive statistical approach as the research design. It was conducted for fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta (UTY) in the academic year 2017/2018. It consisted of twelve (12) students which come from one class only. This research was conducted from May-July. The researcher used two instruments to collect the data, (1) English Pronunciation Test was to find out the students’ English pronunciation achievement in pronouncing English song that was practiced through duet singing using smule application; and (2) Questionnaire was to find out the factors influencing the students’ English pronunciation achievement using smule application.

In collecting the data, *firstly*, the English pronunciation test was conducted to the students by practicing singing the chosen English song. They were asked to sing duet karaoke with the original native singer of English using smule application. The researcher contributed the lyric of the English song with phonetic transcription to the participants. Participants were given time for a week to prepare well on singing such as identifying and understanding the song and the lyric before singing and recording video in form of documentation. The pronunciation test data were given score based on five (5) pronunciation practice skill scoring classifications. Related to the scoring process, the researcher gave score on the segmental features (vowels and consonants) and suprasegmental features (intonation, word stress, and rhythm). The researcher used Ma’s scoring rubric (2015:34) as follows:

Table 1. *Rubric Score of Pronunciation (adopted from Ma, 2015:34)*

Aspect of Pronunciation	Classification	Score	Criteria
Vowels	Excellent	5	Pronounces vowels correctly all time.
	Good	4	Pronounces vowels correctly most of time.
	Average	3	Makes inconsistent vowel errors.
	Poor	2	Pronounces some vowels incorrectly consistently.
	Very Poor	1	Vowel errors are frequent.
Consonants	Excellent	5	Pronounces consonants correctly all time.
	Good	4	Pronounces consonants correctly most of time.
	Average	3	Makes inconsistent consonant errors.
	Poor	2	Pronounces some consonants incorrectly consistently.
	Very Poor	1	Consonant errors are frequent.
Intonation	Excellent	5	Uses rising or falling intonation appropriately all the time.
	Good	4	Uses rising or falling intonation appropriately most of time, but sometimes ineffectively.
	Average	3	Uses rising or falling intonation appropriately most of time, but intonation impedes understanding.
	Poor	2	Uses intonation appropriately sometimes to express emotion but uses up-rising intonation for both WH-questions and yes/no questions.
	Very Poor	1	Uses rising or falling intonation inappropriately frequently.

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Word Stress	Excellent	5	Places stress on the right syllable of multisyllabic words all the time.
	Good	4	Places stress on the right syllable of multisyllabic words most of the time but misplaces it on a few words.
	Average	3	Places stress on the right syllable of multisyllabic words most of the time but misplaces it on certain words.
	Poor	2	Places stress on the right syllable of multisyllabic words most of the time but misplaces it on a large number of words.
	Very Poor	1	Frequently misplaces stress on multisyllabic words.
Rhythm	Excellent	5	Uses stress-timed rhythm naturally all the time.
	Good	4	Uses stress-timed rhythm naturally most of the time.
	Average	3	Uses stress-timed rhythm sometimes and syllable-timed rhythm other times
	Poor	2	Rhythm is frequently syllable-timed.
	Very Poor	1	Rhythm is not demonstrated.

The pronunciation test which was collected in the form of video recording then analyzed using the following formula:

$$\text{Mean } (\bar{X}) = \frac{\sum X_i}{n} = \frac{X_1 + X_2 + \dots + X_n}{n}$$

Where \bar{X} = the symbol of mean
 \sum = the summation
 X_i = the value, $X, i = 1, 2, 3, \dots, n$
 n = total students

Adopted from Kothari (2004:132)

Secondly, the researcher contributed the questionnaire to be responded by students. The researcher used closed questionnaire with four (4) options to choose which consisted of twenty one (20) items. The questionnaire data finding were calculated by using the following formula:

$$\frac{f}{n} \times 100\% \quad \text{where } f = \text{the frequency of the answer}$$

n = total number of respondent

Adapted from Riduwan & Sunarto (2013:23)

C. FINDINGS AND DISCUSSION

1. The Students' Achievement in Pronouncing English Song Using Smule Application

Before collecting data through pronunciation test, the researcher did several steps to ensure the work of the test. The participants were asked to record duet English singing song with the original native singer of English using smule application in the form of video. They sang in duet singing "Treat You Better" with Shawn Mendes, the native singer of English. It is fast song tempo with 220 bpm. The following picture is the capture of student' video recording when he/she was duet singing with the original native singer of English:

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Figure 1. Shawn Mendes ft. Windy
Duet singing “Treat You Better” song using smule application.

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

Table 2. *The Score of the Students English Pronunciation Test*

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

Table 3. *The Work of Table 2; Students English Pronunciation Test*

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

The English Pronunciation Test data above were calculated by using the following formula: Mean (\bar{X}) = $\frac{\sum X_i}{n}$, where:

Table 4. *The Mean Score of Students English Pronunciation Test*

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

Those are the result of mean score on worktable. It shows that the mean score of vowels (F1) is 3.41 and consonants (F2) is 3.58. It indicates that the mean score of segmental feature is 3.49 or *average*. Meanwhile, the suprasegmental feature is *good*. It is proven by the mean score of intonation (F3) is 4.10, word stress (F4) is 4.00, and the rhythm (F5) with mean score 4.00. The mean score for suprasegmental feature is 4.03.

The researcher concludes that the achievement of twelve (12) fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta academic year 2017/2018 in pronouncing English song using smule application is 3.81 which includes on *above average* category. Therefore, the researcher is interested to see the factors influencing their achievement.

2. The Factors Influencing Students' Achievement in Pronouncing English Song Using Smule Application

Based on the result of pronunciation test above, the researcher believes that there are some factors influencing the students' achievement in pronouncing the English song. Those factors are explained based on the result of questionnaire that has been responded by the students. Table 5 below shows the accumulation of questionnaire result that served with nine (9) clusters namely cluster I, cluster II, cluster III, cluster IV, cluster V, cluster VI, cluster VII, cluster VIII, and cluster IX. Each cluster has 4 classifications such as A, B, C, and D; but for cluster IX has 2 classifications namely A and B. The clusters are explained as follows:

- a. Cluster I:
 - A= Excellent
 - B= Good
 - C= Average
 - D= Poor

- b. Cluster II:
 - A= Very Happy
 - B= Happy
 - C= Unhappy
 - D= Don't Care

- c. Cluster III:
 - A= Always
 - B= Sometimes
 - C= Seldom
 - D= Never

- d. Cluster IV:
 - A= Every Day
 - B= Twice A Week
 - C= Once A Week
 - D= Not at All

- e. Cluster V:
 - A= More than One Hour
 - B= One Hour
 - C= Half an Hour
 - D= Not at All

- f. Cluster VI:
 - A= Very Interested
 - B= Interested
 - C= Less Interested
 - D= Not Interested

- g. Cluster VII:
 - A= Strongly Agree
 - B= Agree
 - C= Disagree
 - D= Strongly Disagree

- h. Cluster VIII:
 - A= Slow
 - B= Medium
 - C= Fast
 - D= Not at All

- i. Cluster IX:
 - A= Yes
 - B= No

Tabel 5. *The Accumulation of Questionnaire Result*

Item	Question or Statement	Cluster I				Cluster II				Cluster III				Cluster IV				Cluster V				Cluster VI				Cluster VII				Cluster VIII				Cluster IX	
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B				
1	How do you think about your English pronunciation?	0	2	8	2																														
2	How do you feel when you hear yourself pronounce the English words?					2	7	2	1																										
3	Do you listen to English songs sung by native singer of English?									7	4	1	0																						
4	How often do you listen to English songs?									7	2	1	2																						
5	How much time do you spend to listen the English song?													7	1	3	1																		
6	How do you think about their (native singer of English) pronunciation?	5	6	1	0																														
7	How do you feel when you hear them singing with good pronunciation?					5	6	0	1																										
8	Do you like/interest to singing English songs?																	3	8	1	0														

Item	Question or Statement	Cluster I				Cluster II				Cluster III				Cluster IV				Cluster V				Cluster VI				Cluster VII				Cluster VIII				Cluster IX	
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B				
9	Do you practice your pronunciation by singing English songs?									0	2	10	0																						
10	English songs are good to practice English pronunciation.																					4	7	1	0										
11	What kind of music tempo do you think is easy to sing?																									5	6	1	0						
12	Do you know Smule Application?																													10	2				
13	Do you use Smule Application to karaoke?									0	2	9	1																						
14	Smule Application is a better application media in singing to practice English pronunciation.																					1	10	1	0										
15	Practicing English through singing English song using Smule Application increase students' motivation.																					0	7	5	0										

Based on the questionnaire data analysis, the researcher explores some factors which are influencing the students' achievement in pronouncing English song using smule application. There are 3 factors influencing the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song. They are showed on item 9, item 11, and item 13.

First, item 9 shows that 10 of 12 or 83.33% students mention *seldom* to pronounce English song using smule application. It indicates that the students' frequency in pronouncing English words or sentences is lack. They only like to listen rather than to pronounce it. Hence, to have good pronunciation, students need to not only listen to the English song but also pronounce it. *Second*, based on the selection of song tempo, learning pronunciation through song for university students should use fast song tempo. Yet, item 11 shows that 6 or 50.00% students choose *medium* as the easiest songs tempo to sing. It means that students cannot follow or balance with the determine song tempo. *Third*, most of students on item 17 agree that imitating a native singer of English pronunciation helps their English pronunciation be better. Yet, item 13 proves that 9 or 75.00% students *seldom* use smule application to sing karaoke. They should use smule application more frequently because only in smule application they can sing and imitate the pronunciation through singing duet with the native singer of English.

D. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the data analysis of students' mean score and questionnaire that have been presented and discussed before, it was found that the mean of segmental features' score; such as vowels (F1) was 3.41 and consonants (F2) was 3.48. Both include on the *average* category. Meanwhile, for the mean of suprasegmental features' score was *good*. It is proven by intonation (F3) is 4.10, word stress (F4) is 4.00, and the rhythm (F5) is 4.00. Based on the segmental and suprasegmental features mean score before, the overall mean score for students' pronunciation was 3.81. The researcher concludes that the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song was *almost good* or equal to 3.81.

Furthermore, the researcher found 3 (three) factors influencing the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song using smule application. *First*, students have low frequency in practicing pronunciation. *Second*, students feel difficult to balance singing karaoke and music instruments on fast song tempo. *Third*, students lack in using smule application to sing karaoke.

2. Suggestion

Regarding to the conclusion above, the researcher suggests for lecturer, students, and the next researcher several suggestion or recommendation. *First*, for the lecturer, he/she should ask students to check the appropriate pronunciation repeatedly. The lecturer should suggest students to use English song in practicing pronunciation because students used to listen English song rather than to listen someone else speaking English.

Second, for the students, (1) they should check and recheck the appropriate pronunciation by themselves; (2) they should use song as a media to practice pronunciation beside they use it as an entertainment; (3) they should not only listen to

English songs but also practice producing the English words through English songs; and (4) they should listen to the appropriate pronunciation as much as possible.

Third, for the next researcher, the researcher expects the next researcher to use another application media which is supporting to produce English pronunciation that might have beyond advantages than what the researcher has done. The next researcher can look at the effectiveness of smule application to improve students' pronunciation. Furthermore, the next researcher can use smule application as a part of technological development to expand learning-teaching media.

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1. Make sure that all quotation is included into References, and Vice versa.

2. Follow APA citation style 6th edition to write References. You can visit this website for your guidance: <https://owl.english.purdue.edu/owl/resource/560/01/>

3. Use only the last 10 years articles, year 2008 to 2018. (I have marked some of your references which are too old)

NOTE:

Your article is too short. The article should be written in 5000-6000 words. Alternatively, you can elaborate your RESULTS AND DISCUSSION.

THE STUDENTS' ACHIEVEMENT IN PRONOUNCING ENGLISH SONG USING SMULE APPLICATION

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

Keywords: *Achievement; Pronunciation; English Song; Smule Application; University Students*

INTRODUCTION

Pronunciation is important in communication. Yet, there are some students choose to speak nothing because they do not know what to say and do not have confidence to produce the correct English pronunciation unlike writing where students are expressing and developing idea in a written form not in spoken form (Utami, et.al, 2018, p.115). If these happen for a long time, they will never build a good communication in English. A communication will run well when someone can use language properly by combining and synthesizing facts and ideas (Juhansar, et.al, 2016, p.88). As Backley (2015) said, the listener sometimes makes quick judgment about the speaker's pronunciation. If the pronunciation is poor, so it can break the overall language level. It indicates that we cannot omit those pronunciation features to deliver a clear and a good communication.

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

the music composition and text or lyric. According to Encyclopedia of Americana (1998) in Farhati (2011), song refers to “the musical work which is set to poetic text, with equal importance given to the music and the words” (p.21). Basically, the composer writes song not only to deliver the message or feeling but also to entertain the listener. In singing a song, between lyrics and the instrument of music should be balanced by following the rhythm or tempo. Tempo refers to ‘time’ or ‘musical time’ (Drum, n.d.:pf.1). It becomes the most important ingredient in creating music. There are three main tempos in music namely slow, medium, and fast tempo. Each tempo has range of beats per minutes which popular with *bpm* (beat per minutes) that indicates the measurement of total beat that happens in a minute.

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

Song is usually found and listened when someone is watching TV, listening to radio, and streaming on the internet. Yet, since internet has been providing many things, song can also be found easily there. Nowadays, everyone has smartphone which connects to the internet, so songs can be searched through smartphone applications such as Spotify Music, Joox Application, Apple Music, SoundCloud, and etc. By the time goes by, a music streaming application is getting upgrade for better quality and feature. For instance, Joox application which used by people as the music streaming application which now has been upgraded. It is not only to stream music, but also to sing karaoke where it provides many kinds and genres of song which powered by Smule application. Smule is an application allowing the user to sing karaoke, play guitar and piano through smartphone (Woo, 2016, p.1). All ages of music’s lovers whether students or not, younger or older can use it as a medium to sing karaoke easily.

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

Besides smule application has many advantages, it also has disadvantages based on the information that is founded in smule application. The users should pay about IDR 24.000/month to be a VIP member; Not all songs can be sung soloist. Users must cost the VIP for it, not all artists or singers are using smule, so it limits the user to sing collaboration with original singers of the song. Furthermore, it has many ads. The annoying ads usually appear when the user open the application and or when user has done singing karaoke. Sometimes, it makes the user feel uncomfortable.

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

In relation to this research, there were some previous researches having similar topic which have been conducted before. *First* research was conducted by Rengifo’s (2009) on “*Improving Pronunciation through the Use of Karaoke in an Adult English Class*”. The problem of this research is students were afraid to talk because they pronounce word incorrectly. The result showed that karaoke was a lot of fun. Besides that, the students’ pronunciation advanced greatly. *Second*, Farhati (2011) entitled “*The Effectiveness of English Song as Media to Enhance Students’ Ability to Pronounce English Voiced Plosive Consonants (b, d, g)*”. The main topic is the students’ pronunciation ability which is specified on voiced plosive consonant. The objective of her research was to explain the effectiveness of using English songs as a medium to enhance students’ ability in pronouncing the English voiced plosive consonant (b, d, g) sounds. The result of this research showed that there was significance improvement. *Third*, the similar media to improve pronunciation was also conducted by Manik (2015) entitled “*Improving Students’ Pronunciation Mastery by Using English Songs*”. The problem of this research was the students’ lack in mastering pronunciation. The result of the research shows that the mean score of post-test is higher than pre-test score. It means, English song is an effective medium to improve students’ mastery in pronunciation.

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

METHOD

To achieve the aims of this research, the researchers used quantitative research data with descriptive statistical approach as the research design. It deals with the data about the students’ achievement in pronouncing English song using smule application, and the factors influencing students’

pronunciation achievement. According to Ary, et. all. (2010), “Descriptive statistic procedure is basically a method of handling quantitative information; this procedure enables researchers to organize, summarize, and describe observation data” (p. 101).

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

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

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

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

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

$$\frac{f}{n} \times 100\% \text{ where } f = \text{the frequency of the answer}$$

$n = \text{total number of respondent}$

FINDING AND DISCUSSION

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

The Students' Achievement in Pronouncing English Song Using Smule Application

Before collecting data through pronunciation test, the researchers did several steps to ensure the work of the test. The participants were asked to record duet English singing song with the original native singer of English using smule application in the form of video. They sang in duet singing "Treat You Better" with Shawn Mendes, the native singer of English. It is fast song tempo with 220 bpm. The following picture is the capture of student' video recording when she was duet singing with the original native singer of English:



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

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

Table 1. The Score of the Students English Pronunciation Test

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

Table 2. *The Work of Table 1; Students English Pronunciation Test*

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

Table 3. *The Mean Score of Students English Pronunciation Test*

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

Those are the result of mean score on worktable. It shows that the mean score of vowels (F1) is 3.41 and a consonant (F2) is 3.58. It indicates that the mean score of segmental feature is 3.49 or *average*. Meanwhile, the suprasegmental feature is *good*. It is proven by the mean score of intonation (F3) is 4.10, word stress (F4) is 4.00, and the rhythm (F5) with mean score 4.00. The mean score for suprasegmental feature is 4.03. Indeed, the researchers conclude that the achievement of twelve (12) students of fourth semester of English Education Department, Faculty of Education, University of Technology Yogyakarta in academic year 2017/2018 in pronouncing English song using smule application is 3.81 which includes on *above average* category. Based on that results, the researchers are interested to see the factors influencing their achievement.

The Factors Influencing Students' Achievement in Pronouncing English Song Using Smule Application

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

Table 4. *Students' Opinion about Their Own Pronunciation*

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

Source: The data analysis of the questionnaire No. 1 (one)

Based on the table 4, it shows that none of students consider that their pronunciation is *excellent*. There are 2 or 16.67% of 12 students think that they have *good* pronunciation; most of students or 8 (66.66%) students believe that their pronunciation is *average*; and 2 or 16.67% students claim having *poor* pronunciation. By those results, they seem happy with their ability as proven in the following table:

Table 5. *Students' Feelings when They are Listening to Their English Words Pronunciation*

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

Source: The data analysis of the questionnaire No. 2 (two)

Table 5 shows the students' feeling when they are listening to their own pronunciation. There are 2 or 16.67% students feel *very happy* with it; 7 or 58.33% of 12 students state they are *happy*; 2 or 16.67% students feel *unhappy*; and only 1 or 8.33% student state *don't care* about his/her pronunciation. The following table tells about the students' frequency in listening to English song 1:

Table 6. *Students' Frequency in Listening English Song 1*

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

Source: The data analysis of the questionnaire No. 3 (three)

Table 6 shows that from 12 students, there are 7 (58.33%) students *always* listen to English song; 4 or 33.33% of 12 students only listen it *sometimes*; 1 (8.33%) student show that the intensity of listening to English song is *seldom*; but none of students who *never* listen it. It is supported by the table 7 which shows the time frequency of students in listening to English song 2 as follows:

Table 7. *Students' Time Frequency in Listening to English Song 2*

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

Source: The data analysis of the questionnaire No. 4 (four)

In line with the table 6, table 7 proves that 7 or 58.33% students listen to English song *every day*. There are 2 (16.67%) students mention that they usually listen to English song *twice a week*. 1 or 8.33% student state that he/she listens to English song only *once a week*; and 2 or 16.67% students claim *not at all* which indicates that they listen to English song out of the available options or even they do not listen to. To know the time frequency of students in listening to English song in a day, the researchers present the following table:

Table 8. *Students' Time Frequency in Listening to the English Song in a Day*

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

Source: The data analysis of the questionnaire No. 5 (five)

Based on the table 8 above, we can see that 58.33% or 7 from 12 students can spend *more than one hour* in a day to listen the English song. It seems that a song has been an additional part of their life accompanying their daily activities. Meanwhile, 1 student or 8.33% do it for *one hour*; 3 of 12 (25.00%) students only spend *half an hour* to listen; and 1 (8.33%) said *not at all*. The following table 10 below shows how students' opinion related to the native singer of English pronunciation in singing the English song.

Table 9. *Students' Opinion about the Native Singer of English Pronunciation*

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

Source: The data analysis of the questionnaire No. 6 (six)

As non-native speaker of English, Indonesian students tend to point out the native English singer as their paragon in pronouncing the English words or sentences. We can see table 9, among 12 students, there are 6 (50.00%) students think that the native singer of English has *good* pronunciation. The 5 or 41.67% students consider that it is *excellent*; 8.33% or 1 student state that it is *average*. None of students thinks the native singer of English have *poor* pronunciation. To know the students' reaction when they are listening to the native singer of English pronunciation is shown in the following table:

Table 10. *Students' Feeling when Native Singer of English Pronounces English Words*

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

Source: The data analysis of the questionnaire No. 7 (seven)

From the table 10, we can see that 5 (41.67%) students state *very happy*, 50.00% or a half of 12 students feel *happy*, none of students who is *unhappy* to listen the native singer of English pronunciation, and 1 (8.33%) student states that he/she *doesn't care* about it. The table 11 below presents the students' reaction in singing the English song:

Table 11. *Students' Interest to Sing the English Song*

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

Source: The data analysis of the questionnaire No. 8 (eight)

As English Education Department students, their attraction to sing English song is high enough. It shows that there are 8 of 12 or 66.67% students state that they feel *interested* to do it. There are 3 or 25.00% students are *very interested*; and only 1 or 8.33% student feels *less interested*. There is none of students who is *not interested* about it. Next, the researchers present the pronunciation frequency of English Education Department as in the following table 12:

Table 12. *Students' Frequency in Practicing English Pronunciation*

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

Source: The data analysis of the questionnaire No.9 (nine)

It contrasts with the table 11 where most of students are interested to sing English song but it looks different with the table 12. Based on the table 12, there are only 2 (16.67%) students state that they *sometimes* practice English words, and the others 10 (83.33%) students state *seldom* practice the English words pronunciation. None of students who states *always* and *never*. It indicates that students only like to listen the English song as the table 6, 7, and 8 showed before rather than to practice the English words pronunciation. To know students' view about practicing pronunciation through English song can be seen in the table below:

Table 13. *Students' Opinion About Pronouncing English Words through English Song*

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

Source: The data analysis of the questionnaire No.10 (ten)

The table 13 shows that 4 of 12 or 33.33% students *strongly agree* that English song is a good medium to practice English pronunciation; 7 (58.33%) students mention *agree*; 1 or 8.33% student claim *disagrees*; and none of students *strongly disagree* with that statement. The following table 14 presents about the students' opinion related to song genre which is easy to sing:

Table 14. *Students' Opinion about The Tempo of Song that is Easy to Sing*

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

Source: The data analysis of the questionnaire No.11 (eleven)

From the table 14 above, we can see that there are 50.00% or 6 students consider that *medium* song tempo is easy to sing. The students who like *slow* song tempo to sing is 5 or 41.67% students. Meanwhile, from 12 students, there is 1 (8.33%) student only who states that *fast* song is the easiest song tempo to sing than *slow* and *medium*. It indicates that all song tempos can be reached to sing by the students because none of students who mentions *not at all* as their opinion about it. Next, the researchers show the table 15 either student know or not about smule application as shown in the following table:

Table 15. *Students' Recognition about Smule Application*

No	Classification	Frequency	Percentage
1	Yes	10	83.33%
2	No	2	16.67%
Total		12	100%

Source: The data analysis of the questionnaire No.12 (twelve)

Based on the table 15 above, we can see that 10 from 12 students state that they know smule application. It indicates that smule application has been familiar for them. The are 2 or 16.67% students do not know about it. To know the students' frequency in using smule application, this table 16 below presents it:

Table 16. *Students Frequency in Using Smule Application to Sing Karaoke*

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

Source: The data analysis of the questionnaire No. 13 (thirteen)

Table 15 is in contrast with table 16. Table 15 shows that most of students know about smule application but if we look at the table 16 above, there are only 2 students or 16.67% state *sometimes*, 1 (8.33%) student states *never*, and most of students are *seldom* using smule application to sing karaoke. It is proven by the 9 or 75.00% students state *seldom* and no student said *always*. Based on the research, we can conclude that even though students know smule application, it does not mean that they will use it to sing karaoke or to practice pronouncing the English song. To know students' experience in using smule application, the researchers present the following table 17:

Table 17. *Students' Opinions about Smule Application as Medium to Practice Pronunciation*

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

Source: The data analysis of the questionnaire No. 14 (fourteen)

Based on students' experience in using smule application, there are 10 of 12 students *agree* with the statement that smule application is a good application to practice English pronunciation. It is proven by the result on the table 17 above that 10 students or 83.33% *agree* about it. The others *strongly agree* and *disagree* with each percentage is 8.33% or 1 student and no students *strongly disagree*. The following table 18 presents about the students' motivation to use smule application.

Table 18. *Students' Motivation to Use Smule Application in Practicing Pronunciation*

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

Source: The data analysis of the questionnaire No. 15 (fifteen)

We can see from the table 18, there are about 58.33% or 7 students prove that they *agree*; and 5 (41.67%) students *disagree*. None of students who *strongly agrees* and *strongly disagrees* about smule application as a medium to increase their motivation in pronouncing English words or sentences through English song. To know students' reaction about pronouncing English song using smule application, the researchers present the result of questionnaire' item in the following table:

Table 19. *Students' Reaction in Pronouncing English Song Using Smule Application*

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

Source: The data analysis of the questionnaire No. 16 (sixteen)

Table 19 tells that most of students *agree* that pronouncing English song using smule application is not boring. It is shown by the 10 students or 83.33% who *agree* about it. The other students mention that they *strongly agree* and *disagree* with similar percentage 8.33% or 1 student; and none of students *strongly disagree* about it. Next, the researchers show the students' view about smule application as the following table:

Table 20. *Students' Opinions on Duet Singing Using Smule Application Helps to Imitate Good Pronunciation*

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

Source: The data analysis of the questionnaire No. 17 (seventeen)

According to students' opinion as in the table 20, duet singing with an English native singer helps students to imitate good pronunciation. It is proven by 8 of 12 or 66.67% students *agree* with that statement. 3 or 25.00% students *strongly agree*; 1 (8.33%) student *disagrees*; and none of students *strongly disagree* about it. Next, the researchers present the data about imitating native singer of English which is shown in the following table:

Table 21. *Imitate the Native Singer of English Pronunciation Makes Students be Better in Pronouncing English Words*

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

Source: The data analysis of the questionnaire No. 18 (eighteen)

We can see from the table 21 above, most of students agree that imitating native singer of English help them to have a good and a correct English pronunciation. It is supported by 66.67% or 8 students *agree*. Students who *disagree* with the statement are 3 or 25.00%; and who *strongly disagrees* about it is 8.33% or 1 student. none of students states *strongly agree* that imitate native singer of English help his/her English pronunciation be better. The following table presents about the students' experience in using smule application to sing karaoke:

Table 22. *Students' Experience in Using Smule Application to Sing Karaoke*

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

Source: The data analysis of the questionnaire No. 19 (nineteen)

Regarding to students' experiences in using smule application in the table 22, there are 7 of 12 or 41.67% students *interested* to use smule application. It happens because smule supports the singing activity with its features. Meanwhile, 1 or 8.33% student states *very interested* and 1 (8.33%) student mentions *less interested*. Even though in table 20 shows that most of students do not feel bored when use smule application, it does not work in this case. There are 3 (25.00%) students are *not interested* to use smule application. The following table 23 shows students' opinion about smule application to pronounce English song:

Table 23. *Students' Opinions about Smule Application to Pronunciation (Helpful or Not)*

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

Source: The data analysis of the questionnaire No. 20 (twenty)

The table 23 above shows most of students agree that smule application helps them in achieving better English pronunciation. It is proven by 7 or 58.33% students *agree*; 5 (41.67%) students *disagree*; and none of students states *strongly agree* and *strongly disagree* about it.

Based on the questionnaire data analysis, the researchers explore some factors which are influencing the students' achievement in pronouncing English song using smule application. There are 3 factors influencing the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song. They are showed on item 9, item 11, and item 13.

First, table 12 (item 9) shows that 10 of 12 or 83.33% students mention *seldom* to pronounce English song using smule application. It indicates that the students' frequency in pronouncing English words or sentences is lack. They only like to listen rather than to pronounce it. Hence, to have good pronunciation, students need to not only listen to the English song but also pronounce it. *Second*, based on the selection of song tempo, learning pronunciation through song for university students should use fast song tempo. Yet, table 14 (item 11) shows that 6 or 50.00% students choose *medium* as the easiest songs tempo to sing. It means that students cannot follow or balance with the determine song tempo. *Third*, most of students on item 17 (table 20) agree that imitating a native singer of English pronunciation helps their English pronunciation be better. Yet, table 16 (item 13) proves that 9 or 75.00% students *seldom* use smule application to sing karaoke. They should use smule application more frequently because only in smule application they can sing and imitate the pronunciation through singing duet with the native singer of English.

CONCLUSION

Based on the data analysis of students' mean score and questionnaire that have been presented and discussed, it was found that the mean of segmental features' score; such as vowels (F1) was 3.41 and consonants (F2) was 3.48. Both include on the *average* category. Meanwhile, for the mean of suprasegmental features' score was *good*. It is proven by intonation (F3) is 4.10, word stress (F4) is 4.00, and the rhythm (F5) is 4.00. Based on the segmental and suprasegmental features mean score before, the overall mean score for students' pronunciation was 3.81. The researchers conclude that the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song was *almost good* or equal to 3.81. Furthermore, the researchers found 3 (three) factors influencing the achievement of fourth semester students of English Education Department, Faculty of Education, University of Technology Yogyakarta, academic year 2017/2018 in pronouncing English song using smule application. *First*, students have low frequency in practicing English pronunciation. *Second*, students feel it is difficult to balance singing karaoke and music instruments on fast song tempo. *Third*, students lack of using smule application to sing karaoke.

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