

**STUDENTS' PERCEPTION OF ENGLISH SONGS USED ON
INSTAGRAM REELS IN PRACTICING PRONUNCIATION**



A THESIS

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Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

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Skripsi yang berjudul “Students’ Perception of English Songs Used on Instagram Reels in Practicing Pronunciation” yang disusun oleh **Rahmawati**, NIM: **10256120014**, mahasiswa Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Jumat tanggal 19 September 2025. Dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada program studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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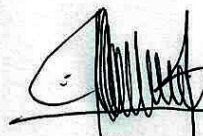
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ABSTRACT

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Title : Students Perception of English Songs Used on Instagram Reels in Practicing Pronunciation.

English plays an important role in international communication, with pronunciation as a basic skill that determines comprehension. The development of social media, especially Instagram Reels, which is widely used by the younger generation and features English songs, opens up new opportunities. Reels is not only entertainment, but can also be used as an alternative medium for practicing pronunciation in a fun and contextual way. This study aims to determine students' perceptions of English songs used on Instagram Reels in practicing pronunciation and to analyze the relationship between these perceptions and students' ability to practice pronunciation. The method used in this study is quantitative. In collecting data, the researcher used a questionnaire to measure student perceptions. The data analysis techniques used in this study are descriptive statistical analysis to determine student perceptions and correlation tests to determine the relationship between English songs used on Instagram Reels and students' ability to practice pronunciation. The results of the study show that all respondents (100%) have a positive perception of the use of English songs on Instagram Reels as a medium for learning pronunciation, with an average score of 80.30, which is in the positive category. The normality test results show that the data are normally distributed (Sig. = 0.063 > 0.05), and the linearity test shows a linear relationship between variables (Sig. = 0.158 > 0.05). However, the correlation test results show a value of $r = 0.169$ with Sig. (2-tailed) = 0.477, which means that there is no significant relationship between students' perceptions of English songs on Instagram Reels and their ability to practice pronunciation. Thus, the Null Hypothesis (H_0) is accepted and the Alternative Hypothesis (H_1) is rejected. These findings indicate that although students have a very positive perception of the use of social media as a learning tool, this positive perception does not necessarily have a direct effect on improving pronunciation skills. English songs on Instagram Reels serve as a supporting learning medium that can increase students' motivation and interest in learning, but improving pronunciation skills still requires intensive practice and direct guidance from teachers.

Keywords: *Students Perception, English Songs, Instagram, Reels, Pronunciation.*

Bahasa Inggris berperan penting dalam komunikasi internasional, dengan pengucapan (pronunciation) sebagai keterampilan dasar yang menentukan pemahaman. Perkembangan media sosial, khususnya Instagram Reels, yang banyak digunakan generasi muda dan menampilkan lagu berbahasa Inggris, membuka peluang baru. Reels tidak hanya sebagai hiburan, tetapi juga dapat dimanfaatkan sebagai media alternatif untuk melatih pengucapan secara menyenangkan dan kontekstual. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap lagu Bahasa Inggris yang digunakan di Instagram reels dalam melatih pengucapan serta untuk menganalisis hubungan antara persepsi tersebut dengan kemampuan mahasiswa dalam melatih pengucapan. Metode yang digunakan dalam penelitian ini adalah kuantitatif. Dalam pengumpulan data, peneliti menggunakan kuesioner untuk mengukur persepsi mahasiswa. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis statistik deskriptif untuk mengetahui persepsi mahasiswa dan uji korelasi untuk mengetahui hubungan antara lagu Bahasa Inggris yang digunakan di Instagram reels dengan kemampuan mahasiswa dalam melatih pengucapan. Hasil penelitian menunjukkan bahwa seluruh responden (100%) memiliki persepsi positif terhadap penggunaan lagu berbahasa Inggris di Instagram Reels sebagai media pembelajaran pronunciation, dengan rata-rata skor 80,30 yang termasuk dalam kategori positif. Hasil uji normalitas menunjukkan data berdistribusi normal (Sig. = 0,063 > 0,05), dan uji linearitas menunjukkan hubungan yang linear antar variabel (Sig. = 0,158 > 0,05). Namun, hasil uji korelasi menunjukkan nilai $r = 0,169$ dengan Sig. (2-tailed) = 0,477, yang berarti tidak terdapat hubungan yang signifikan antara persepsi mahasiswa terhadap lagu berbahasa Inggris di Instagram Reels dengan kemampuan mereka dalam melatih pengucapan. Dengan demikian, Hipotesis Nol (H_0) diterima dan Hipotesis Alternatif (H_1) ditolak. Temuan ini mengindikasikan bahwa meskipun mahasiswa memiliki persepsi yang sangat positif terhadap penggunaan media sosial sebagai sarana pembelajaran, persepsi positif tersebut tidak serta-merta berpengaruh langsung terhadap peningkatan kemampuan pronunciation. Lagu berbahasa Inggris di Instagram Reels berperan sebagai media pendukung pembelajaran yang dapat meningkatkan motivasi dan minat belajar mahasiswa, namun peningkatan kemampuan pengucapan tetap memerlukan latihan intensif dan bimbingan pengajar secara langsung.

Kata kunci: *Persepsi Mahasiswa, Lagu Bahasa Inggris, Instagram, Reels, Pengucapan.*

CHAPTER I

INTRODUCTION

A. Research Background

English is one of the most widely learned international languages and is used in communication between countries. As a global language, English has an important role, as stated by (Rohayati, 2018), that this language is learned and used as a means of communication in various countries, either as a first language, second language, or foreign language. In Indonesia, English is the main foreign language taught as a compulsory subject from junior high school to university level.

In this modern world full of challenges and fierce competition, everyone is advised not only to have a high level of education, but also required special skills that we commonly call skills. One of the most needed skills today is English. In accordance with the explanation above, English is a global language, so those who want to be one step ahead of people in general, need to even master English (Syahira et al., 2024).

Pronunciation is one of the fundamental aspects of English language skills that plays an important role in the communication process. A person's ability to pronounce English words correctly can affect the interlocutor's understanding and fluency in communication. In the context of language learning, good mastery of pronunciation can increase students' confidence and facilitate speaking skills. According to (Kelly, 2000), pronunciation is a vital element in communication

because pronunciation errors can cause misunderstanding and even hinder communication. Although the pronunciation aspect is sometimes neglected in language learning, mastering proper pronunciation will help learners to communicate more effectively (Harmer, 2007).

The use of social media is growing rapidly, especially among the younger generation, including students. Gen-Z is known as the digital native generation that grew up with the development of technology and social media. Instagram is one of the most widely used social media platforms in the world. Based on data taken from Data Reportal, Instagram is in third place as the most used social media in the world with 2 billion active users and is dominated by Gen-Z. Many features have been provided by Instagram, including Instagram stories, Instagram TV, Instagram Live, Instagram Feed, Instagram Reels, Highlights, and many filters that can also be used to support better and creative posts (Laily et al., 2022). Gen-Z tends to use Instagram as a tool to build digital identity, personal branding, and a space to be themselves (Sikumbang et al., 2024). Instagram reels is a short video feature launched by Instagram to allow users to create and share creative video clips. This feature was first introduced globally by Instagram in August 2020. At the beginning of its launch, Instagram reels only had a maximum duration of 15 seconds. But along with the development, Instagram expanded the maximum duration to 15 minutes.

Instagram reels are closely related to English songs, in Instagram reels there is a feature to insert music. The use of English songs in Instagram reels tends to be more dominant than Indonesian songs. This is due to cultural

globalization factors, the dominance of western popular culture and the desire of users to reach a wider international audience. Based on data taken from Instagram, the most popular song is Die With A Smile sung by lady Gaga and Bruno Mars with 2.4 million reels on Instagram. The song Die With A Smile also occupies the first position as Top Songs Global which can be seen on the Spotify platform. According to (Dewi, 2022), English songs are more often chosen in social media content such as reels because they are considered more universal and familiar to global users, thus increasing opportunities for cross-border interactions. The preference for English songs in reels is influenced by Instagram's algorithm that promotes globally popular content, which mostly uses international music (Prasetyo & Yuliana, 2021).

English songs have long been used as a method to enrich language skills, especially in listening and pronouncing words correctly. As said by (Ranuntu & Tulung, 2018), as an initial introduction to the English language, we can use English songs. This is one way to get the language into the students' minds so that students will get used to listening to the words sung in the song. Songs provide a direct example of the natural intonation, rhythm, and pronunciation of native speakers. In addition, music tends to facilitate the learning process because it involves strong emotional and memory elements. Thus, learning pronunciation through songs can provide significant benefits, especially in helping students better understand and imitate proper pronunciation.

Does Gen-Z just listen to the song or do they study at the same time. This question reflects concerns about how Gen-Z uses social media for more than just

entertainment purposes. Instagram, as an entertainment-based social media platform, often leads students to use reels for fun, without realizing that it can also improve their language skills. Some students may view the use of songs in reels as a trend or entertainment, while others may see it as an opportunity to further deepen their English comprehension and skills, especially in the aspect of pronunciation.

In an academic context, understanding how students perceive this phenomenon is important to determine the extent to which Reels Instagram can be an effective language learning medium. If students' perceptions of the use of English songs on Reels are more inclined towards the entertainment aspect alone, there may be opportunities for development strategies that can blend entertainment and learning, so that this social media can be utilized more optimally in an educational context, especially for the development of English pronunciation skills.

Therefore, this study entitled “Students' Perceptions of English Songs Used on Instagram Reels in Practicing Pronunciation” aims to examine students' views on the use of songs in English on Instagram Reels in pronunciation practice, in order to determine the extent to which this medium has the potential to be an interactive and enjoyable learning tool. This study is expected to contribute to the development of English language learning strategies, particularly in utilizing social media as an innovative tool that suits the characteristics of today's digital generation. In addition, the results of this study are also expected to serve as a

reference for educators and learners in using English songs on Instagram Reels as an effective and interesting alternative learning tool for pronunciation.

B. Research Problem

Based on the background that has been described above, the following problem formulation can be obtained:

1. How are the students' perceptions of English songs used on Instagram Reels in practicing pronunciation?
2. Is there a relationship between English songs used on Instagram Reels and students' ability to practice pronunciation?

C. Research Objective

Based on the problem formulation above, the following research objectives were obtained:

1. This study aims to determine students' perceptions of English songs used on Instagram Reels in practicing pronunciation.
2. This study aims to determine the relationship between English songs used on Instagram Reels and students' ability to practice pronunciation.

D. Research Significances

Based on the research objectives above, the following research significances are obtained:

1. Theoretical benefits

First theoretically, this research can contribute to the development of theories in language learning, especially related to the use of social media as a means of teaching foreign language pronunciation. Providing insight into how

platforms such as Instagram, particularly the Reels feature, influence language skills, particularly in English pronunciation. And add knowledge in the field of educational psychology regarding how college students' perceptions of English songs on social media can affect their motivation and language learning process.

2. Practical benefits

By understanding students' perceptions, lecturers or language teachers can design more interesting and relevant methods using English songs from Reels to improve students' pronunciation skills. Provide practical guidance for educators to utilize Reels on Instagram as a tool in teaching English pronunciation more effectively and according to students' interests. Through the use of familiar content such as songs on Reels, this research can provide suggestions on how to increase students' motivation to learn pronunciation through social media. Also, the results can be used to create interactive learning materials integrated with social media platforms, so that language learning becomes more contextual and fun.

The researcher hopes that this research can be useful for students, especially students of the English Language Education study program at STAIN Majene in utilizing social media, especially Instagram in pronunciation practice with the use of English songs on Instagram reels. This can also be used as a reference for lecturers in designing interesting and fun learning strategies by utilizing social media, such as Instagram. Finally, the researcher hopes that future researchers can expand the research sample by

involving more respondents from various educational backgrounds, ages, and English language abilities to get more generalized results.

E. Research Scope

The researcher focused on students' perception of English songs used on Instagram reels in practicing pronunciation, including ease of understanding lyrics, difficulty in imitating pronunciation and the influence of songs on pronunciation. The researcher also focused on 15-30 second Instagram reels with English songs. The types of songs used were popular English songs with simple lyrics and clear pronunciation, such as pop or hip-hop. The researcher wants to know how students perceive the use of English songs on Instagram reels in helping or influencing pronunciation practice.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Related to the above problems, previous research conducted by (Parlindungan, 2020) with the title *Students' Perceptions of Social Media Use As a Media For Learning English*. This study aims to find and examine how students' perceptions of the use of social media as a medium for learning english. This research uses a qualitative method with a case study design. This research uses questionnaires and semi-structured interviews as data collection methods. Basic statistical analysis was used to analyze the data from the questionnaire while the interview data was analyzed using Miles and Huberman's Flow model. The results of this study found that students use social media to learn and improve English. They chose YouTube as the most frequently used application. Students said that social media provides a source of English content that can be used to practice their English skills especially in understanding, expanding vocabulary and pronunciation knowledge.

Research conducted by (Shalash, 2022) with the title *Perceptions of Using Social Media as an English Language Learning Tool among EFL Students in Iraq Context*. This study wanted to see how the perception of using social media as an english language learning tool among EFL students in Iraq. This study used descriptive method by adopting two null hypotheses. The results showed that EFL students' perceptions of the use of social media as an english language

learning tool were positive, and there were statistically significant differences based on gender variables in favor of women.

Finally, research conducted by (Aprian et al., 2023) entitled Students' Perception Using Instagram Reels Toward Speaking Ability Improvement: English Department Students' Voice. This study aims to determine students' perceptions of the use of Instagram reels in improving speaking skills. The research method is descriptive qualitative as a linear method with the research instrument used by conducting interviews with 10 students who have used instagram reels as a medium to improve speaking skills. The results of this study found that most of the students gave positive perceptions towards the use of Instagram reels in the process of improving their english speaking skills, the students gave good and kind responses during the interview process, they also showed significant progress during the use of the Instagram reels application who initially only had a small vocabulary. After using it, their vocabulary is getting more and more, seen from the understanding gained, students can also receive the material delivered by the instagram reels account creator well, students also get positive benefits from using instagram reels.

Based on the findings of the previous studies above, researchers found differences and similarities in these studies. First, the research (Parlindungan, 2020) focuses on examining students' perceptions of the use of social media as a medium for learning english by using YouTube as the most frequently used application. While this study focuses on examining students' perceptions of English songs through Instagram reels in pronunciation practice. However, both

have similarities, namely discussing about studying students' perceptions of english songs through the use of social media.

Second, the research conducted by (Shalash, 2022) focuses on examining the perceptions of the use of social media as an English language learning tool among EFL students in Iraq. While this study focuses on students' perceptions of english songs through social media, namely instagram reels in practicing pronunciation. Although both have a different focus, both have a related relationship between student perceptions and the use of social media as a learning medium. Thus, both can still provide a study of the perception of english through social media.

Finally, based on research conducted by (Aprian et al., 2023) focuses on examining how students' perceptions of the use of instagram reels in improving speaking skills. While this study focuses on examining student perceptions of english songs through Instagram reels in pronunciation practice. However, these two studies have similarities in terms of discussing the use of instagram reels in improving speaking or pronunciation skills.

Based on the three research results above, it can be concluded that the novelty in this study is to examine the use of instagram reels in practicing english pronunciation. Instagram is one of the social media applications that can be utilized by everyone to learn, interact and share stories with others using the many languages provided by the instagram feature itself. This research focuses on how the use of instagram reels can affect students' pronunciation practice.

B. Some Pertinent Ideas

1. Perception

a. Definition of Perception

The definition of perception from the psychological dictionary is derived from English, perception which means: perception, vision, response, is the process of a person becoming aware of everything in his environment through his senses; or environmental knowledge obtained through data interpretation. Perception is what influences attitudes, and attitudes will determine behavior. In other words, it can be concluded that perception affects a person's behavior or behavior is a mirror of his perception. Perception is a direct response or description of a person's absorption in knowing some things through the five senses (Nisa et al., 2023). Perception in general is the process of observing the situation of the outside world using the process of attention, understanding, and recognition of objects or events. Perception is organized in form, ground, line, and clarity (Zahro et al., 2024).

According to (Hasanah et al., 2024) perception as a subjective process in which individuals interpret social information, provides the basis for our understanding of the world around us. So perception is the result of a process received by individuals in the form of an impression that has gone through prior sensing both from the eyes, nose, ears and other senses.

The indicators of perception used are acceptance, understanding,

and assessment. Acceptance is an indicator of the occurrence of perception in the physiological stage, namely the functioning of the senses to capture stimuli from outside. Understanding, namely after there are images or impressions in the brain, the images are organized, classified, compared, interpreted. Assessment, namely after the formation of understanding, there is an assessment of the individual. Individuals compare the newly obtained understanding with the criteria or norms that individuals have subjectively (Akbar, 2015).

b. Factors That Influence Perception

There are several factors that influence a person's perception proposed by (Walgito, 2010), namely internal factors, external factors and functional factors:

1. Internal Factors

Internal factors are factors that come from within a person in creating and discovering something that is then useful for people, for example. In this case, the internal factors that influence perception are age, education, and occupation.

a) Age

Age is the age of a person who is calculated from birth to birthday. The more age, maturity and strength of a person will be more mature in thinking and working. Age greatly affects a person's level of knowledge and experience, the more age the level of maturity and strength of a person will be more mature in

thinking and working so that it can lead to perceptions that are appropriate to age.

b) Education

Education is a learning process to be able to understand, understand and have the ability to think critically. A person who has a higher education will give a more rational response than a person with a low education or no education at all. Education is a very important capital to live life. Good education will have a positive impact on the younger generation (Notoatmojo, 2012).

c) Work

Work is something that is done to earn a living. People who are busy working have little time to obtain information. By working, a person can do something valuable, useful, gain good knowledge about something so that they understand more and finally perceive something positively (Notoatmojo, 2012).

2. External Factors

External factors are the opposite of internal factors, namely factors that come from outside a person in creating and discovering something. In this case, the external factor that affects perception is information. The more information can affect or increase a person's knowledge and with knowledge raises awareness, which in turn a person will behave in accordance with his knowledge.

3. Functional Factors

a. Knowledge

Knowledge is able to guide individuals in behaving at a certain time which is the result of the interaction of internal and external factors. A person's knowledge can be obtained from various results from the learning process as well as other knowledge obtained from the surrounding environment (Patmawati, 2019). Sutarsono (2016) argues that knowledge greatly contributes to the formation of public perceptions. The collection of knowledge owned and accumulated will lead to an interpretation of an object.

b. Experience

Experiences that have been experienced that cannot be separated from the surrounding circumstances. Experiences that are formed can be through personal experiences, family experiences or even the experiences of people in our environment which will have a major influence on the formation of a person's perception (Asnori, 2020).

2. Pronunciation

a. Definition of Pronunciation

The Oxford dictionary explains that pronunciation is the way in which a language, words and sounds are spoken (Hidayati & Rosyid, 2020). Pronunciation is one part of speaking skill that will be directly and

clearly observable and known (Sholeh & Muhaji, 2015). When someone speaks in English, people who listen will directly identify how the person's pronunciation is.

English Pronunciation is one of the most difficult skills to acquire and pronunciation learners have to spend a lot of time to improve their pronunciation (Gilakjani & Sabouri, 2016). English Pronunciation is a science that studies the techniques or procedures for pronouncing English vocabulary, one of the points that is quite complicated, compared to grammar, and vocabularies. According to (Wulandari et al., 2023) besides grammar and vocabulary, English pronunciation is also important in learning methods to pronounce english words. English pronunciation is very important for many reasons. English sounds and words are difficult to pronounce accurately. With proper pronunciation, conversations with other people or native speakers will be easier to understand.

The indicators used are Accuracy, according to (Kelly, 2000) pronunciation accuracy involves the ability to produce sounds correctly in accordance with the English phonetic system. The second is Fluency, according to (Thornbury, 2005) fluency includes fluency in speaking which shows automation in pronunciation and confidence when speaking. Furthermore, Intonation, (Celce-Murcia et al, 2010) explains that intonation helps in conveying attitudes, emotions, and communicative functions in conversation. Finally, Stressing, according to (Roach, 2009)

stress is very important in distinguishing the meaning of words and clarifying the structure of sentences in oral communication.

b. Elements of Pronunciation

There are several elements contained in pronunciation, including:

1) Stress

In English, every word has a syllable that is stressed. Stress itself is a vocal sound in a syllable that should be sounded in a high, long, or loud tone. This emphasis can create a rhythm in the language (Styvant et al., 2019). This is especially important when native speakers want to understand an English word that we say. Emphasis is used to show the speaker's expression or feelings. By putting different emphasis on a sentence, we can change the meaning of the sentence.

2) Rhythm

Rhythm is the song of a word or sentence. The rhythm of words or sentences is not always the same. This is the case between Indonesian and English. Rhythm consists of how to set the speed in pronouncing English sentences.

3) Juncture

Juncture can be defined as sound relationship. It is very important for the speaker to know how closely a sound is adjacent to or related to another sound. If the boundary line of a word sound is not known by the listener, then there will be misunderstanding or misperception in understanding a sound.

4) Intonation

Intonation in language can be analogized to tone in music. These tones can go up or down. In English, intonation is categorized into two things. The first is intonation that shows the speaker's own feelings.

5) Pitch

Pitch occurs depending on how fast the vocal cords or voice membrane vibrate. The faster the vocal membrane vibrates, the higher the pitch and vice versa. Each sound has a different pitch depending on the function of the word itself. Pitch is used to distinguish the meaning or to convey the meaning of the word.

c. Factors Affecting Pronunciation in Learning English

1) Attitude

The results of Sparks and Glachow's research (in Gilakjani, 2012) state that learners with motivation to learn with a positive attitude towards the language they want to learn and its pronunciation show good results than learners with less positive attitudes.

2) Motivation and Exposure

As learners get older at the time of learning a language, learners' motivation to learn the language, learners' identification with the culture and the time spent learning the language determine whether learners' pronunciation develops like that of native speakers of the language being learned.

3) Learning

Foreign language learning generally focuses on four main areas that need to be developed, namely, listening, speaking, reading and writing. But in reality pronunciation is rarely taught at the initial level of learners such as providing sound system material which is the basis of pronunciation. In this case it is very important for educators to teach the basics of pronunciation as soon as possible to learners starting from the first level.

4) Explanation of the Target Language

Based on language learning theory, learners receive the language they are learning mainly from the input they receive and they must receive a large amount of comprehensible input before they are required to speak the target language being learned. Learning a new language and speaking the new language is difficult for learners learning a foreign language because effective oral communication requires the ability to use appropriate language in different types of interactions (Shofia & Suyitno, 2020).

3. Instagram

a. Definition of Instagram

Instagram is a smartphone application specifically for social media which is one of the digital media that has almost the same function as twitter, but the difference lies in taking photos in the form or place to share information with its users (Rini, 2018). Instagram is a very popular photo

and video sharing application, this is supported by the Instagram application successfully ranked third as the most used application in the world by reaching 2 billion users. This application was first launched in 2010 by Kevin Systrom and Mike Krieger, and then acquired by Facebook Inc or what is now known as Meta Platforms Inc in 2012. Instagram also has various benefits, one of which is for business people to build and develop a business brand (Untari & Fajriana, 2018).

b. Instagram Features

The use of Instagram social media can be seen by user selection of available features, because each feature has a different function. The instagram features according to (Martha, 2021) are:

1) Follower

The social system in instagram is to become a follower of other user accounts, or have Instagram followers. Thus communication between fellow instagram users themselves can be established by giving likes and also commenting on photos that have been uploaded by other users. Followers are also an important element, and the number of likes from followers greatly affects whether the photo can become a popular photo or not.

2) Photo and Video Sharing

The main use of instagram is as a place to upload and share photos with other users. The photos to be uploaded can be obtained through the phone's camera or photos in the phone's photo album. This

photo upload feature supports instagram users to represent themselves in front of other users. In addition, photos or videos can be uploaded at that time.

3) Live Broadcast

Instagram can upload photos or videos directly through the camera of the device that is currently being used. A large selection of filters or effects are advantageous for users to further enhance the camera or video capture.

4) Caption

After the process of editing photos with the desired effects added, users can write captions according to what they want or usually according to the photos or videos that will be posted and shared. Users can mention the names of other users and give hashtags to their captions.

5) Photo Effects

Instagram has photo effects that users can use when they want to edit their photos.

6) Arroba

Just like on Twitter and Facebook, Instagram also has a feature where users can offend other users by adding an arroba sign (@) and entering the user's instagram account name. Users can not only offend other users in the title of the photo, but also in the comments section of

the photo. Basically, offending other users is intended to communicate with the user who has been offended.

7) Hashtag

Hashtag or symbolized by (#) is a code that makes it easier for users to search for photos using “keywords”. When users give a hashtag to a photo, the photo can be found more easily. The hashtag itself can be used in all forms of communication.

8) Explore

Namely the search feature, displaying the most popular photos or videos, and the nearest location (Rachmawaty, 2021).

9) Comment

In addition to likes, Instagram also provides comments where the posts we share can be criticized or commented on by others regarding the photos or videos shared at that time.

10) Share

Instagram users can also share photos or videos with other people they follow.

11) Instagram Stories

Instagram stories is a new feature featured on instagram. Adapted users upload photos, videos, and writings like status on other social media and can be seen by everyone, but can also choose users who are not allowed to see stories. These instagram stories will last within 24 hours, after being displayed.

12) Like

Instagram also has a like feature whose function is similar to that provided by Facebook, which is a sign that other users like the photos that have been uploaded. Based on the duration of time and the number of likes on a photo in Instagram, it is a special factor that affects whether the photo is famous or not.

13) Reels

Reels is a feature provided by Instagram to help sellers or make it easier for users to be creative in editing short videos via cellphones or adding music or audio to videos that have been made (Mulyadi et al., 2023). Instagram reels is not only used as a means of entertainment and promotion, but has also developed into an effective educational medium in the digital era. The short, concise and interesting short video format allows the delivery of educational material quickly and efficiently, especially for the younger generation who are used to dynamic visual content. (Yusuf, 2021) also stated that the reels feature is effective in supporting the informal learning process, because users can gain new knowledge from short videos available on the homepage or explore, without feeling burdened. This makes reels a flexible and accessible learning tool. Reels is a new tool for users to showcase their creativity through light-hearted entertainment content that has high viral potential due to Instagram's algorithm that prioritizes visual engagement (Yuliana, 2022).

4. Song

a. Definition of Song

According to (Griffe, 1995), songs express feelings or reflect the experiences of their creators through the use of words and rhythm. A song is an artistic composition of tones or sounds in order, combination, and temporal relationships (usually accompanied by musical instruments) to produce musical compositions that have unity and continuity. Thus, a song can also be defined as a musical composition adapted for singing that has rhythmic verses and has lyrics.

According to (Hornby, 2010) English song refers to songs whose lyrics are in English, which are often used as a means of entertainment, language learning, or cultural expression. On Instagram, especially reels, English songs are often used for video backgrounds because of their global appeal and easy recognition. Songs that are popular on Instagram are usually characterized by their frequent use in video content or certain trends. Some English songs that are popular on Instagram reels are Espresso sung by Sabrina Carpenter, an upbeat pop song that went viral because of its dance challenge and aesthetic video. The song Flowers sung by Miley Cyrus, an empowering song for self-love, break up and personal journey content and many more songs in English that are popular in Instagram reels.

Songs are part of music in which there are words intended to be sung with certain tones, patterns or shapes (Reki & Yensharti, 2020). Song is one of the oral languages. Song lyrics are a person's expression about something he sees, hears or experiences. To express experiences, songwriters use word play and language, in order to create attractiveness and distinctiveness to lyrics or poetry (Ayuwandira, 2021).

b. Elements of a Song

There are several elements in songs or music according to (Roby, 2017), including:

1) Tone

A tone is a regular sound or a sound that has a certain single frequency. In music theory, it is explained that each tone has a certain pitch according to its frequency (pitch) with respect to the pitch of the standard. The fundamental pitch of a piece of music determines the frequency of each note in the piece..

2) Rhythm

Rhythm is the horizontal variation and accentuation of a regular sound. Rhythm provides dynamics in music, creating a lively and orderly impression.

3) Melody

A melody is a series of notes arranged in a specific sequence. A melody can be played on its own without accompaniment and still produce a complete musical impression. The melody in a song makes

it easier for students to imitate the sound patterns in pronunciation, because melodies make words easier to remember.

4) Harmony

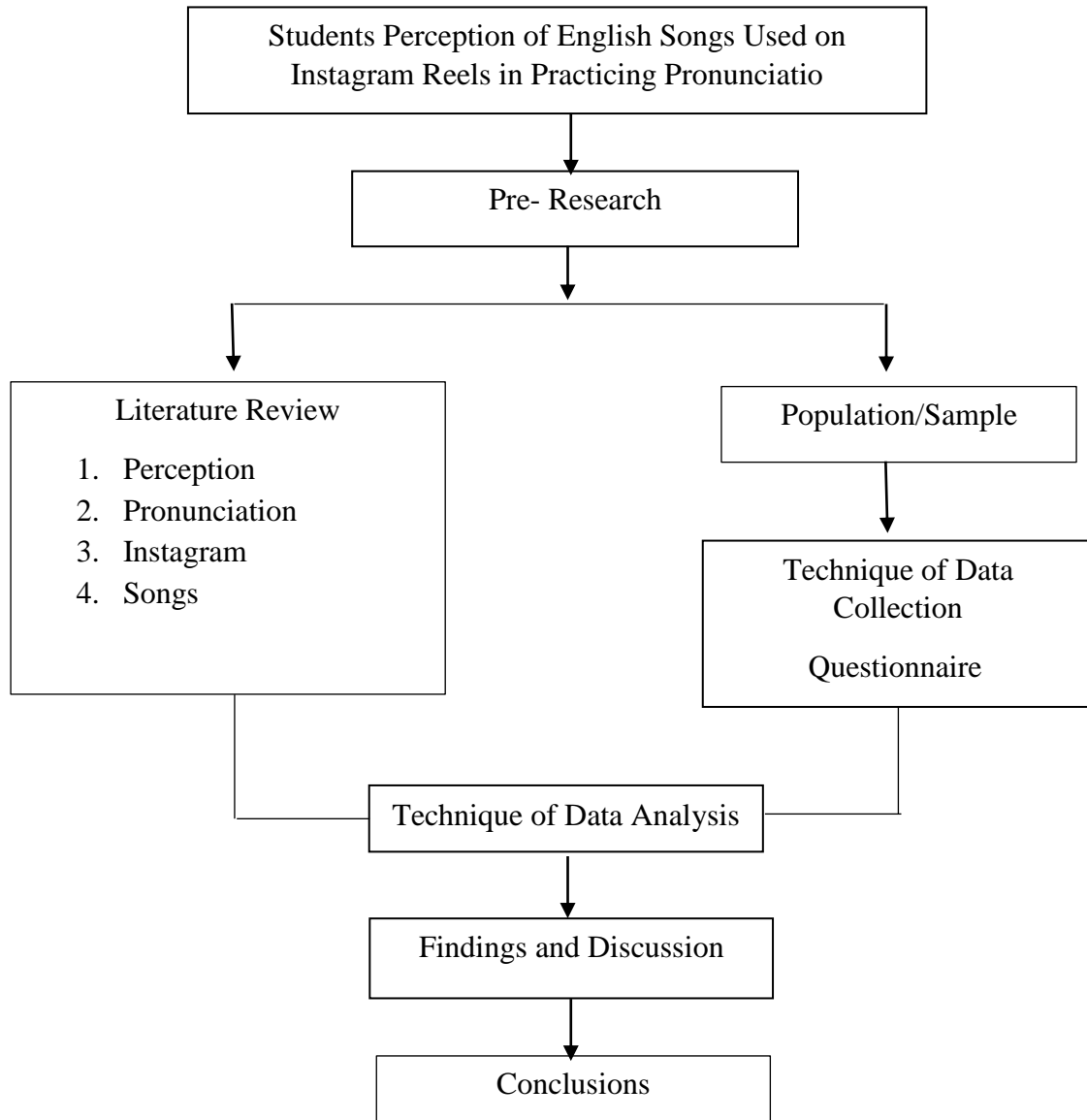
In general, harmony can be said to be two or more notes of different pitches when sounded together, it can also occur when the notes are sounded in sequence. Harmony consisting of three or more notes sounding together is usually called a chord.

5) Notation

Music notation is a system of writing musical works. In music notation, tones are symbolized by notes. Music scores are usually called sheet music. The current standard music notation is block notation which is based on staves with the symbol for each note indicating the duration, and height of the note. Pitch height is depicted vertically while time (rhythm) is depicted horizontally. The duration of the note is indicated in beats. There are also other forms of notation, for example, numeral notation which is also used in Asian countries, including Indonesia.

C. Research Design

The research design or steps used in this research is planning which describes how to choose the problem to be studied and read books or a number of references related to the issues raised, namely student perceptions, pronunciation, Instagram and English songs.

Picture 2.1 Research Design

D. Hypothesis

The hypotheses of this study are formulated as follows:

1. Alternative Hypothesis (H1): There is a significant relationship between English songs used in Instagram reels and students' ability to practicing pronunciation.
2. Null Hypothesis (H0): There is no significant relationship between English songs used in Instagram reels and students' ability to practicing pronunciation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses descriptive quantitative research. According to (Sugiyono, 2015), quantitative research methods are research methods used to examine specific populations or samples using quantitative or statistical instruments and data analysis to test hypotheses. This research uses a sampling system from a population and uses a structured questionnaire as a data collection tool.

B. Population and Sample

The population and sample in this study are as follows:

1. Population

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population used in this study are students majoring in Tarbiyah and Teaching training department English education study program which can be seen in the following table:

No.	class	Total of Students
1.	5th Semester	12
2.	7th Semester	28
Total		40

Table 3.1 Population

2. Sample

The sample is part of the number and characteristics possessed by the population. The sample is a number of individuals selected from the population and becomes a representative part of all members of the population. The samples in this study were 5th semester and 7th semester students of Tarbiyah and Teaching training department English education study program of STAIN Majene. The sampling method used was non-probability sampling with purposive sampling technique.

According to (Sugiyono, 2013), purposive sampling is a sampling technique with certain considerations determined by the researcher based on the research objectives so that the data obtained is more relevant and in-depth. The criteria for sample selection in this study are as follows:

- a. Students who have passed the Pronunciation Practice course.
- b. Students who are active Instagram users.

Of the total population of 40 students, only some met these criteria and could be reached by the researcher. Therefore, considering the limitations of time and energy, and in order for the research to be conducted in a more focused and in-depth manner, the researcher set the sample size at 20 students. The selection of these 20 respondents was done purposively based on the above criteria. Thus, the selected sample is considered to represent the characteristics of the population and is in line with the research needs regarding students' perceptions of English songs used on Instagram Reels in practicing pronunciation.

C. Variables of the Research

The variables of this study are divided into 2, namely first, the independent variable is the variable that affects or causes the change or the emergence of the dependent variable which is denoted by X. In this study, the independent variable consists of student perceptions (X). Second, the dependent variable is the variable that is affected or that is the result and is denoted by Y. In this study, the dependent variable used is pronunciation (Y).

In this study, variables related to students' perceptions of English songs used in Instagram Reels to practice pronunciation are clarified through operational definitions as described below. These operational definitions aim to provide clear boundaries regarding the indicators used, so that each variable can be measured systematically, objectively, and in accordance with the research objectives.

Operational Definition of Variabel

No.	Variable	Definition of Variable	Indicator
1.	Student Perception (X)	Perception in general is the process of observing the situation of the outside world using the process of attention, understanding, and recognition of objects or events. Perception is organized into shape, ground, line, and clarity (Zahro et al., 2024).	1. Admission 2. Comprehension 3. Assessment (Kurniawan et al., 2021)
2.	Pronunciation (Y)	Pronunciation is the way in which a language, words and sounds are spoken (Hidayati & Rosyid, 2020).	1. Accuracy 2. Fluency 3. Intonation 4. Stressing (Sari, 2016)

Table 3.2 Operational Definition of Variabel

D. Research Instrument

Research instruments are measuring instruments used to accumulate the required data or information about the object under study objectively. In this research, the instruments used was questionnaires.

1. Questionnaire

Questionnaire is a tool used in obtaining results from respondents through a set of questions that have been previously designed by the researcher. This questionnaire can be a written or electronic questionnaire and is used to accumulate information about the perceptions, knowledge, opinions and attitudes of respondents regarding the research topic under study. The data obtained will then be analyzed in order to obtain an understanding of the variables related to the research subject.

No.	Description	Skor Item
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

(Salmaa, 2023) *Table 3.3 Likert Scale*

No.	Score Interval	Perception Category
1	89-105	Very Positive
2	72-88	Positive
3	55-71	Neutral
4	38-54	Negative
5	21-37	Very Negative

(Sugiyono, 2013) *Table 3.4 Score Interval*

No	Aspect	Statements	Types of Statements
1	Reception	I feel that english songs on instagram reels can improve my knowledge of pronunciation.	Positive
2	Reception	English songs on Instagram Reels help me in learning pronunciation.	Positive
3	Reception	English songs on Instagram Reels hinder me in increasing my English vocabulary.	Negative
4	Understanding	I learned that Instagram has a Reels feature that makes it easy for me to watch videos, including English songs.	Positive
5	Understanding	I understand how to search for English songs on Instagram Reels.	Positive
6	Understanding	In my opinion, English songs on Instagram Reels are not useful for learning pronunciation.	Negative
7	Assessment	I find the English songs on Instagram Reels effective for learning pronunciation.	Positive
8	Assessment	English songs on Instagram Reels make it easier for me to practice pronunciation.	Positive
9	Assessment	I have difficulty understanding the pronunciation of the English songs on Instagram Reels.	Negative
10	Accuracy	Having the right pronunciation in English is important.	Positive
11	Accuracy	Pronunciation in English songs on Instagram Reels affects the way I pronounce English.	Positive
12	Accuracy	I feel like my pronunciation already sounds right.	Positive
13	Fluency	I feel more fluent in English after listening to English songs on Instagram Reels.	Positive
14	Fluency	The English songs on Instagram Reels help me practice my English pronunciation fluency.	Positive
15	Fluency	I have difficulty using Instagram Reels as a medium for practicing English pronunciation.	Negative
16	Intonation	I can use proper intonation in English through English songs on Instagram	Positive

		Reels.	
17	Intonation	I understand that intonation is very important in practicing correct pronunciation.	Positive
18	Intonation	In my opinion, intonation is not important in pronunciation.	Negative
19	Stressing	In my opinion, mistakes in stressing words will not change the meaning of English words.	Negative
20	Stressing	I am interested in learning proper stressing in English.	Positive
21	Stressing	When speaking, I don't really care whether my pronunciation is correct or incorrect.	Negative

Table 3.5 Blueprint

E. Instrument Validity and Reliability

1. Validity

The validity test is an index that shows the measuring instrument actually measures what it wants to measure (Amanda et al., 2019). The higher the validity of the instrument, the more accurately the measuring instrument measures the data. This validity test is important so that the questions given do not produce data that deviates from the intended variable description. This validity test is carried out to measure whether the data that has been obtained after the research is valid data or not, using the measuring instrument used (questionnaire). The validity test was conducted on respondents as many as 29 students of English education study program of STAIN Majene.

In theory, the validity test can be measured from the product moment correlation or Pearson correlation as follows.

$$r_{xy} = \frac{n(\sum XY) - (\sum X \cdot \sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy} = coefficient of variables X and Y

n = number of respondents

X = question item score

Y = total score and variable

If the rcount obtained > rtable, then the instrument or question item is significantly correlated to the total score (valid). Vice versa, if rcount < rtable, then the instrument or question item is not significantly correlated to the total score (invalid).

Pernyataan	r-hitung	r-tabel	p-(sig)	Keterangan
P1	0,792	0,334	0,000	Valid
P2	0,878	0,334	0,000	Valid
P3	0,739	0,334	0,000	Valid
P4	0,543	0,334	0,001	Valid
P5	0,843	0,334	0,000	Valid
P6	0,692	0,334	0,000	Valid
P7	0,843	0,334	0,000	Valid
P8	0,732	0,334	0,000	Valid
P9	0,358	0,334	0,035	Valid
P10	0,724	0,334	0,000	Valid
P11	0,778	0,334	0,000	Valid
P12	0,502	0,334	0,002	Valid

P13	0,732	0,334	0,000	Valid
P14	0,724	0,334	0,000	Valid
P15	0,792	0,334	0,000	Valid
P16	0,878	0,334	0,000	Valid
P17	0,543	0,334	0,001	Valid
P18	0,781	0,334	0,000	Valid
P19	0,692	0,334	0,000	Valid
P20	0,843	0,334	0,000	Valid
P21	0,732	0,334	0,000	Valid

Table 3.6 validity Test

Based on the results of the validity of the questionnaire, it can be seen that all questionnaire items are valid. Because it has been determined that the items and questionnaires are said to be valid if they have $r_{\text{count}} > r_{\text{table}}$, with a significance level of 0.05, the $r_{\text{table}} = 0.334$ is obtained.

2. Reliability

Reliability test is an index test that shows the extent to which a measuring instrument can be trusted or relied upon. This shows the extent to which the measurement results remain consistent when carried out twice or more on the same symptoms, using the same measuring instrument (Janna & Herianto, 2021). A measuring instrument is said to be reliable if it produces the same results even though it is measured many times. A questionnaire is said to be reliable if the answers to the questionnaire are consistent or stable over time.

The questionnaire as a measuring tool must have high reliability. Reliability calculations can only be done if the variables on the questionnaire are valid. Thus, you must calculate validity first before calculating reliability, so if the questions on the questionnaire are invalid, there is no need to continue with reliability testing. Reliability test can be measured using Cronbach's alpha (α) formula as follows:

$$r_{11} = \left(\frac{k}{1-k} \right) 1 - \left(\frac{\sum \sigma_b^2}{1-k} \right)$$

Description:

r_{11} = instrument reliability

k = number of question items

$\sum \sigma^2$ = sum of item variances

σ_t^2 = total variance

Calculations using the Cronbach's Alpha formula are accepted, if the calculation of r count > r table 5%.

Cronbach's Alpha	N of Items
.762	22

Table 3.7 reliability Test

Based on the results of the reliability test, it is known that the Cronbach Alpha number for the questionnaire calculation is 0.762. Therefore, it can be concluded that the research instrument used to measure these variables can be said to be reliable.

F. Technique of Data Collection

Data collection techniques are methods used by researchers in collecting data, information and other supporting facts for research purposes. Data collection techniques in quantitative methods are carried out through questionnaires.

A questionnaire is a number of questions designed to accumulate information from respondents in a study. This is a common method used to collect data in written form which is then analyzed in order to gain a deeper understanding of the research under study.

G. Technique of Data Analysis

1. Descriptive Statistical Analysis

Descriptive statistics are statistics that aim to collect, organize, and process data so that it can be presented and provide a clear picture of a certain condition or event where the data is taken. Or in other words, the task of descriptive statistics is to present the data clearly so that certain understanding or meaning can be taken based on the depiction presented (Martias, 2021). Descriptive statistical analysis provides an overview or descriptive of data seen from the average value (mean), standard deviation, maximum and minimum.

2. Inferential Analysis

a. Normality Test

Normality test is a test carried out with the aim of assessing the distribution of data in a data group or variable, whether the data distribution is normally distributed or not (Fahmeyzan et al., 2018). The

normality test aims to determine the distribution of data in the variables that will be used in the study. Data that is good and suitable for use in research is data that has a normal distribution. The normality test was carried out using the One-Sample Kolmogrov-Smirnov technique in the IMB Statistics SPSS application. With the test conditions taken based on the probability value as follows:

- 1) If the probability (sig) > 0.05 , then the data is normally distributed.
- 2) If the probability (sig) < 0.05 , then the data is not normally distributed.

b. Linearity Test

Linearity test is a test conducted to determine whether two variables have a linear relationship or not significantly. This test looks at how the x variable and the y variable, whether the effect is directly proportional or inversely proportional to the basis for decision making if the Sig value. Deviation from linearity > 0.05 , then there is a linear relationship between the independent variable and the dependent variable and if the Sig value. Deviation from linearity < 0.05 , then there is no linear relationship between the independent variable and the dependent variable.

c. Correlation Significance Test

A correlation significance test is a test used to determine the strength of the relationship between two variables and to determine the direction of the relationship (Sugiyono, 2017). The simple correlation coefficient shows the extent of the relationship between two variables. In

SPSS, there are three simple correlation methods (bivariate correlation), including Pearson Correlation, Kendall's tau-b, and Spearman Correlation.

Pearson Correlation is used for interval or ratio scale data, while Kendall's tau-b and Spearman Correlation are more suitable for ordinal scale data. Simple correlation analysis will be used with the Pearson Correlation method, often referred to as Product Moment Pearson and the Coefficient of Determination. The correlation value (r) ranges from -1 to 1. The closer the value is to 1 or -1, the stronger the relationship between the two variables. Conversely, the closer the value is to 0, the weaker the relationship between the two variables. A positive value indicates a direct relationship (X increases, then Y increases), and a negative value indicates an inverse relationship (X increases, then Y decreases).

A correlation test was conducted to determine whether there was a significant relationship between students' perceptions of English songs on Instagram Reels and their pronunciation practice. The decision criteria were as follows:

- 1) If the p-value < 0.05 , then H_0 was rejected \rightarrow there was a significant relationship between English songs used on Instagram Reels and students' ability to practice pronunciation?
- 2) If the p-value ≥ 0.05 , then H_0 is accepted \rightarrow there is no significant relationship.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Descriptive Analysis

This study aims to provide an overview of student perceptions of English songs from Instagram in pronunciation practice. Data were obtained through a questionnaire consisting of 21 statement items with the number of respondents in this study were 20 students. This research was conducted in August 2025 at STAIN Majene. In this study, researcher obtained data from the results of questionnaires that had been distributed to students. Before collecting data, the researcher first validated the questionnaire to be used. After validation, it can be concluded that all statement items are valid and reliable.

The results of descriptive research using IBM SPSS 25 can be seen as follows:

Perception Category	Skor Interval	Frequency	Percentage
Very Positive	89-105	0	0%
Positive	72-88	20	100%
Neutral	55-71	0	0%
Negative	38-54	0	0%
Very Negative	21-37	0	0%

Table 4.1 Frequency Table

The table above shows that all respondents (100%) were in the positive category. This indicates that students' perceptions of English songs used on Instagram Reels to practice pronunciation were positive. The average total score of all respondents was 80.30, which falls into the Positive category. This means that, in general, students responded positively to the use of English songs on Instagram Reels. They considered that this medium was able to help improve their understanding and pronunciation of English in a fun and contextual way.

Students	Score	Perception Category
R1	88	Positive
R5	85	Positive
R12	84	Positive
R4	83	Positive
R14	82	Positive
R19	82	Positive
R11	81	Positive
R15	81	Positive
R17	81	Positive
R2	80	Positive
R9	80	Positive
R7	79	Positive
R16	79	Positive
R3	78	Positive
R13	78	Positive
R6	77	Positive
R8	77	Positive
R10	77	Positive
R18	77	Positive
R20	77	Positive

Table 4.2 Students score

The table above shows that all respondents' total scores were in the range of 77 to 88. Based on the classification of perception categories with a score interval of 72-88 (positive category), all students were included in the

positive category. There were no students who had very positive, neutral, negative, or very negative perceptions.

Statistics

TOTAL

N	Valid	20
	Missing	0
Mean		80.30
Std. Deviation		3.063
Range		11
Minimum		77
Maximum		88

Table 4.3 Statistic Descriptive

Based on the descriptive analysis results, it is known that the number of respondents (N) was 20 people. The mean value obtained was 80.30, which indicates that in general, the respondents' perceptions of the research variables were in the positive category. The standard deviation of 3.063 indicates that the data has a relatively small spread, so that the respondents' scores tend to be homogeneous or not too varied. The score range of 11 shows a difference between the highest and lowest scores of 11 points, with a minimum score of 77 and a maximum score of 88. Thus, it can be concluded that overall, the respondents' perceptions of English songs used on Instagram Reels in practicing pronunciation are positive.

2. Inferential Analysis

a) Normality Test

The normality test is said to be normal if the significance level (Sig) > 0.05 while it is said to be abnormal if the significance level (Sig) < 0.05. In this normality test using the Shapiro-Wilk test using SPSS to process the data.

Tests of Normality			
	Statistic	Shapiro-Wilk df	Sig.
Pronunciation	.910	20	.063

Table 4.4 Normality Test

Based on the results of the normality test using the Shapiro-Wilk test, the sig. value is 0.063 with a statistic of 0.910 and the number of data (N) is 20. Because the significance value is greater than 0.05, it can be concluded that the data is normally distributed. Thus, this research data fulfills the assumption of normality so that further analysis can use parametric statistical tests.

b) Linearity Test

The linearity test is said to be linear if the Sig. Deviation from linearity value is > 0.05, meaning there is a linear relationship between the independent variable and the dependent variable, and if the Sig. Deviation from linearity value is < 0.05, meaning there is no linear relationship between the independent variable and the dependent variable.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Pronunciation * Perception	Between Groups	(Combined)	38.783	6	6.464	1.716	.195
		Linearity	2.503	1	2.503	.664	.430
		Deviation from Linearity	36.280	5	7.256	1.926	.158
	Within Groups		48.967	13	3.767		
Total			87.750	19			

Table 4.5 Linearity Test

Based on the linearity test results, a significance value of 0.430 (< 0.05) was obtained. This indicates that there is a linear relationship between students' perceptions of English songs used on Instagram Reels and their ability to practice pronunciation. Meanwhile, the significance value for deviation from linearity was 0.158 (> 0.05), which means that there was no deviation from linearity. Thus, it can be concluded that the relationship between students' perceptions and their ability to practice pronunciation through English songs on Instagram Reels is linear.

c) Correlation Significance Test

If the p-value is < 0.05 , then there is a significant relationship between perception and pronunciation practice. If the p-value is ≥ 0.05 , then there is no significant relationship.

Correlations

		Perception	Pronunciation
Perception	Pearson Correlation	1	.169
	Sig. (2-tailed)		.477
	N	20	20
Pronunciation	Pearson Correlation	.169	1
	Sig. (2-tailed)	.477	
	N	20	20

Table 4.6 Correlation Test

Based on the results of the Pearson Product Moment correlation analysis, it shows that the significance value of $0.477 > 0.05$, so it can be concluded that there is no significant relationship between students' perceptions of English songs used on Instagram Reels and their ability to practice pronunciation. However, the positive correlation coefficient value ($r = 0.169$) indicates that the direction of the relationship between the two variables is positive, meaning that the better the students' perception of English songs used on Instagram Reels, the more their pronunciation skills tend to improve, even though the relationship is very weak and not statistically significant. Therefore, the Alternative Hypothesis (H1) is rejected and the Null Hypothesis (H0) is accepted.

B. Discussion

Based on the results of descriptive analysis, it is known that all respondents (100%) have a positive perception of the use of English songs on Instagram Reels in practicing pronunciation. The overall average score of 80.30 indicates that students responded positively to the use of social media as a means of learning English. They considered that English songs on Instagram Reels were not only visually and aurally appealing, but also helped them to better understand how to pronounce words through authentic and enjoyable contexts.

The results of this study indicate that students have intrinsic motivation to learn through social media because of its flexible nature, ease of access, and suitability to the learning styles of the current digital generation. Media such as Instagram Reels can create interactive and contextual learning experiences,

thereby contributing positively to students' perceptions of the pronunciation learning process.

These findings are in line with research (Parlindungan, 2020) which states that students have a positive perception of the use of social media in English language learning. Through media such as YouTube, students can improve their comprehension skills, expand their vocabulary, and practice pronunciation. This shows that social media can serve as an effective alternative learning resource for improving language skills.

The results of this study are also in line with the findings (Shalash, 2022) which found that EFL students in Iraq have a positive perception of the use of social media as a tool for learning English. The study shows that social media helps students learn independently and increases their motivation to learn the language.

Additionally, this study reinforces the findings of (Aprian et al., 2023), which found that the use of Instagram Reels has a positive effect on improving speaking skills. Students feel more confident speaking in English and experience an increase in vocabulary after using Reels as a learning medium. These results are in line with the findings of the current study, which show that students also have a positive perception of the use of Instagram Reels, especially in the context of pronunciation practice.

The results of this study are also in line with the findings (Putri, 2021) in her study entitled *The Use of TikTok Videos to Improve Students' Pronunciation Skills*. She found that the use of short videos on social media, such as TikTok, can

significantly improve students' pronunciation and learning motivation because they provide authentic and interesting examples of pronunciation. This supports the findings of the current study that short video content, including Instagram Reels, can have a positive effect on pronunciation learning through exposure to natural language.

Research by (Rahman, 2022) is also relevant, in which he examined Students' Attitudes Toward the Use of Songs in Learning English Pronunciation and found that English songs help students recognize intonation, stress patterns, and language rhythms that are important in pronunciation. These results reinforce the conclusion that the use of songs in Instagram Reels also plays a role in increasing students' sensitivity to the phonetic elements of English.

However, the results of inferential analysis in this study show that there is no significant relationship between students' perceptions and their pronunciation skills ($r = 0.169$; Sig. = 0.477). This means that even though students have a positive view of the use of English songs on Instagram Reels, this does not directly impact a significant improvement in their pronunciation skills. In other words, positive perceptions alone are insufficient to produce tangible performance improvements without intensive practice, teacher guidance, and the implementation of targeted learning strategies.

Thus, this study supports a number of previous studies (Parlindungan, 2020; Shalash, 2022; Aprian et al., 2023; Putri, 2021; Rahman, 2022) in showing positive perceptions of the use of social media as a tool for learning English. However, this study also provides a new contribution, namely that positive

perceptions of social media do not always correlate directly with significant improvements in pronunciation skills, but must be balanced with targeted learning and continuous practice in order to achieve maximum results.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion conducted on Students' Perceptions of English Songs Used on Instagram Reels in Practicing Pronunciation, it can be concluded that in general students have a positive perception of the use of English songs on Instagram Reels as a medium for learning pronunciation. The descriptive analysis results show that all respondents (100%) were in the positive category with an average overall score of 80.30, which falls within the score interval of 72–88. These findings indicate that students consider the use of English songs through the Instagram Reels social media platform to be enjoyable, easily accessible, and relevant to their learning styles. This social media platform not only serves as entertainment but also as an interesting and contextual language learning tool.

The results show that students are highly enthusiastic about learning English using modern media. English songs featured in Reels help them learn word pronunciation naturally through authentic audio-visual exposure. This supports the theory of contextual learning (Contextual Teaching and Learning), which emphasizes the importance of meaningful learning experiences that are directly related to everyday life. Through Reels content, students can hear, imitate, and understand word pronunciation from native speakers in a more enjoyable and stress-free way.

The results of this study are in line with several previous studies, including a study (Parlindungan, 2020) which states that social media has a positive role in helping students learn English, especially in improving vocabulary and pronunciation. The results of this study also support the findings of (Shalash, 2022), who found that EFL students in Iraq have a positive perception of social media as an effective learning tool. In addition, this study also reinforces the results of a study by (Aprian et al., 2023), which found that the use of Instagram Reels helps students improve their speaking skills and expand their English vocabulary.

The findings of this study are also in line with the research (Putri, 2021) that examined the use of TikTok videos to improve pronunciation skills. She found that short music- and audio-based videos helped students improve their pronunciation in a more engaging way. Furthermore, this study reinforces the findings of a study (Rahman, 2022) which showed that the use of English songs in the learning process helps students better understand the intonation, stress, and rhythm of English pronunciation. Thus, the results of this study expand the empirical evidence that short video-based social media such as Instagram Reels can serve as a creative and contextual means of learning pronunciation.

However, the results of inferential analysis through Pearson Product Moment correlation test show that there is no significant relationship between students' perceptions of English songs used on Instagram Reels and their ability to practice pronunciation, with a significance value of 0.477 (> 0.05).

Since the significance value is greater than 0.05, H_0 is accepted and H_1 is rejected. These results indicate that even though students have a positive view of the use of this media, positive perceptions do not directly influence a significant improvement in their pronunciation skills. This may be due to various factors, such as the intensity of media use, individual learning strategies, and limited time to practice consistently.

Although the test results showed no significant relationship, the positive correlation coefficient value ($r = 0.169$) indicates that the direction of the relationship between the two variables is positive, meaning that the better students' perception of English songs on Instagram Reels, the more their pronunciation skills tend to improve, even though the improvement is very small and not statistically significant. These findings indicate that students' positive perceptions of the use of English songs on Instagram Reels do not directly affect their pronunciation skills, but rather act as a supporting factor for learning motivation. Pronunciation skills require regular practice, feedback from teachers, and the application of effective learning strategies, so that media such as Instagram Reels are only one of many interesting additional learning resources.

Thus, it can be concluded that students' positive perceptions of the use of English songs on Instagram Reels indicate great potential for use in the context of English language learning, especially pronunciation. However, to achieve optimal learning outcomes, pedagogical guidance from educators and the application of more structured learning strategies are needed.

Pronunciation learning through social media needs to be combined with targeted exercises, teacher guidance, and constructive feedback so that students not only enjoy the learning process but also achieve significant improvements in their pronunciation skills.

Overall, this study provides theoretical and practical contributions. From a theoretical perspective, this study reinforces the evidence that social media such as Instagram Reels can be used as a tool in pronunciation learning by providing a more engaging learning experience that is tailored to the needs of students in the digital age. From a practical perspective, the results of this study can serve as input for lecturers and English language educators to creatively integrate social media into the learning process, thereby making learning activities more interactive, contextual, and relevant to current developments in educational technology.

B. Suggestion

The suggestions in this study are as follows:

1. For students

Students are advised to make better use of social media, especially Instagram Reels, as a supporting medium to improve their pronunciation skills. Although research shows that the relationship between perception and pronunciation skills is not significant, using English songs on Instagram Reels can still be a fun and effective way to enrich their knowledge of pronunciation, intonation, and accent. Students are also

expected not only to passively enjoy the content but to actively imitate, practice, and evaluate the pronunciation they learn from the content.

2. For Lecturer/Teacher

Lecturers are expected to integrate social media such as Instagram Reels into the English learning process as an interesting teaching method for digital generation students. Lecturers can provide guidance and direction on how to use English songs effectively to practice pronunciation, for example by assigning lyric analysis tasks, pronunciation exercises based on specific videos, or imitative speaking activities. With proper guidance, social media can become a meaningful and contextual learning tool.

3. For future researchers

This study can be used as an initial reference for examining the relationship between perceptions of social media and students' English language skills. Future researchers are advised to increase the sample size, use mixed methods, or examine other variables such as learning motivation, frequency of social media use, or overall speaking ability. Thus, the results of subsequent studies are expected to provide a more in-depth picture of the effectiveness of social media in pronunciation learning.

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APPENDICES

QUESTIONNAIRE STUDENT'S PERCEPTION ON ENGLISH SONGS USED ON INSTAGRAM REELS IN PRACTICING PRONUNCIATION.

I. INSTRUCTIONS

Answer the statements below that match your opinion by giving a checklist mark (√) in the column that best matchess your opinion

Information :

- SS** = Strongly Agree
S = Agree
N = Neutral
TS = Disagree
STS = Strongly Disagree

II. RESPONDENT IDENTITY

Name :
 Reg. Number :
 Age :
 Gender :
 Major :
 Study Program :
 Class :

III. QUESTIONNAIRE

STUDENT PERCEPTION (X)		SS	S	N	TS	STS
Reception						
1.	I feel that english songs on instagram reels can improve my knowledge of pronunciation.					
2.	English songs on Instagram Reels help me in learning pronunciation.					
3	English songs on Instagram Reels hinder me in increasing my English vocabulary.					
Understanding						
4.	I learned that Instagram has a Reels feature that makes it easy for me to watch videos, including English songs.					

5.	I understand how to search for English songs on Instagram Reels.					
6.	In my opinion, English songs on Instagram Reels are not useful for learning pronunciation.					
Assessment						
7.	I find the English songs on Instagram Reels effective for learning pronunciation.					
8.	English songs on Instagram Reels make it easier for me to practice pronunciation.					
9.	I have difficulty understanding the pronunciation of the English songs on Instagram Reels.					

PRONUNCIATION (Y)		SS	S	N	TS	STS
Accuracy						
10.	Having the right pronunciation in English is important.					
11.	Pronunciation in English songs on Instagram Reels affects the way I pronounce English.					
12.	I feel like my pronunciation already sounds right.					
Fluency						
13.	I feel more fluent in English after listening to English songs on Instagram Reels.					
14.	The English songs on Instagram Reels help me practice my English pronunciation fluency.					
15.	I have difficulty using Instagram Reels as a medium for practicing English pronunciation.					
Intonation						
16.	I can use proper intonation in English through English songs on Instagram Reels.					
17.	I understand that intonation is very important in practicing correct pronunciation.					

18.	In my opinion, intonation is not important in pronunciation.					
Stressing						
19.	In my opinion, mistakes in stressing words will not change the meaning of English words.					
20.	I am interested in learning proper stressing in English.					
21.	When speaking, I don't really care whether my pronunciation is correct or incorrect.					

(Khairunisa et al.,2020)

NO	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	TOTAL	
R1		5	4	4	4	4	3	5	5	4	5	5	5	5	4	2	4	4	3	4	5	4	88
R2		5	5	2	5	5	2	4	4	3	5	5	4	5	5	2	5	5	2	2	4	1	80
R3		4	4	2	5	5	2	5	4	3	5	4	5	5	4	2	4	4	2	2	4	3	78
R4		5	5	2	4	5	4	4	5	3	5	5	4	5	5	4	5	5	1	1	5	1	83
R5		5	5	3	5	4	4	4	3	4	5	5	3	5	5	4	4	4	2	3	4	4	85
R6		5	5	1	5	4	3	4	5	2	5	5	4	5	5	2	4	5	1	1	5	1	77
R7		4	4	4	5	5	3	5	4	2	5	4	3	4	5	3	5	3	3	3	3	2	79
R8		5	4	2	4	4	4	4	5	2	5	5	5	4	4	1	5	4	1	2	5	2	77
R9		5	5	3	5	5	3	3	5	3	5	4	4	4	5	3	4	5	1	2	4	2	80
R10		5	5	2	4	4	2	5	4	2	5	5	4	4	4	2	5	5	2	2	4	2	77
R11		4	4	4	5	5	3	5	4	3	5	4	3	4	4	4	4	4	2	2	4	4	81
R12		5	5	2	5	5	5	3	5	3	4	5	5	5	5	3	5	4	2	2	4	2	84
R13		4	4	2	5	5	3	5	5	3	4	4	4	5	5	2	3	3	3	4	2	3	78
R14		5	5	4	4	4	3	4	4	4	5	5	5	4	5	4	3	4	1	2	5	2	82
R15		4	5	4	5	5	2	4	4	3	5	5	4	5	4	3	3	5	2	2	4	3	81
R16		5	5	4	4	5	5	5	1	5	4	5	4	4	5	2	5	4	1	1	4	1	79
R17		5	4	3	5	4	4	5	5	3	4	5	4	4	5	2	5	4	1	3	5	1	81
R18		4	5	2	5	5	2	4	4	3	5	4	5	3	4	2	4	5	1	2	5	3	77
R19		5	5	3	5	4	4	5	4	3	4	5	4	5	5	3	4	4	2	2	4	2	82
R20		5	5	3	4	4	2	4	3	3	5	5	4	4	5	2	4	4	2	2	4	3	77

STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Assalamualaikum Warahmatullahi Waburakatu.

Halo, saya Rahmawati merupakan mahasiswa semester 11 Prodi Tadris Bahasa Inggris (TBI) di Sekolah Tinggi Agama Islam Negeri (STAIN) Majene. Saat ini saya sedang melakukan penelitian dalam rangka penyusunan skripsi sebagai syarat untuk memperoleh gelar sarjana. Anda merupakan responden yang tepat dan terpilih, sehingga saya sangat mengharapkan partisipasi anda dengan mengisi kuesioner penelitian ini secara tidak ada paksaan yang dibicarakan. Jawaban anda akan dibebaskan sesuai dengan standar profesionalitas dan etika penelitian. Oleh sebab itu, peneliti akan menjaga kerahasiaan identitas anda. Saya sangat banyak terima kasih atas kesediaan dan partisipasi anda dalam penelitian ini.

QUESTIONNAIRE REGARDING STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Kuesioner ini merupakan kuesioner khusus bagi responden untuk mengetahui persepsi mahasiswa terhadap lagu berbahasa Inggris di Instagram reels dalam praktik pengucapan.

Nama *
MUHAMMAD KHAERUL MULDI

Nim
10256123010

16/10/2024 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Semester *
 Semester 5
 Semester 7

Kelas *
TI.1

Bagian Terpapar Jawab!

Please fill in according to the answer that you consider correct

Saya merasa bahwa lagu bahasa Inggris di Instagram reels dapat meningkatkan pengetahuan saya tentang pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Lagu berbahasa Inggris di Instagram Reels membantu saya dalam belajar pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Lagu berbahasa Inggris di Instagram Reels menghambat saya dalam menambah kosakata bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saya mengetahui bahwa Instagram memiliki fitur Reels yang memudahkan saya menonton video, termasuk lagu berbahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saya memahami cara mencari lagu berbahasa Inggris di Instagram Reels. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Menurut saya, lagu berbahasa Inggris di Instagram Reels tidak bermanfaat untuk belajar pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saya menilai lagu berbahasa Inggris di Instagram Reels efektif untuk belajar pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

15/10/25, 10:04 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Lagu berbahasa Inggris di Instagram Reels memudahkan saya dalam melatih pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saya mengalami kesulitan memahami pronunciation dari lagu berbahasa Inggris di Instagram Reels. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Memiliki pronunciation yang tepat dalam bahasa Inggris itu penting. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

15/10/25, 10:04 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Pronunciation dalam lagu berbahasa Inggris di Instagram Reels memengaruhi cara saya melafalkan bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Saya merasa pronunciation saya sudah terdengar benar. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saya merasa lebih lancar menggunakan bahasa Inggris setelah mendengarkan lagu berbahasa Inggris di Instagram Reels. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

15/10/25, 10:04 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Lagu berbahasa Inggris di Instagram Reels membantu saya dalam melatih kelancaran pronunciation bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Saya kesulitan menggunakan Instagram Reels sebagai media latihan pronunciation bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Saya dapat menggunakan intonasi yang tepat dalam berbahasa Inggris melalui lagu berbahasa Inggris di Instagram Reels. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Saya memahami bahwa intonasi sangat penting dalam melatih pronunciation dengan benar. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Menurut saya, intonasi tidak penting dalam pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Menurut saya, kesalahan dalam penekanan kata (stressing) tidak akan mengubah makna kata dalam bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

15/10/25, 10:04 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Saya tertarik untuk mempelajari penekanan kata (stressing) yang tepat dalam bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saat berbicara, saya tidak terlalu peduli apakah pronunciation saya benar atau salah. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

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STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Assalamualaikum Warahmatullahi Wabarakatuh.

Halo, saya Rahmahwati merupakan mahasiswa semester 11 Prodi Tadris Bahasa Inggris (TBI) di Sekolah Tinggi Agama Islam Negeri (STAIN) Majene. Saat ini saya sedang melakukan penelitian dalam rangka penyusunan skripsi sebagai syarat untuk memperoleh gelar sarjana. Anda mengizinkan responden yang tepat dan terampil, sehingga saya sangat mengharapkan partisipasi anda dengan mengisi kuesioner penelitian ini serta tidak ada jawaban yang dikosongkan. Jawaban anda akan dibertukar sesuai dengan standar profesionalitas dan etika penelitian. Oleh karena itu, peneliti akan menjaga kerahasiaan identitas anda. Saya ucapkan banyak terima kasih atas kesediaan dan partisipasi anda dalam penelitian ini.

QUESTIONNAIRE REGARDING STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Kuesioner ini merupakan kuesioner khusus bagi responden untuk mengetahui persepsi mahasiswa terhadap lagu bahasa Inggris di Instagram reels dalam praktik pengucapan.

Nama *
 Humaira _____

Nim
 10256123009 _____

15/10/25, 10:04 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Semester *
 Semester 5
 Semester 7

Kelas *
 TI 1 _____

Bagian Tanpa Judul

Please fill in according to the answer that you consider correct

Saya merasa bahwa lagu bahasa Inggris di Instagram reels dapat meningkatkan pengetahuan saya tentang pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Lagu berbahasa Inggris di Instagram Reels membantu saya dalam belajar pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Lagu berbahasa Inggris di Instagram Reels menghambat saya dalam menambah kosakata bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saya mengetahui bahwa Instagram memiliki fitur Reels yang memudahkan saya menonton video, termasuk lagu berbahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

15/10/25, 10:34 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Saya memahami cara mencari lagu berbahasa Inggris di Instagram Reels. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Menurut saya, lagu berbahasa Inggris di Instagram Reels tidak bermanfaat untuk belajar pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Saya menilai lagu berbahasa Inggris di Instagram Reels efektif untuk belajar pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

15/10/25, 10:34 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Lagu berbahasa Inggris di Instagram Reels memudahkan saya dalam melatih pronunciation. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saya mengalami kesulitan memahami pronunciation dari lagu berbahasa Inggris di Instagram Reels. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Memiliki pronunciation yang tepat dalam bahasa Inggris itu penting. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

15/10/25, 10:34 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Pronunciation dalam lagu berbahasa Inggris di Instagram Reels memengaruhi cara saya melafalkan bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Saya merasa pronunciation saya sudah terdengar benar. *

Strongly Agree
 Agree
 Neutral
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 Strongly Disagree

Saya merasa lebih lancar menggunakan bahasa Inggris setelah mendengarkan lagu berbahasa Inggris di Instagram Reels. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

15/10/25, 10:34 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Lagu berbahasa Inggris di Instagram Reels membantu saya dalam melatih kelancaran pronunciation bahasa Inggris. *

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 Agree
 Neutral
 Disagree
 Strongly disagree

Saya kesulitan menggunakan Instagram Reels sebagai media latihan pronunciation bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

Saya dapat menggunakan intonasi yang tepat dalam berbahasa Inggris melalui lagu berbahasa Inggris di Instagram Reels. *

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 Agree
 Neutral
 Disagree
 Strongly disagree

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 Strongly Disagree

15/10/25, 10:34 STUDENTS' PERCEPTION OF ENGLISH SONGS ON INSTAGRAM REELS IN PRONUNCIATION PRACTICE

Saya tertarik untuk mempelajari penekanan kata (stressing) yang tepat dalam bahasa Inggris. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Saat berbicara, saya tidak terlalu peduli apakah pronunciation saya benar atau salah. *

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly disagree

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CURRICULUM VITAE



The author, Rahmawati, was born in Mombi on 5 February 2002. She is the eldest of five siblings, born to Abd. Rahim and Nurhayati. She began her formal education at Anugerah Ilahi Kindergarten and graduated in 2008. She continued her primary education at SD Negeri 004 Mombi and graduated in 2014. She then continued her junior high school education at Mts Yayasan Perama Tutallu and graduated in 2017. She then continued her senior high school education at SMA Negeri 1 Alu and graduated in 2020. He then continued his higher education at the State Islamic College (STAIN) Majene, majoring in Tarbiyah and teaching, with a specialisation in English Language Teaching, and completed his studies in 2025.