

WAYS OF USING SONGS IN IMPROVING PRONUNCIATION SKILLS OF INTERMEDIATE AUTONOMOUS LEARNERS

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Abstract: *This article explores the effectiveness of using songs as a tool to develop pronunciation skills among autonomous intermediate leveled university students in Uzbekistan, specifically comparing Fergana State University (FSU) students and private school Fenix teachers. The research reveals that both groups exhibit interest in enhancing pronunciation by listening to music but they reached success in different ways. Pronunciation is a critical yet challenging aspect of language acquisition, and songs offer a dynamic and engaging approach to mastering it. The study highlights various techniques for incorporating songs, such as shadowing, lyrical analysis, and phonetic practice. By upgrading the rhythmic, melodic, and repetitive nature of music, learners can improve their phonemic awareness, stress patterns, intonation, and connected speech. Additionally, the article discusses how learners can independently select songs that match their linguistic goals and preferences, fostering motivation and self-directed learning. The use of current practical strategies as long term passive practices, standardized pronunciation models, the influence of culture in intonation and enjoyable learning atmosphere for integrating songs into pronunciation practice are also provided. Moreover, results are consistent with previous studies that highlight the learning new words and phrases through repetition and melody. Educators should consider a more personalized and*

culturally inclusive approach when integrating music into language instruction to maximize its effectiveness. The findings suggest that incorporating music really improves intonation, rhythm of pronunciation set of words and sentences but not single words of autonomous learners.

Key words: *autonomous learners, intonation, phonetics, personalized education, survey's design, lyrics.*

Introduction

Pronunciation is a critical yet often challenging aspect of language learning, especially for intermediate learners trying for fluency and natural speech. Despite having a solid foundation in grammar and vocabulary, many learners struggle with mastering accurate pronunciation, which can lead to misunderstandings and reduced confidence in communication. This issue is particularly significant for autonomous learners who, while motivated to direct their own progress, may lack access to traditional classroom resources and consistent feedback. Addressing this gap requires innovative and engaging methods that not only improve pronunciation but also foster sustained motivation. Recognizing this challenge, a study was conducted at Fergana State University to explore how songs can be used as an effective tool for improving pronunciation among intermediate autonomous learners. The hypothesis of the study showed that incorporating songs into language learning would positively influence learners' pronunciation by exposing them to authentic speech patterns, enhancing their awareness of phonetic features, and providing a repetitive and enjoyable practice material. The scope of the problem extends beyond mere pronunciation errors; it includes learners' ability to grasp intonation, stress, and rhythm—elements essential for clear and natural communication. This study focused on learners at the intermediate level who were navigating these challenges while relying on self-directed learning approaches. By leveraging songs, the research aimed to bridge the gap between theory and practice, enabling learners to refine their skills in a way that is both accessible and enjoyable. This article presents into the findings of the study conducted at Fergana State University, highlighting

innovative ways autonomous learners can use songs to improve their pronunciation. From mimicking native speakers through shadowing techniques to analyzing lyrics for phonetic features, the research revealed practical strategies that can be easily implemented in self-directed learning. By addressing the nature and scope of the problem and testing the hypothesis, this study contributes valuable insights into the role of music in language acquisition and its potential to transform pronunciation practice for intermediate learners.

Literature review

The common pronunciation challenges faced by intermediate learners has been discussed, including stress, rhythm, intonation, and articulation. It became obvious that the additional difficulties autonomous learners were facing who lack consistent guidance and feedback. For example: instead of improvement some students heard wrong music with wrong pronunciation. In order to create a rhythm the singer changed the pronunciation of the word that is why the teacher should control listening practices of students. The impact of poor pronunciation on communication and learner confidence is huge. There is the gap in effective, engaging, and accessible tools for improving pronunciation in self-directed learning contexts. Salcedo (2002) points out that “songs as amelioration of memory of text and may be an effective way to provoke language acquisition. They also strengthen the grammatical structures learned in class”. The hypothesis of improving pronunciation of autonomous learners through songs tested in the Fergana State University study—that the use of songs as a pronunciation tool can positively impact learners by providing authentic, repetitive, and engaging practice. There are additional benefits of using songs mentioned by Philips (1993) as cited in Manik (2015) stated that music is a tool most easily imitated by people. And based on that reason, teenagers will try to do any efforts to know much about the songs. If the teenagers have a willing to know the songs, they will try to learn

anything related to the songs. Below, these principles are explored in detail to highlight how songs can aid learners in refining their pronunciation. Intonation refers to the rise and fall in pitch across spoken sentences, which conveys meaning, emotion, and intent. For example, a rising intonation at the end of a sentence often indicates a question in English. Otilie (2010) stresses that “For many people whose first language is not English or they do not learn English as a second language in school like in some European countries for instance Belgium and Moldova”. Mastering intonation helps learners sound natural and improves their ability to express different moods or meanings. Misplaced intonation can lead to misunderstandings or a robotic tone. Songs naturally incorporate a wide range of intonation patterns that reflect real-life speech. Singing along allows learners to mimic these patterns in a stress-free, repetitive manner, helping them internalize the melody of the language. Rhythm in language refers to the pattern of stressed and unstressed syllables, which creates the natural flow of speech. English, for example, is a stress-timed language, meaning that stressed syllables occur at regular intervals, regardless of the number of intervening syllables. Phonetics is the study of speech sounds, focusing on how they are produced, perceived, and articulated. Phonology, on the other hand, deals with the patterns and rules governing these sounds in a particular language. Songs provide authentic examples of phonetic elements, allowing learners to hear and practice challenging sounds in context. Lems (2005) said that the key points are that the teachers love the song and want to teach students with it. Therefore, if the teachers love the song, chances are most of the students will have big excited for the songs that their teachers' selection. It can be easy for the teachers to carry on the lessons deeply and emotionally. The repetition in songs helps learners familiarize themselves with specific phonemes and refine their articulation through imitation. Additionally, songs often include connected speech features such as assimilation (when sounds blend together) and reduction (shortened vowels or syllables), which are important for sounding fluent. Songs emphasize stress naturally, both within words and across sentences. By singing, learners unconsciously absorb

correct stress patterns, which they can then replicate in their speech. Repetition is a cornerstone of language learning, as it reinforces neural pathways associated with pronunciation and speech production. Songs provide built-in repetition through choruses and refrains, making it easier for learners to repeatedly practice pronunciation in an enjoyable way. The melodies also enhance memory retention, helping learners internalize sounds and patterns.

Method Materials

Students` case study design: for this case study, we have implemented an online questionnaire using Google Forms. At first, we created a survey consisting of 11 multiple-choice questions to gain more information on the use of songs for autonomous learners as a pronunciation enhancing tools while they are learning the English language and what kind of effect it has on their development of pronunciation skills. Additionally, it was designed to investigate and find new practical solutions to how teachers can integrate songs in their teaching methods and techniques effectively to reach a better outcome at the end of the courses from the students` perspectives. The study was anonymous since we wanted to gain more honest responses from the participants.

Teachers` role: to explore teachers' perspectives on incorporating songs and tracks into their teaching practices, we organized focus group discussions with EFL future teachers from our university. These discussions included four open-ended questions aimed at gathering detailed insights and feedback from experienced professors about their practices. The study was conducted in an offline format, as this approach was deemed the most practical given the teachers' time constraints.

This case study involved 16 participants from our university. The students' age and gender varied depending on their interest. The average age for both groups was 19-25 years, with a gender distribution of 87,5% female and 12,5% male. Additionally, 8 teachers from the university participated in the study. The teachers came from various backgrounds and had different levels of teaching experience. Since both the student and teacher case studies were conducted

anonymously, no personal details, such as names or other identifying information, were included in the analysis.

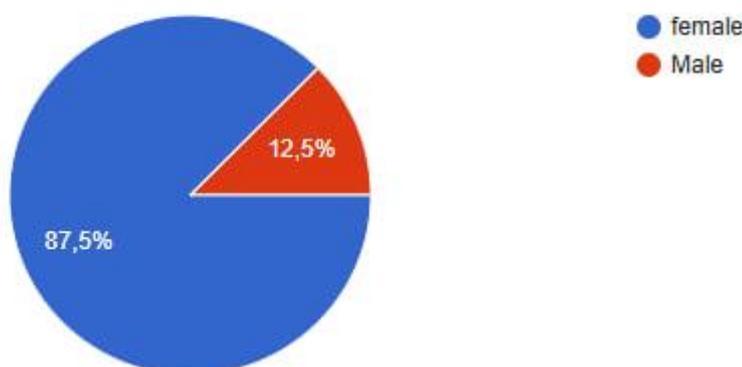
FSU students` demographic: 14 participants from the student group at Fergana State University took part in this case study. We took the students from the Foreign Languages Department, that are majoring either in English philology or in English literature. They are the 4th year students in their Bachelor studies. Their average age was 19-25, and the gender proportion was 87,5% female and 12,5% male.

Results

The responses to the questions provide valuable insights into students' preferences and views on language learning strategies. A notable 81,3% of participants identified that listening to music can improve pronunciation skills of students. More than half participants chose pop music as the most efficient way to listen songs. The prominence of listening suggests that students appreciate the accessibility and structured learning paths through it provide, allowing for personalized education tailored to their individual needs. In comparison, only 10% of respondents preferred jazz and rock music, indicating that, although these tools offer interactive and personalized support, they may not appeal as much to students who favor independent learning. The 31,1% support for classic music points to a growing interest in immersive learning experiences, suggesting that students are open to innovative methods that enhance their educational journey with songs.

please, choose your gender from the list below

16 ОТВЕТОВ



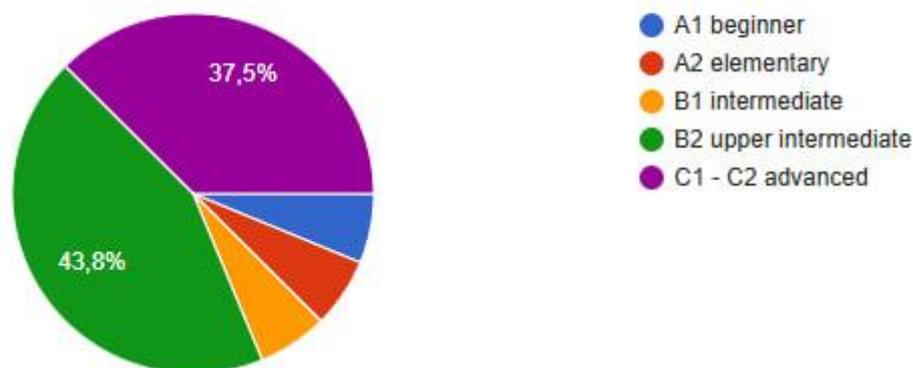
The provided pie chart illustrates the age distribution of respondents who participated in a survey. With a total of 16 responses, the chart divides participants into five distinct age groups: 10-18 years, 19-25 years, 26-30 years, 31-45 years, and 46 years and older. The data reflects the preferences and representation of these age groups within the survey. The most prominent age group in the chart is the 19-25 years category, which constitutes a significant majority at 81.3% of the total responses. This overwhelming dominance suggests that the survey primarily appealed to or reached younger adults, making them the most engaged demographic. This finding could indicate that the subject matter or outreach methods of the survey were particularly effective in targeting this age range. In contrast, the 26-30 years age group represents a smaller portion of the respondents, accounting for 12.5% of the total. This slight decrease might reflect a reduced level of interest or relevance of the survey content to this demographic compared to their younger counterparts. Similarly, the 31-45 years age group accounts for only 6.2% of the participants, indicating an even lower level of engagement or accessibility for this demographic. Notably, the youngest age group, 10-18 years, and the oldest category, 46 years and older, are entirely absent from the chart, suggesting that no responses were received from these cohorts. This absence could point to several factors, such as the survey's design, the platforms used to distribute it, or the perceived relevance of the survey's content to these age groups. In conclusion, the data presented in this pie chart emphasizes

the overwhelming participation of the 19-25 years age group while highlighting minimal to no representation from other demographics. These findings could inform future survey designs, particularly in ensuring more inclusive outreach to underrepresented age groups, thereby yielding a more diverse set of responses.

Choose your English level

Копирс

16 ответов



The pie chart illustrates the self-reported English proficiency levels of students and teachers at Fergana State University. The largest group, representing 43.8%, identified their English level as B2, indicating an upper-intermediate proficiency that allows for effective communication in most contexts. Following closely, 37.5% of respondents reported having a C1 level, signifying advanced proficiency with strong language skills for academic and professional purposes. The remaining participants fall into the lower proficiency categories of B1, A2, and A1, collectively accounting for the smallest portion of the chart. These levels represent basic to intermediate language abilities, showing a smaller but present group still developing their English skills. Overall, the chart highlights that the majority of respondents possess intermediate to advanced English proficiency, with B2 being the most common level among students and teachers at the university.

How often do you listen to music?

16 ответов

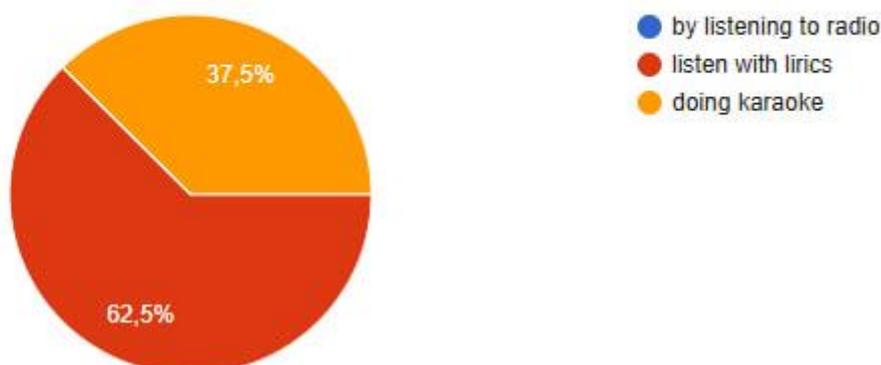


The pie chart provides a clear visual representation of how often students and teachers listen to music. The majority, 56.3%, reported that they listen to music every day, indicating that music plays a significant role in their daily lives. A notable portion, 31.3%, listens to music sometimes, suggesting a more occasional engagement with music. The remaining respondents are divided between those who rarely listen to music and those who never do, though these groups constitute a much smaller percentage of the total. This highlights that while daily music listening is common, a small number of individuals either lack interest in music or have limited opportunities to listen. Overall, the data suggests that music is an integral part of life for most students and teachers, with a majority incorporating it regularly into their routines.

how can learners use technology to enhance their pronunciation practice with songs?

[Копи](#)

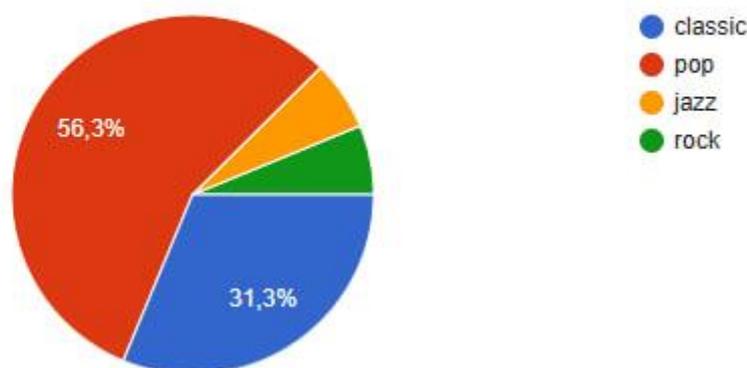
16 ответов



The pie chart illustrates how students and teachers at Fergana State University utilize technology to enhance their pronunciation practice through songs. The largest segment, 62.5%, indicates that most respondents prefer listening to songs with lyrics, which helps them connect written words to their pronunciation. A smaller, yet significant portion, 37.5%, use karaoke as a method to practice pronunciation. This interactive approach allows learners to sing along, improving their pronunciation by mimicking correct sounds and intonation in real-time. The remaining category, which represents those who listen to songs via the radio, is notably smaller, suggesting that this method is less popular due to the lack of visual lyric support. Overall, the data reveals that learners heavily rely on accessible and interactive tools like lyrics and karaoke for pronunciation improvement, while more passive methods, such as listening by radio, are less favored.

What kind of music helps to develop pronunciation?

16 ответов



The pie chart illustrates the types of music that students and teachers at Fergana State University believe help improve pronunciation. The majority, 56.3%, identified pop music as the most effective genre for developing pronunciation. This preference may stem from pop music's clear and repetitive lyrics, making it easier for learners to follow and mimic pronunciation. A smaller yet significant portion, 31.3%, chose classical music, which often includes operatic or lyrical compositions that emphasize articulation and vocal clarity. The

remaining respondents preferred rock and jazz, although these genres represent the smallest segments of the chart. While less popular, they might appeal to those who enjoy varied tempos and styles for enhancing their listening and speaking skills. Overall, the chart highlights that pop and classical music are the most favored genres for pronunciation practice, likely due to their accessibility and distinct vocal styles.

In what ways listening to music can help you to overcome stress?

[Копировать диаграм](#)

16 ответов

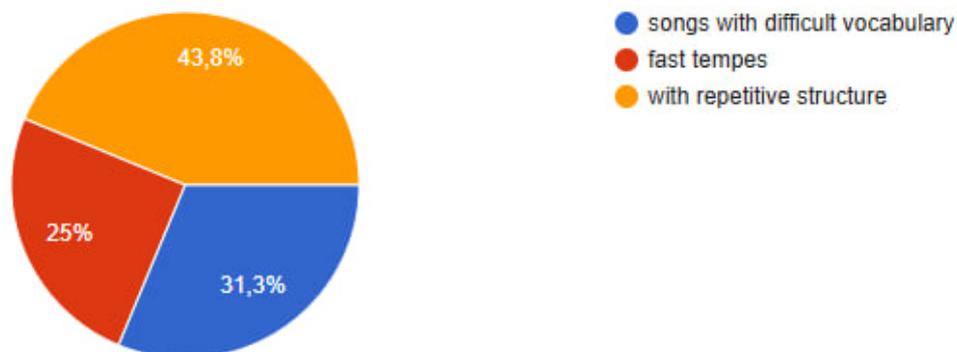


The pie chart illustrates the ways in which listening to music helps students and teachers at Fergana State University overcome stress. The majority, 56.3%, reported that music aids in focusing on a single theme, allowing them to clear their minds and channel their attention, which can effectively reduce feelings of stress and overwhelm. Meanwhile, 43.8% of respondents indicated that listening to music reduces stress by lowering stress hormones. This suggests that music has a physiological impact, helping to calm the body and mind through its soothing and relaxing effects. Overall, the chart reveals that while both mental focus and hormonal balance are significant benefits of listening to music, the ability to concentrate on a single theme is the most commonly recognized way it helps alleviate stress.

which type of song is considered most effective for pronunciation practice?

[Копировать](#)

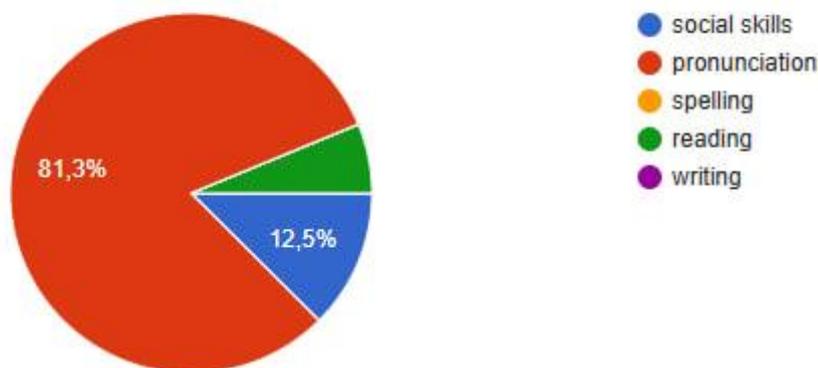
16 ответов



The pie chart illustrates the types of songs that students and teachers at Fergana State University consider most effective for enhancing pronunciation. The largest portion, 43.8%, selected songs with a repetitive structure as the most effective. This choice reflects the importance of repetition in reinforcing correct pronunciation and aiding learners in practicing specific sounds and phrases. A smaller percentage, 31.3%, favored songs with difficult vocabulary, suggesting that challenging lyrics encourage learners to expand their vocabulary and refine their pronunciation of complex words. The remaining 25% preferred songs with a fast tempo, likely valuing the challenge of maintaining clarity and accuracy while keeping up with rapid lyrics. Overall, the chart highlights that songs with repetitive structures are seen as the most effective for pronunciation practice, while fast-tempo and vocabulary-rich songs also play significant roles in language improvement.

What kind of skills we can develop by listening to music?

16 ответов

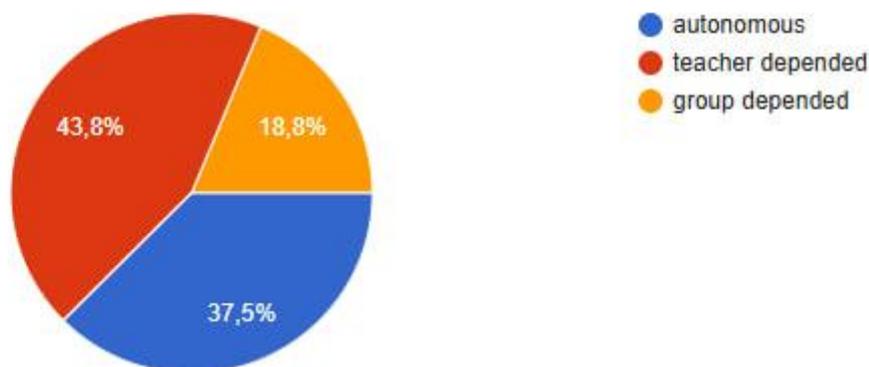


The pie chart illustrates the skills that students and teachers at Fergana State University believe can be developed through listening to music. The overwhelming majority, 81.3%, identified pronunciation as the primary skill improved by music. This highlights the effectiveness of music in helping learners mimic sounds, intonation, and rhythm, which are essential for clear speech. A smaller portion, 12.5%, indicated that listening to music can enhance social skills, likely through its ability to foster shared cultural experiences and improve communication in social settings. The remaining categories, such as reading, were mentioned by very few, and spelling was not considered a skill influenced by music at all. Overall, the chart emphasizes that pronunciation is by far the most recognized skill developed through music, with social skills being a secondary benefit, while other skills are rarely associated with this activity.

To which group do you belong?

Kon

16 ответов

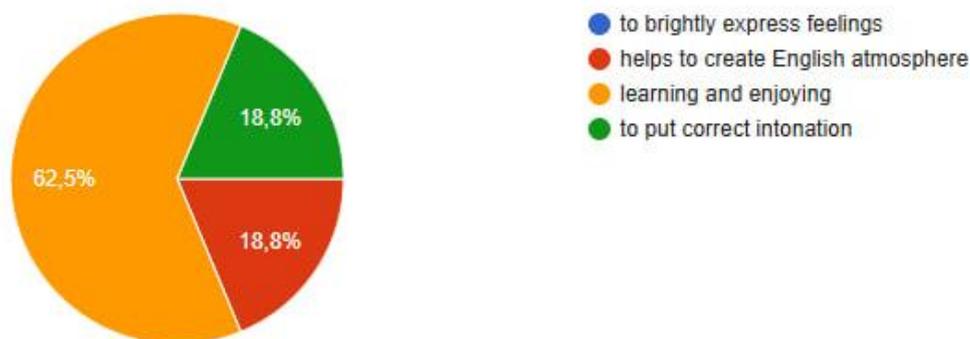


The pie chart illustrates the learning groups to which students and teachers at Fergana State University identify themselves as belonging. The largest segment, 43.8%, describes themselves as teacher-dependent, indicating that they rely heavily on instructors for guidance, support, and structured learning. A significant portion, 37.5%, identifies as autonomous learners, showing a preference for self-directed learning, where they take responsibility for their progress and explore educational resources independently. The remaining 18.8% classify themselves as group-dependent, meaning they thrive in collaborative environments, relying on peers for motivation, discussion, and shared problem-solving. Overall, the chart reveals a diverse range of learning preferences, with teacher-dependent learners making up the largest group, followed closely by autonomous learners, and a smaller but notable percentage relying on group interactions.

How listening to music can help you to improve pronunciation?

Копировать диаг

16 ответов



The pie chart illustrates the responses of teachers and students from Fergana State University regarding how listening to music aids in improving pronunciation. The data is divided into three categories. This category received the largest proportion of responses, with 62.5% of participants choosing it. It highlights that the majority believe music makes learning pronunciation enjoyable and effective. This category accounts for 18.8% of the responses. It suggests that some participants view music as a tool to practice and apply correct intonation in English. Another 18.8% of participants selected this option, indicating that music helps to immerse learners in an English-speaking environment, which supports pronunciation improvement. Overall, the chart emphasizes the significant role music plays in enhancing pronunciation, with a majority finding it both educational and entertaining.

DISCUSSION

Music is a universal medium that combines enjoyment with learning, making it an effective tool for improving pronunciation. For intermediate autonomous learners—those with the ability to take control of their own learning—songs offer unique opportunities to develop pronunciation skills through engagement with authentic language. Here are additional strategies and insights on how songs can be used to enhance pronunciation for this learner group. Intermediate learners can analyze the lyrics of a song, focusing on the pronunciation of individual words and phrases. Breaking down lyrics into smaller segments allows learners to identify patterns such as silent letters, word stress,

and vowel shifts. For example, studying the difference between “live” as a verb and as an adjective in songs like Live Your Life fosters an understanding of nuanced pronunciation. Songs are filled with emotion, which often influences pronunciation. Learners can focus on how singers emphasize certain words or phrases to convey feelings such as joy, sadness, or anger. Mimicking this emotional expression helps learners improve their pronunciation and learn how to vary their tone for communication purposes. For instance, slow ballads may highlight vowel elongation, while upbeat songs focus on quick, clipped consonants. Different songs expose learners to a variety of English accents, from British and American to Australian or Irish. By practicing with songs from diverse genres and regions, learners develop a broader understanding of pronunciation variations. For example, The Beatles' songs offer British intonation patterns, while Taylor Swift's songs often showcase American rhoticity. Experimenting with these accents can refine listening skills and expand learners' ability to adapt their pronunciation. Repetition is a cornerstone of language learning. By repeatedly listening to and singing along with songs, learners can internalize the pronunciation of words and phrases. Unlike traditional drills, repetition through music is enjoyable and sustainable. This method also reinforces muscle memory for articulating sounds, making pronunciation improvements more lasting. Autonomous learners can set specific goals using songs. For example, they might focus on mastering one difficult sound (e.g., /v/ vs. /w/) using selected songs, or aim to improve connected speech by singing faster-paced tracks. Goal-setting fosters a sense of achievement and motivates consistent practice. Pronunciation is closely linked to listening. Songs provide learners with exposure to natural features of spoken English, such as elision (omission of sounds) and assimilation (sound blending). For instance, learners might notice how "I want to" becomes "I wanna" in many pop songs, and can practice mirroring this feature in their own speech to sound more natural. For learners seeking deeper insights, comparing lyrics with phonetic transcriptions can reveal precise pronunciation details, such as how diphthongs or schwas are used. Tools like the International Phonetic

Alphabet (IPA) can be paired with songs to create a more structured approach to mastering pronunciation. While autonomous learning often involves self-directed activities, learners can also collaborate with peers. For instance, organizing group karaoke sessions or pronunciation practice using songs fosters social interaction and shared learning. Singing together helps learners identify and correct each other's pronunciation in a fun, supportive environment. Learners can write their own lyrics to a familiar tune and then practice singing them. This encourages creativity while reinforcing pronunciation through rhythmic and phonetic alignment with the original song. Writing lyrics also allows learners to focus on specific sounds or patterns they find challenging. Using visual aids, such as lyric videos or subtitles, alongside listening and singing enhances the learning experience. Autonomous learners benefit from seeing words while hearing them, helping to connect pronunciation with spelling. This is especially useful for mastering irregular pronunciations, such as “ough” in words like “though” or “rough.” Many language learning apps now integrate songs for practice. Apps like LyricsTraining challenge learners to fill in missing lyrics while singing along, reinforcing their pronunciation and listening skills. Other tools, such as SingTrue or Tandem, offer feedback on pitch, tone, and clarity, allowing learners to fine-tune their pronunciation. Intermediate learners can select songs that reflect everyday language, such as tracks featuring common expressions or slang. Practicing pronunciation through such songs helps learners feel more confident in casual conversations. For example, using songs like Happy by Pharrell Williams to mimic conversational intonation patterns makes the learning experience relatable and applicable. Incorporating songs into language learning has become a widely recognized method for enhancing pronunciation, particularly for intermediate autonomous learners. These learners, characterized by their ability to self-direct their studies, can benefit significantly from the authentic, enjoyable, and repetitive nature of songs. Below are some effective ways to use songs in improving pronunciation: Songs naturally convey the intonation, stress, and rhythm of a language. Learners can listen to and mimic the melodic flow of

sentences in songs, which often mirrors natural speech patterns. This practice helps in understanding how words are stressed and how tones rise and fall in English, improving both their spoken fluency and naturalness. Shadowing involves listening to a song and simultaneously repeating its lyrics. Intermediate learners can pause after short segments, repeat them, and gradually build their ability to shadow entire songs. This technique trains learners to match their pronunciation with that of native singers, enhancing their phonetic accuracy and fluency. Intermediate learners often struggle with specific sounds, such as /θ/ in "think" or /r/ and /l/ distinctions. Songs with repetitive use of such sounds provide an engaging way to practice them. For example, listening to and singing songs with rhymes or tongue-twisters helps learners reinforce correct articulation of challenging sounds. Karaoke is an excellent method for pronunciation improvement. Learners can sing along with instrumental tracks, focusing on articulation, timing, and rhythm without the singer's voice as a guide. This encourages learners to develop their own pronunciation while still using the lyrics as a reference. Autonomous learners can use songs to study specific pronunciation features such as linking sounds, contractions, and reductions (e.g., "gonna" instead of "going to"). By analyzing how native singers produce these features, learners can incorporate them into their speech for a more authentic accent. Songs allow learners to immerse themselves in an English-speaking context. Repeated exposure to natural pronunciation through music fosters subconscious learning, enabling learners to absorb correct pronunciation patterns in a stress-free manner. Many platforms, such as YouTube, Spotify, and specialized apps like LyricsTraining, provide interactive ways to use songs for language learning. These tools allow learners to listen, sing, and practice pronunciation while tracking their progress, fostering an enjoyable and autonomous learning experience.

Conclusion

Songs are a versatile and motivating tool for improving pronunciation among intermediate autonomous learners. By leveraging their self-directed

nature, learners can practice intonation, stress, and articulation in a creative and immersive way. Regular and thoughtful integration of music into language learning routines not only enhances pronunciation but also builds confidence and fosters a deeper connection to the English language. Songs are a powerful resource for intermediate autonomous learners to improve their pronunciation. They provide a rich, enjoyable context for practicing intonation, stress, and rhythm while exposing learners to authentic and diverse accents. By combining active listening, imitation, and creative exercises, learners can achieve greater pronunciation accuracy and fluency. Moreover, the adaptability of songs allows learners to tailor their practice to their unique goals and challenges, making this method both effective and sustainable for long-term improvement. Incorporating songs into the learning process is a powerful and versatile method for improving pronunciation, particularly for intermediate autonomous learners. Music offers a unique combination of entertainment, emotional engagement, and exposure to authentic language, making it an effective tool for mastering the nuances of English pronunciation. Through activities such as shadowing, karaoke, analyzing lyrics, and practicing intonation, learners can enhance their ability to mimic native speech patterns, correct problem sounds, and develop a natural rhythm and fluency. Songs also provide an immersive and low-stress environment where learners can practice without fear of making mistakes. Repetition through music helps to reinforce muscle memory and pronunciation habits, while exposure to various accents and styles expands their understanding of spoken English. Furthermore, the adaptability of songs allows learners to set personal goals, target specific challenges, and integrate language practice into their daily routines in creative and engaging ways. The effectiveness of using songs lies not only in their ability to improve technical pronunciation but also in their capacity to motivate learners and foster a lifelong love for language learning. By embracing music as a core element of their study methods, intermediate autonomous learners can achieve a higher level of confidence, fluency, and accuracy in their spoken English, making songs an indispensable tool in their linguistic journey.

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