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The Impacts of English Songs on the Pronunciation of ESL Learners

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Abstract

Pronunciation is one of the most important components of speaking skills, if one has poor pronouncing abilities, their message may not be understood by the audience. There are many techniques to improve the pronunciation of the English language. But song media is considered a precise comprehensible and direct media to learn pronunciation. This research aims to study the impacts of English songs on the pronunciation of learners and how it can be used to improve the ESL learners' pronunciation. The study uses a quasi-experimental research design and the sampling technique is purposive. The participants of the study are 10 students of English language and literature (MUL). These participants are divided into experimental and control groups. A total of 3 meetings are conducted with the groups. The data is collected in form of tests. Test results helped in estimating the correct and incorrect words which are pronounced by the two groups. A comparison is drawn on the attained result, which eventually helped in drawing the conclusion that English songs are a very effective and result-oriented technique to improve the pronunciation of the learners.

Key words: English songs, English language, ESL learners, Language teaching & Pronunciation

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Introduction

Pronunciation is defined as the production of a sound (Gilakjani, 2012a).“*Adult Migrant English Program Research Center*” published a fact sheet about the importance of pronunciation in language learning and stated that pronunciation is the production of sound that an individual uses to make meanings. A learner has to pay attention to other elements of speech as well, and these are intonation, stress, timing, rhythm, segments, and phrases. (AMEP Research Centre, 2002) Otlowski defined 1998 that Pronunciation as it is the way of uttering a word in an accepted manner in a certain language. (Gilakjani, 2012b)

Pronunciation is important to learn because when a person speaks a language, the very first thing which comes in the notice of the listener is the pronunciation. And other things like grammar, lexical resources, etc, comes later. Pronunciation also plays a very important role in understanding. A Learner with the good pronunciation of a language is likely to be understood more as compared to a learner who has bad or poor pronunciation. Good pronunciation creates a good impression of the personality of the speaker. (AMEP Research Center, 2002)

Learning the pronunciation of the English language has always been a debatable topic. Many young students find pronunciation a very difficult feature of the English language to learn, and they need adequate help from teachers (Fraser, 2000). English language learners are recommended to become better in pronunciation of the English language before mastering any other skill of language because it is the fundamental need of instructors and learners who want to become better at speaking the English language. People can speak English better if they master the pronunciation. Educationists consider that English language pronunciation is difficult to learn, but it is not impossible. It requires a considerable amount of attention and practice. English language pronunciation is significant for the well-being of learners. For instance, an individual with good pronunciation will not experience social isolation. He will not face employment difficulties. He will not have limited opportunities for further study. He will not judge as an

incompetent and uneducated person. Even the listeners will not react to his pronunciation. Good pronunciation leads to learning while bad pronunciation leads to great difficulties in language learning. (Gilakjani, 2012)

According to EPI (English Proficiency Index) (2012), Pakistan was recorded on its highest position in English proficiency, as it secured 17th position out of 54 countries and placed in the category of moderate proficiency trend. After that, there has been noticed a decline in the ranking of English proficiency. According to (2021) EPI Pakistani's English Proficiency was ranked on 63 positions out of 100 countries, and placed in the category of the low proficiency trend. It means that Pakistani's English proficiency needs to improve a lot. This also draws light on the important factor that in Pakistani institutes attention is not paid to the pronunciation of the English language.

Teachers find it difficult to teach pronunciation in the English language classroom. Therefore, they tend to avoid teaching this skill in the language classroom. There are some reasons for this neglected behavior of the teachers. First, some teachers don't have sufficient knowledge of the English language pronunciation. (Fraser, 2000) Second, some teachers consider pronunciation motor skills, therefore, they believe that giving instructions to correct the pronunciation is not appropriate. (Brown, 2000) Third, some teachers believe, that it is not necessary to teach pronunciation, because pronunciation is not related to the identity or respect of the learner. Burns in 2003 stated that to become good in the pronunciation of the English language a learner must have to develop Intelligibility, comprehensibility, and interpretability.

Intelligibility (the ability to produce sound patterns that are recognizable in the English language).

Comprehensibility (the ability to understand the meaning of what is said)

Interpretability (the ability to understand the purpose of what is said) (Burns & Claire, 2003).

These three abilities can only be developed among the learners if a proper teaching pedagogy can be used in the classroom. There are a number of teaching pedagogy that teachers can use in the classroom and help learners in improving their pronunciation of the English language. But here is the question, which strategy is the best for an English language teacher to use in the ESL classroom. Therefore, the researcher conducted this study to find out the effectiveness of the English songs in improving the pronunciation of the learners in the ESL classroom? Moreover, the researcher tried to create a good learning situation to make students happy, interested, and feel highly motivated in learning the pronunciation of the English language. In Pakistan, the importance of pronunciation in speaking has been underappreciated for a very long time, despite the fact that pronunciation is a crucial skill for college and university ESL students. Teaching pronunciation is challenging and crucial. Since English songs have unique qualities, using them as a teaching tool can be effective. As a result, it's critical to paint a clear image of how English songs and pronunciation relate to one another in ESL classrooms. Examples will be provided to demonstrate how English songs might accomplish these goals.

Research significance

The study is significant because it investigates the effect of English songs on pronunciation can contribute to the development of more effective language learning strategies. If songs are found to have a positive impact, they can be incorporated into ESL curricula to make learning more engaging and enjoyable. It can provide teachers and learners with a practical and enjoyable tool for language improvement. Pakistan, like many other countries, has a significant youth population that is often exposed to English songs through various media. Understanding how this exposure influences pronunciation can shed light on the cultural dynamics of language learning. The comparative analysis approach used in this study between the learners who engage with English songs against those who do not, can offer valuable insights into the effectiveness of different language learning methods. The findings of

the study can offer pedagogical insights into how music, rhythm, and melody impact language learning, which can be applicable not only in Pakistan but also in other ESL contexts. The study also have global significance as it is an increasingly interconnected world, and English proficiency is essential. Research on innovative language learning approaches, such as using songs, contributes to the global dialogue on language education.

Research gap

While there is existing research on the use of multimedia, technology, and various teaching strategies to enhance English language pronunciation and learning motivation, there is a notable gap in the literature regarding the specific impact of integrating English songs into ESL classrooms in Pakistan. Limited empirical studies have explored the unique contribution of English songs as a motivational tool in this context, leaving an unaddressed research gap. The study is designed to fill the void.

Research questions

This study has the following objectives:

1. To assess the impact of exposure to English songs on the pronunciation skills of ESL learners.
2. To investigate the integration of English songs into ESL language classrooms to have a measurable effect on learners' motivation levels.

Research questions

This study responds to the following research questions:

1. Does exposure to English songs have a significant impact on the pronunciation skills of ESL learners?
2. Does the integration of English songs into ESL language classrooms have a measurable effect on learners' motivation levels?

Literature Review

Pronunciation is a very tricky and tiresome skill to develop but one cannot deny the importance of this skill in second language learning process. Good pronunciation is considered as the stamp of sound

education. Gilbert stated that pronunciation is treated as an orphan in English ESL/EFL programs around the world. (Gilbert, 2010)

Macdonald (2002) carried out a study in Australia and referred to a formerly completed questionnaire which indicated that teachers were at least somewhat indecisive to teach pronunciation to ESL students because it incorporates the correctness of sound and intonation and directly affects the appropriateness of communication. (Zhang & Yin, 2009).

Elliot (1995) mentioned that ESL/EFL instructors and learners believe that pronunciation of a second or foreign language is not very important. Therefore, it is often less practiced in a communicatively oriented classroom. Pennington (1994) claimed that pronunciation is generally regarded as an item of linguistic rather than conversational item in ESL/EFL classroom. In-fact, it is considered as the least useful skills. Hence, it is sacrificed for the reason to spend good amount of time in class on the other areas of language.

Elliot elaborated that teachers rationalized the neglecting of pronunciation by asserting that it is very hard for foreign language learners to attain target language pronunciation. Besides, teachers do not have enough knowledge and helping material to properly teach pronunciation. Due to their negligence or lack of sources, it is disregarded. (Elliot, 1995).

A common practiced is noticed in language teaching class rooms that pronunciation is taught via the repetition drills. These drills are designed for words and phrase level. In contrast to this usually pronunciation is taught by introducing the rules like vowel in CVC pattern etc. (Gilakjani, 2012).

Akram and Qureshi reported that Pakistani learners find it difficult, to replicate the sounds, and get rid of their local accent to sound more natural in the English language. They distorted the shape of the word that cause unintelligibility in the pronunciation. (Akram & Qureshi, 2012). Basically a leaners has to develop the skills of producing three different types of segmental phonemes of English language: vowels, consonants,

and diphthongs. Arimili, Kanuri, and Kokkirigadda suggested some techniques to teach English sounds. These are (1) minimal pair drills method, (2) sentence drills or contextualized minimal pairs, (3) vowel shifts and stress shifts drills, (4) naturalistic method, (5) recordings, (6) tongue twisters, and (7) reading aloud (Yusmita & Angraini, 2017). Besides these techniques a variety of other techniques have been recommended by the other researchers. Hayati in 2010 presented some techniques to improve the pronunciation, first is the imitation which is an effective result producing technique and plays an important part in acquiring the sounds of English language. The 2nd most extensively used technique is explanation. In this technique, a diagram of face is displayed which highlight the various "organs of speech". With the help of this picture the instructor tries to explain the place and manner of articulation of difficult sounds to learners (Yusmita & Angraini, 2017).

The record of history also unfolded that some researchers believed all these methods merely built pressure on the learners and made pronunciation improving process dry and dull. There was a dry need to find out a way which effectively produced result and made pronunciation learning process less tiring and fun. Ratnasari said that songs are very useful listening material. It can be applied in English language classroom. He further explained that with the help of the songs learners will not only improve their pronunciation, in-fact, they will improve their grammar and vocabulary (Ratnasari, 2007, p. 21). Hermansyah, Handayani, & Wulandari (2018) conducted a research about "The effectiveness of English songs in teaching pronunciation to elementary school" and concluded that songs are effective media to learn English pronunciation. The result of the study exhibited that students can easily recognize and use the sounds. Moreover, they can also find out synonyms of the different words from the lyrics and can keep them in mind.

To prove the effectiveness of English songs Schoepp (2001) presented his study. He highlighted the problem that English teachers didn't use interesting activities to practice pronunciation in the classroom.

Therefore, the researcher tried to teach pronunciation by using English songs. The result showed that using English songs had an impact on language learners' pronunciation and also improved the productive system.

Another research was carried out by Christamia (2014) "Improving students speaking skill through English songs and puppets at Grade of SDN ADISUCIPTO II In the academic year of 2013/2014". This study debated the problem students have like less motivation, especially in speaking activities. Students less actively participate or hesitate in classroom because they are not familiar with the sounds of the English language and they were afraid of making mistakes. The researcher concluded that songs increased the motivation of the learners and they fear less and actively participate in class.

Research Methodology

Research design

The nature of this research is mixed (quantitative and qualitative). To achieve the answer to the first research question, the study used a quasi-experimental research design. Wallen and Fraenkel (1991) stated when random research is not convenient at such a stage quasi-experimental study is conducted. In this research design, the researcher divided the existing group into two groups. For the second question, the study conducted classroom observations to qualitatively assess students' engagement and participation during English song activities and looked for signs of increased enthusiasm, interaction, and active involvement

Variables of the study

This study has two types of variables, independent and dependent variables. (1) The independent variable is English songs and (2) the dependent variables are pronunciation achievement and motivation level.

Selection of independent variable (songs)

The selection of the songs was a matter of delicate attention in this study. Three different songs were selected from easy to difficult levels. The first song was "*Ironic by Alanis Morissette"* which is a catchy song. It is good to improve the pronunciation, especially of the regular verbs in the past

tense (e.g. ended, packed, and died). The pronunciation of the past tense is considered problematic to ESL and EFL learners of the English language. The regular verb past tense has three different ways of pronouncing them: (as "id," as "t" or as "d"). This song is good because it gives plenty of examples of regular and irregular verbs' past forms.

The second song was "*Walk the line by Johnny Cash*" which is a beautiful song and a sample of Southern American English. In particular, listen out for the vowel sounds in words like 'mine', 'time', 'binds', and 'line'. Instead of /ai/ it sounds more like /a: / and this is a characteristic feature.

The third and last song was "*Love yourself by Justin Bieber".* This song provides a good opportunity to those students who are poor with negative constructions. This song offers a good help to see the difference between 'did' 'didn't' 'do' and 'don't.'

Population of the study

The population of the current study was the students of the first semester of the BS program in English language and literature in the academic year 2020 of Minhaj University Lahore. The total number of population was 150 students.

Sampling technique

This study used the purposive sampling technique. According to Wallen and Fraenkel (1991) purposive sampling is preferred, when the researcher prefers his own personal judgment for a specific purpose. This sampling technique allows the researcher to make a sample on the basis of his requirement and knowledge of the population. In this sampling, the researcher has the freedom to choose specific elements from the population that will represent the best to a piece of information, population or topic. (Yusmita & Angraini, 2017).

Sampling size

The researcher selected a sample of 10 students to represent the population. According to quasi-experimental research, these 10 participants were selected and they were divided into two different groups named experimental and control groups. The research kept the

sample size small because of the availability of resources, including time, access to participants, and budget.

Table 1: The sample of the study

No	Name of groups	Number of participants
1	Experimental	5
2	Controlled	5
Total number of participants		10

Tool for data collection

Testing was used as a tool for data collection. There are two types of testing pretesting and post-testing. A Pretest was given to the participants before the treatment and activities and a post-test was given after the treatment and activities. These tests were given to both groups. The aim of these tests was to figure out whether there was a significant improvement in students' pronunciation after being taught by English songs. Moreover, to figure out whether there was a significant mean difference in pronunciation achievement between both groups.

To collect the data for the second objective, the researcher determined the specific aspects of students' motivation level first and created a structured observation form that outlines what the researcher would be looking for during the observation.

Pre-test

1. In pre-test, students were shown the lyrics of the songs before playing them. And they were asked to guess the number of syllables for each word, leaving a space by each word to write the number in. The researcher counted the correct answers along with the incorrect answers.
2. The researcher gave each line of the chorus, for learners to practice and they were asked to say it out loud to check pronunciation. The researcher counted the correct answers along with the incorrect answers.

Post-test

1. In post-test, students got to listen to the songs with the display of lyrics. And were given some exercises for the sake of practice. They

were given the same test again and were asked to guess the number of syllables for each word, leaving a space by each word to write the number in. The researcher counted the correct answers along with the incorrect answers.

2. The Researcher played each line of the chorus, for learners to hum back until they got the rhythm. And they were asked to say it out loud to check pronunciation. The researcher counted the correct answers along with the incorrect answers.

Motivation Assessment Checklist (Structured observation form)

As language acquisition is intricately linked with learners' motivation levels, it is essential to asses it. Hence the researcher preferred the direct observations approach suggested by Pintrich and Schunk (1996). Direct observation is preferred because it captures motivation in the natural classroom context, offering a real-time, unbiased view of learner behavior during activities. This method supports group comparisons and provides qualitative insights into motivation's nature and quality. The researcher designed a systematical Motivation Assessment Checklist by meticulously scrutinizing and evaluating the motivation dynamics of the ESL learners in classroom activities with a particular focus on the integration of English songs. The checklist encompasses a range of crucial indicators, including active participation, positive body language (smiling, nodding, maintaining eye contact, and engagement), initiating interaction, active listening, participation in discussion, asking questions, peer collaboration, improved pronunciation, eager anticipation, confidence building, positive emotional responses, interest in cultural aspects, completion of task, persistence and effort, and self-initiated practice. By employing this checklist, researchers can gain deeper insights into the impact of English song integration on learners' motivation, thereby contributing to the optimization of language teaching strategies and the fostering of enhanced pronunciation skills in ESL classrooms. This research-oriented tool contributes to a nuanced understanding of motivation dynamics in ESL classrooms, enabling

researcher to fine-tune the teaching strategies and optimize language learning outcomes.

Technique of data collection

In order to collect the data with the help of tests from the participants, three meetings were conducted with the two groups. In every treatment, the experimental group participants were asked to listen to different English songs from easy to difficult levels. Each song was played 3 times before the post-test so that participants became habitual with the song. On the first try, participants were asked to listen to the song while seeing the lyrics. In the second attempt, the participants were asked to read aloud the lyrics. In the third attempt, the participants were taught about the correct pronunciation of words and also made them practice. In every meeting, with the help of the tests, the researcher counted the words pronounced correctly along with the words pronounced incorrectly. So that the result would be seen from the first meeting until the last meeting. Whereas, the control group was taught about pronunciation in the classroom before the real test.

To observe the motivational level among the learners the researcher stayed inconspicuously in the classroom during the English song activity, and took notes on students' behaviors, interactions, and expressions of enthusiasm.

Analytical Framework

In developing the analytical framework for the present study draw inspiration and methodological insights from prior research that addresses similar objectives. Risma Yanti and Yulia Sari Harahap study (2022) on The Effect of Using English Song to Improve Students' Pronunciation by 7th Grade At Smp Swasta Al Washliyah 27 Medan. Their approach to assessing the influence of English songs on pronunciation skills aligns closely with the first research objective of the current study. Similarly, the investigation by Chou (2014) in assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories offers insights into measuring motivation levels resulting from song integration,

which directly corresponds to our second objective. By integrating elements from these studies, our research aims to construct a robust analytical framework that comprehensively addresses the impact of English songs on ESL learners' pronunciation skills and motivation levels.

Technique of data analysis

The researcher used the manual formula to calculate the mean score and standard deviation score of the pronunciation tests of both groups and also compare the differences.

$$to = \sqrt{(\sum x1^2 + \sum y2^2)\ (N_1 + N_2)}$$

M_x = Mean Score of Experiment ClassM_y = Mean Score of Control Class

$\sum X_1^2$ = Sum of Square Deviation Score in Experiment Class

$\sum Y_2^2$ = Sum of Square Deviation Score in Control Class

N_1= Number of Students of Experiment Class

N_2 = Number of Students of Control Class

df = Degree of Freedom

Results and Interpretation

In order to record the results of both tests for two groups, the researcher designed a table of participants' scores. This table recorded the participants' scores for the three meetings. There were 25 items in each test, each question was 2 marks and the complete test was 50 marks. Therefore, the participants were given a number out of 50 for each test and 2 marks for the correct answers. Table 2 showed the result of three days of tests for both groups. Experimental group participants were named as (V, W, X, Y, Z) and controlled group participants were named as (A, B, C, D, E). The *Gain column* showed the difference in the pre-test and post-test of both groups.

Table 2: Test Score of three Meetings of Experimental and Controlled Groups

First Meeting							
Experimental Group				Controlled Group			
Participants	Pre-test	Post-test	Gain	Participants	Pre-test	Post-test	Gain
V	32	35	3	A	33	34	1
W	36	39	3	B	33	34	1
X	37	37	0	C	27	32	2
Y	41	45	4	D	37	37	0
Z	26	31	5	E	36	38	2
Second Meeting							
V	37	42	5	A	29	31	2
W	39	45	6	B	34	35	1
X	37	44	7	C	30	35	5
Y	39	47	8	D	28	33	5
Z	32	43	11	E	31	36	7
Third Meeting							
V	29	42	13	A	34	33	-1
W	31	37	6	B	22	28	6
X	30	34	4	C	35	36	1
Y	34	34	0	D	36	36	0
Z	29	35	6	E	35	32	-2

The gained score of the experimental group was considered variable x and the controlled group's gained score was considered variable y. The mean score for the experimental and controlled groups for three days was calculated. Table 3 showed the significant difference in the value of both means. The average rate of the experimental group was better than the controlled group in all three meetings. Afterward, the standard deviation was calculated for both variables. And it was noticed again that the ratio of the standard deviation of X variables was higher than Y variables' standard deviation. Finally, the standard error of means was calculated for both variables. Table 3 clearly demonstrated the differences in their values.

Table 3: Statistical calculation to identify the impact of songs on pronunciation

Experimental Group					Controlled Group			
NO	N	Mean	SD	SEM	N	Mean	SD	SEM
Day 1	5	3	1.87	0.68	5	1.2	0.84	0.46
Day 2	5	7.4	2.30	0.76	5	4	1.87	0.68
Day 3	5	5.8	4.71	1.09	5	0.8	3.11	0.88

Table 4 demonstrated the mean differences of both groups along with the T-values, degree of freedom, and T-table values for three days. According to table 4, the t-test is used here for the comparison between the two groups' pronunciation. On the level of significance (0.05) the test results displayed symbolic differences between the experimental mean score on the first day (3) and the control group means score (1.2). Whereas, T-value was (t=2.20), and the degree of freedom was calculated as df=n1+n2-2=8 is more than the T-table value which was (t=1.86). This statistical evidence confirmed that English songs can improve pronunciation. On the second day, the same trend had been noticed in the values of the mean, Experimental mean was recorded (7.4) which was more than the controlled mean which was (4). And the referential statistics also confirmed both groups (experimental and control) (t=3.33) with df=8 was greater than (t=1.86). It signified the positive impact of English songs on the pronunciation of the experimental group. On the third and last day the values showed the same trend.

Table 4: T-test values to estimate the differences in pronunciation

NO	Mean diff	T_o	df	T_t
Day 1	0.82	2.20	8	1.86
Day 2	1.02	3.33	8	1.86
Day 3	1.40	3.57	8	1.86

In the light of the findings, some conclusions could be drawn. The results and the mean and standard deviation scores clearly revealed that the experimental group got better in their pronunciation performance each

day when compared with the pronunciation performance of the controlled group. The mean scores of the control group's pronunciation performance for three consecutive days were 1.2, 4, and 0.8 which were less than the mean scores of the experimental group of three days 3, 7.4, and 5.8. The differences were clearly evident in the value of the means. To confirm this outcome, another average deviation was applied to the results. Once again experimental group pronunciation performance was found better, which was 1.87 on the first day and it came out to 2.30 on the second day, on the third and last day, it was calculated to 4.71. In the last, when t values were calculated for three consecutive days, they were higher than the t- table values at the level of significance of 0.05. The statistic hypothesis states that if t_o is higher than t_t, it means that there are significant differences hence, Ha is accepted. On the basis of this outcome, the (Ha) alternate hypothesis that there was a significant improvement in the participants' pronunciation after being taught by using English songs was accepted and the null hypothesis was rejected. The second one that there was a significant mean difference in the pronunciation of the participants after being taught by using English songs was also accepted and the null hypothesis was rejected. The third one that there was a significant standard deviation difference in the pronunciation of the participants after being taught by using English songs was also accepted and the null hypothesis was rejected.

During the classroom activities involving the integration of English songs, it was consistently evident that the experimental group displayed notably higher levels of motivation when compared to the control group. The students in the experimental group exhibited a remarkable eagerness and enthusiasm throughout these sessions. Their engagement was palpable through positive non-verbal cues like frequent smiling, nodding, and maintaining eye contact. They took the initiative in interactions, actively participated in discussions, posed questions, and readily collaborated with their peers. Furthermore, there was a noticeable improvement in their pronunciation, reflecting their increased interest in the cultural elements embedded within the songs. These students' exuded

confidence, consistently displayed positive emotional responses, and demonstrated persistent effort in task completion. Additionally, many learners in the experimental group engaged in self-initiated practice, further highlighting their motivation.

Conversely, the control group exhibited comparatively lower motivation levels during the same activities. Their engagement and enthusiasm were notably less pronounced. Positive body language, such as smiling and active listening, occurred less frequently. Interaction initiation was minimal, and participation in discussions was limited. Questions from the control group were infrequent, and peer collaboration appeared less common. Pronunciation improvement was less evident, indicating a potential lack of interest in the cultural elements. Confidence, positive emotional responses, and consistent task completion were less prominent, as were self-initiated practice sessions. This qualitative analysis underscores a substantial disparity in motivation levels between the experimental and control groups, with the former demonstrating significantly higher motivation and active engagement during classroom activities involving English songs.

Discussion

The statistic calculation of both experimental and controlled groups suggested that teaching pronunciation of the English language with English songs has a significant influence.

During conducting this research, it also came to the notice that activities contributed a lot to getting good results. If a teacher wisely chooses an activity to execute in the class along with the song. It will surely give a good result. On the other hand, if a teacher selects an unwise activity with poor execution will definitely meet with failure. Thomas & Clarke supported it (2013) and stated that teacher who uses such activities which enable a learner to get the advantage of all of his senses such as sight, sound, touch, and even taste, and smell. He picks it quickly and with less difficulty because the student has learned it in multiple ways; by paying attention to other people, noticing their actions, imitating them, relating, and exploring things on his own.

The controlled group of students was making many mistakes in pronunciation because they were not familiar with the sounds of the English language. And they also don't have any connection with the target language pronunciation. Whereas the experimental group of students was making fewer mistakes because they have been informed about syllabification and the stress of English words. The songs have given them the connections to relate themselves to the target language pronunciation. They practiced the sounds of the English language with songs and activities. And reading-aloud activity gave than a chance to check their pronunciation and match it with the natives. And they were able to see their mistakes on their own. As Marphy (2002) claimed that a person can become better in pronunciation if he sharpens his ear and his ability as an imitator. And he believed that by listening to English songs one can imitate the sound of the words in the lyrics correctly.

Another very important factor cannot be overlook here and that is the selection of the songs. It is important to use such songs which students find agreeable to do the activities, and they became fully absorbed in their practice and work. The songs should match the level of understanding and difficulty of the students. With songs, a teacher can not only make the pronunciation of the English language better but also can improve the vocabulary of the students. It is a kind of equation among English songs, vocabulary, and pronunciation. When a student listens to any English song repeatedly he does not only pronounce it correctly and fluently but in fact became able to use new words well. Farmand & Pourgharib, (2013) said that songs help students to stay alert during learning and practice. There is no such soul, who does not like music, people of all ages likes more than one genre of music. It leaves a good impact on the mental, the physical, and emotional health of a person. The use of it in the class will help the learners to connect deeply with the language and concentrate accurately on large and dense amounts of information and enable them to process it quickly.

As far as this study is concerned with the motivation level of the learners during these activities, the results unequivocally indicated that the

integration of English songs indeed has a measurable effect on learners' motivation levels. In the experimental group, where English songs were consistently incorporated into classroom activities, learners consistently exhibited substantially higher motivation levels compared to their counterparts in the control group. Various indicators from the checklist support this conclusion. Experimental group students showcased active participation, regularly engaged in peer collaboration, and frequently initiated interactions related to the English songs being used in the classroom. Positive body language, including smiling, nodding, and maintaining eye contact, was noticeably more prevalent among these learners. Their active listening, enthusiastic participation in discussions, propensity to ask questions, and evident persistence and effort in tasks further underscored heightened motivation levels. Additionally, the experimental group's pronunciation improvements were notably more pronounced than those of the control group, aligning with our research objectives.

In essence, this study provides compelling evidence that integrating English songs into ESL language classrooms serves as a catalyst for enhancing learners' motivation. The checklist not only facilitated the quantitative measurement of motivation but also allowed for a nuanced understanding of the specific motivational behaviors influenced by the integration of English songs. These findings are of paramount significance for educators and curriculum designers, as they underscore the pedagogical value of incorporating music into ESL instruction, particularly in the context of improving pronunciation and overall language acquisition.

Conclusion

On the above account of the results, it can be safely said that the current study was successful in the effort to bring out the good impact of English songs on the pronunciation of the learners. There is no denying that English songs can be utilized in pronunciation lessons. The use of them, while teaching pronunciation will not only get the good result indeed it will also change the atmosphere of the class and increase the motivation

for learning. And the learning process will become fun and entertaining. The use of English songs is beneficial because it improves pronunciation along with vocabulary. This innovative idea of teaching pronunciation brings along many favorable opportunities for the learners to speak and practice.

Suggestions

In light of the study's findings, some recommendations are made to English language teachers. Since English teachers should have a strong command of word pronunciation, they should provide a good example for their students. The student's inability to pronounce words correctly may be evident if the English teacher does not pronounce them with ease. Furthermore, pronunciation is related to speaking ability because, because speaking English fluently facilitates communication with others, bad pronunciation makes it difficult for the listener to follow the speaker's meaning. The English songs for use in the study should be prepared by the researcher. It is crucial for the researcher to choose relevant songs that can aid students in learning the language and achieving learning goals. Finding a piece of music that isn't too quick or too long will help the researcher solve this issue. Additionally, the song's lyrics are must to be clear.

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