

IMPROVING STUDENTS' VOCABULARY MASTERY

BY USING ENGLISH SONGS

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements

to Obtain the *Serjana Pendidikan* Degree in English Language Education



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SEMARANG

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APPROVAL

**A Sarjana Pendidikan Final Project on
IMPROVING SUDENTS' VOCABULARY MASTRY BY USING ENGLISH
SONGS**

Prepared and Presented by

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This final project has been approved by the advisor.



Semarang Agustus 7th, 2021



Nani Hidayati, S.Pd., M.Pd

STATEMENT OF WORK'S ORIGINALITY

Herery, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those were cited in the quotation and the references as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the from of the revocation of my paper and my degree obtained from that paper.

Semarang, August , 2021



A handwritten signature in black ink, appearing to read 'Aranya Saman', is positioned above the printed name.

Aranya Saman

MOTTO

أشد الفاقة عدم العقل

“Lack of intelligence is the greatest poverty.”

DEDICATION

Proudly, the final project is indicated to all my beloved people. They are:

1. My beloved father and mother, who have given endless prayers, motivations, support, patience, and everything.
2. My beloved sister who always give me support and prayers.
3. All my beloved friends in English Education 2016 and other who are being support systems.
4. My beloved almamater, Universitas Islam Sultan Agung (UNISSULA) Semarang.

ABSTRACT

Saman, Aranya. (2021). Improving Students' Vocabulary Mastery by Using English songs. A Final Project. English Education Department. Language and Communication Science Faculty, Universitas Islam Sultan Agung. Adviser: Nani Hidayati, S.Pd.,M.Pd.

This research was about vocabulary mastery is one of the requirements for students to be able to communicate both in spoken and written. There are many ways to improve students' vocabulary mastery used by the language teacher. A descriptive qualitative research design was used in this study. The population of this research was the tenth-grade students of Samakkee Islam Wittaya, Satun, Thailand. In academic year 2020/2021 with the number of populations around 22 students. The data were taken by assessing the students' vocabulary mastery through pre-test and post-test, and analyzed to identify students' vocabulary mastery. The result shows that students responded positively to this activity and indicated improvement in their vocabulary mastery. Thus, the study suggests that the use of English song is an effective media to improve the students' vocabulary mastery.

Keywords: English Song, Vocabulary mastery.

ABSTRAK

Saman, Aranya. (2021). Improving Students' Vocabulary Mastery by Using English songs. A Final Project. English Education Department. Language and Communication Science Faculty, Universitas Islam Sultan Agung. Adviser: Nani Hidayati, S.Pd.,M.Pd.

Penelitian ini membahas tentang penguasaan kosakata yang merupakan salah satu syarat bagi siswa untuk dapat berkomunikasi baik secara lisan maupun tulisan. Ada banyak cara untuk meningkatkan penguasaan kosakata siswa yang digunakan oleh guru bahasa. Desain penelitian kualitatif deskriptif digunakan dalam penelitian ini. Populasi dalam penelitian ini adalah siswa kelas X Samakkee Islam Wittaya, Satun, Thailand. Pada tahun akademik 2020/2021 dengan jumlah populasi sekitar 22 mahasiswa. Data diambil dengan menilai penguasaan kosakata siswa melalui pre-test dan post-test, dan dianalisis untuk mengidentifikasi penguasaan kosakata siswa. Hasilnya menunjukkan bahwa siswa merespon positif kegiatan ini dan menunjukkan peningkatan dalam penguasaan kosakata mereka. Dengan demikian, penelitian ini menyarankan bahwa penggunaan lagu bahasa Inggris merupakan media yang efektif untuk meningkatkan penguasaan kosakata siswa.

Kata Kunci: Lagu Bahasa Inggris, Penguasaan kosakata.

VALIDATION

A Sarjana Pendidikan Final

Project on

**“IMPROVING SUDENTS’ VOCABULARY MASTRY BY USING ENGLISH
SONGS”**

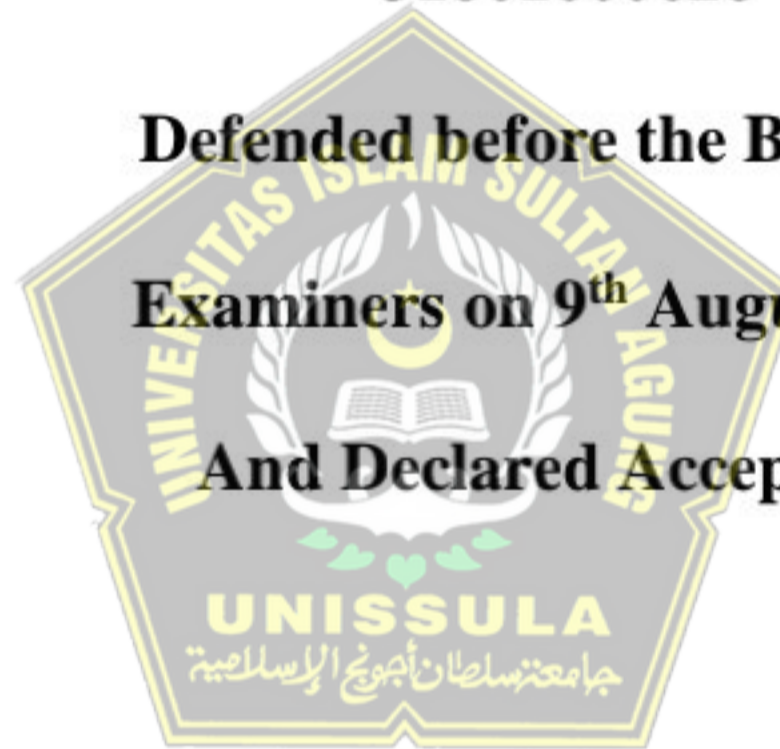
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**Defended before the Board of
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And Declared Acceptable



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SURAT PERNYATAAN PENGESAHAN NASKAH SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Dekan Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung (UNISSULA) Semarang menyatakan bahwa skripsi

Judul : **Improving Students' Vocabulary Mastery by Using English Song**

Yang disusun oleh

Nama : Aranya Saman

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Program Studi : PENDIDIKAN BAHASA INGGRIS



Telah memenuhi ketentuan dan persyaratan yang ditetapkan dan oleh karenanya disetujui untuk disahkan.

Semarang, 9 Agustus 2021



Kurniawan Yudi N., S.Pd., M.Pd

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Semarang, August 2021

Aranya Saman

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CHAPTER I

INTRODUCTION

This chapter discusses Background of the Research, Research Question, the Objective of Research, Hypothesis of Research, Scope and Limitation, The Significance of Research, The definition of key terms, and Organization of the Research.

1.1 Background of Research

English plays a role and is the most widely used communication medium in many countries. (Jenkins, 2003) Learning English for communication is a learning model with the goal of developing 4 English language learning skills, namely speaking, reading and writing. Among those 4 macro skills, English listening is the first skill that humans learn and acquire. Therefore English listening skill is the beginning of learning skills and is recognized as a starting point in learning. Listening is the ability of a person to understand what others are saying. Listening skill is extremely important because it is basic for developing other skills. If learners has a good listening skills, they will enhance their speaking skill. If students do not train there listening skill, well it will lead inability to use the language in conversation. In listening for academic purpose the ability to capture key points is the focus of its learning. Listener should pay attention to the sounds correctly and completely which is a complex process because the students have to understand the essence of what it is said by the speaker and able to respond, specify the relationship between the speaker or the context of listening. However, besides those 4 macro skills,

students also need to learn micro skill. Like pronunciation, grammar, vocabulary, etc in order to communicate fluently.

Based on curriculum in 2008 English plays an important role in the Thai education. Ministry of Education in Thailand (2009) requires English to be a subject of foreign language learning. But Thai students are not able to use English to speak effectively. Base on The research by the Language Institute, Thammasat University, Thailand. (11: 2013) Thai student spends for a long time to learn English language but still failed. There are two main reasons that Thai student failed to master English. Firstly, Thai students do not have enough vocabulary. And lastly, they know the vocabulary but they do not know how to use it and in which situation must use it. Further, the failure happened because Thai students are lack of perseverance in practicing or seeking more opportunities to practice the language which also contributes to their lack of confidence in using language for communication. The problems that were found in Thai schools is that the teacher only focuses on grammar more than speaking, the learners are not active to speak, the learners are not confident, and the learners can not apply the knowledge to communication. Registration and Evaluation department of Thailand (2012) found the result in the study listening and speaking skills of Thai students were substandard.

In order to help students succeed in learning language macro skills they need to learn micro skills at once or even previously. As has been mentioned before vocabulary is one the micro skills that is used in daily life and can be again from listening to music, reading English newspaper, watching movies and etc. From some researches related to developing vocabulary mastery in listening skill, there are many ways that can be used to develop students' vocabulary mastery in listening skill. Fortunately almost all people in the world like to listen to songs. When someone like to song, they will feel enjoy, relax

or even energetic and happy. Moreover, they will give appreciation and gain knowledge if they can understand and absorb some meaning of words from the song which they listen. Song can be very useful to improve students' vocabulary because it can be used to practice English especially vocabulary mastery and listening skill. Inside and outside the classroom and can be enjoyable as well. Some research has figured out the effectiveness of song as English learning media.

This condition motivates the researcher would like to test whether "music as media" can improve student vocabulary. The researcher is interested to conduct a research entitled "Improving student's vocabulary mastery by using English songs from Junior high school of Samakkee Islam Wittaya Foundation School in Academic Year 2020/2021".

1.2 Research Problem

Based on the background of the study above, the research question can be stated as follows:

1. Is English Songs effective to improve students' vocabulary mastery to Junior high school of Samakkee Islam Wittaya Foundation School in Academic Year 2020/2021?

1.3 Objective of the Research

Connecting to a research question, objective of this research is to figure out whether or not the use of songs as a teaching medium is effective for teaching English vocabulary to Junior high school of Samakkee Islam Wittaya School in Academic Year 2020/2021.

1.4 Hypothesis of the Research

Hypothesis is a temporary explanation about relationship of two or more variables that need to be tested further in order to produce clear implications. The hypothesis of this study are :

H0 = There is no significant difference between the mean score of eleven grade who are taught English vocabulary by using songs than eleven grade who are not taught English vocabulary by using it.

H1 = There is a significant difference between the mean score of eleven grade who are taught English vocabulary by using songs than eleven grade who are not taught English vocabulary by using it.

1.5 Scope and Limitation of the Research

1. The Scope of the Research.

The study focuses on the English songs to improve students' vocabulary mastery.

2. Limitation of Study

This Research is limited only to improve the students' vocabulary mastery to Junior high school of Samakkee Islam Wittaya school in Academic Year 2020/2021.

1.6 The Significance of the Research

1. Practical Significance

- a. Students

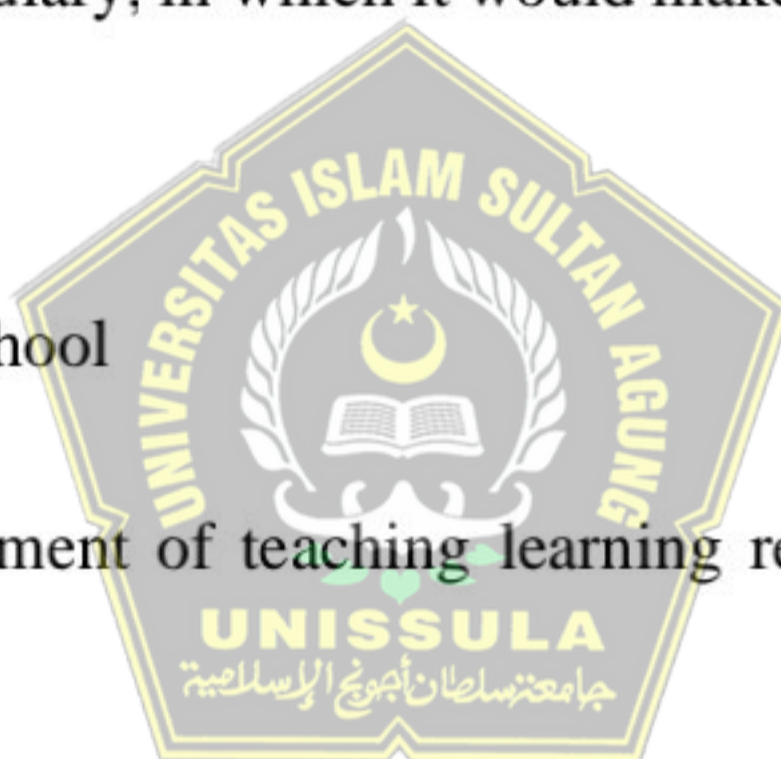
It may inspire and motivate students to improve their vocabulary mastery. And the students know that remember English vocabulary is not as difficult as they think. With songs as media it will make students enjoy and relax to learn English. After the students are interested to learn English, it will help students improve their English and master it well.

b. Teacher

It will give teachers a description of how to teach and to motivate students to learn about English especially in mastery vocabulary. "Songs", can be one alternative or variation in teaching English vocabulary, in which it would make the students enjoyed and relaxed to learn the lesson.

c. School

Hopefully the improvement of teaching learning result to the improvement of school quality.



2. Pedagogical Significances

This research hopefully will give English teachers and students of Samakkee Islam Wittaya school knowledge and experiences to improve their vocabulary skill by using English songs in English teaching and learning.

1.7 Definition of Key Term

1. English Song

English songs used in teaching and learning activities in English It is a song that has content consistent with the content and objectives of the learning plan. Use the

melodies from the famous song, bending, strange, putting new words To make a song that is easy to remember.

2. Vocabulary

The aspects of vocabulary mastery include pronunciation, spelling, and meaning. Vocabulary is a familiar collection of words that we often hear in language to a person. So the vocabulary is word storage and uses as a tool to communicate. The more vocabulary that is familiar or often heard in the brain, the faster it will remember. (Cameron, 2001).

3. Learning Vocabulary

Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension (Graves, 2006; McKeown and Beck, 2004).

1.8 Organization of the Research

This Research is organized into three chapters as follows.

Chapter 1 deals with introduction. It contains Background of the Research, Research Question, Objective of Research, Hypothesis of the Research, Scope and Limitation of the Research, Significance of Research, Definition of Key Terms, and Organization of the Research.

Chapter 2 describes about review of related vocabulary. It contains General Concept of Vocabulary, General Concept of Song, General Concept of Teaching Medium, English Song as Teaching medium in Vocabulary mastery.

Chapter 3 is about the research method which presents Design of the research, Variables of the research, Instruments of the Research, Validity and Reliability of the Instrument, Technique for Collecting Data, and Method of Data Analysis.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains General Concept of Vocabulary, General Concept of Song, General Concept of Teaching Medium, Review of the Previous Studies.

2.1 General Concept of Vocabulary

This sub-chapter contains Definition of Vocabulary, Kinds of Vocabulary, Importance of Vocabulary, The Principles of Teaching Vocabulary, Techniques in Teaching English Vocabulary.

2.1.1 Definition of Vocabulary

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385).

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words. Furthermore, Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings." From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

2.1.2 Kinds of Vocabulary

a. Receptive Vocabulary

Receptive vocabulary is word that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

2.1.3 Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”

Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

2.1.4 The Principles of Teaching Vocabulary

As for principles of teaching vocabulary, an account for what vocabulary forms need to teach and the principles of how they are taught is crucial. Firstly, though teaching vocabulary is obliged to be in line with teaching objective and students' needs, teaching the depth and breadth of vocabulary are suggested. To accomplish them, Nation (2001) proposed nine aspects in vocabulary need to teach to language learners, namely spoken form, written form, parts of word that have meaning, concept a word has and items it may associate, association of the word, grammar of the word, collocation of the word, register and frequency of the word.

Secondly, the principles of teaching vocabulary. There are many theories about teaching vocabulary guidelines and principles. Amongst of them, two writers are thought to be plausible. To Nation (2005), five principles in the teaching vocabulary which should be met are (1) keeping teaching simple and clear without any complicated explanations, (2) relating present teaching to past knowledge by showing a pattern or analogies, (3) using both oral and written presentation, (4) giving most attention to words that are already partly known, (5) telling learners if it is a high frequency word that is worth noting for future attention, and (6) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set. Lastly, according to Graves (2006), providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and building consciousness in readers and writers are frameworks for successful vocabulary programs.

2.1.5 Techniques for Teaching Vocabulary by Using Songs.

Osman and Wellman (2002) said Techniques for teaching vocabulary using English songs are that the teacher must teach all the lyrics first. When students understand the lyrics well the teacher should separate the vocabulary to teach and explain the meaning and then sing along with the students repeatedly. Teachers should not make teaching music boring should make the activity fun. Teachers should teach vocabulary from music in tandem with other teaching, such as teaching language structure or meaning.

Learning a language through song allows students to spend time learning from repetition. Students practice speaking aloud many times. And enable Students to remember the song.

2.2 General Concept of Song

This sub-chapter contains Definition of Song, Advantages and Disadvantages of Song.

2.2.1 Definition of Song

Song is short of music with words that be sung. Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.

The language song usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer. The relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn. Siti Tarwiyah states that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.

2.2.2 Advantages and Disadvantages of Song.

The advantages of teaching vocabulary through songs (Hill, 1999:29) are as follows:

1. Though using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom.
2. Through using traditional folk songs, the base of the learners' knowledge of the target culture can be broadened.
3. Songs may both be used for the presentation or the practice phase of the grammar lesson.

It can be concluded that the advantages of teaching vocabulary through songs may both be used for the presentation or the perform phase of the grammar class through contemporary popular and traditional folk songs. They may support widespread and concentrated listening, and inspire resourcefulness and use of imagination in an undisturbed classroom ambiance. Whereas selecting a song the teacher must take the age, interests of the learners and the language being used in the song into deliberation. To improve learner commitment, it is also advantageous to allow learners to take part in the selection of the songs.

2.3 General Concept of Teaching Medium

This sub-chapter contains Definition of Teaching Media, Importance of Teaching Media, and Kinds of Teaching Media.

2.3.1 Definition of Teaching Media

Generally, teaching media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals.

There are some experts that stated about teaching media. According to Bakri (2011:3) media is plural form of medium, which derives from Latin word *medius* that has meaning “middle”. In Bahasa, medium means “between or interval”. The meaning of media aimed at something that delivers information (message) between message sender and receiver.

Teaching media based on Arsyad (2009:4) is a media that bring instructional purpose of messages or information of learning. Media is means of expressing message and information. According to Heinich, etal in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

Meanwhile, Gerlach and Ely in Bakri (2011) divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. In addition, Briggs in Aniqotunnisa (2013:10) stated that teaching media is all physical form that can convey message and can stimulate students to learn.

According to Arsyad (2009:6-7), teaching media has some basic

criteria, those are:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.
- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process. In other word, media is all aids/tools which may be used by teacher and learner to attain certain education objectives.

2.3.2 Importance of Teaching Media

Teaching media is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate media. Song is very

effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.

The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

2.3.3 Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification.

According to Mahajan (2012:6-7), media are classified into seven categories such as:



- a. **Graphic Media:** any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. **Display Media:** a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. **Three Dimensional Media:** A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- d. **Projected Media:** a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.

- a. **Audio Media:** media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- b. **Video Media:** this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
- c. **Activity Media:** media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

2.4 Review of the Previous Study

There have been some previous studies researching song as teaching medium. The first previous study was done by Kittiya Phisutthangkoon & Metas Panich (2016). Their research was entitled “Effectiveness of English Song Activities on Vocabulary Learning and Retention”. The sample in the study was 40 students from the English for Communication program of Rajamangala University of Technology Srivijaya. The two main objectives of this study were (a) to study effectiveness of song activities on vocabulary learning and retention and (b) to explore students’ opinions towards song activities. The research methodology used qualitative experimental method. A pretest, two post - test, and a questionnaire that about students’ opinions activities. The two post-tests were : Posttest I (administered immediately) and Posttest II or Retention test (administered two weeks later).The results showed that there was a significant difference between the pretest and posttest I mean scores of the students English vocabulary achievement at a level 01. There was no significant difference between Posttest 2. Students had positive attitudes toward using song activities to develop their vocabulary learning and retention.

The second previous research is entitled “Improving Students Vocabulary Mastery by Using English Songs”. The written by Rizky Gushendra (2017). In this research the writer selected 40 students of eighth grader at SMPN 1 Kampar Timur. The aim of this research was to find out a significant effect of using English songs to improve students’ vocabulary mastery. This research was a quantitative research by an experimental design. The writer gave multiple-choice test to students, and then the writer divided groups according to the categories of control and treatment. The result of the research showed that the students ability on vocabulary mastery test in experiment class was very good level, which was 82.52. and in control class was Lower than experimental, which was 63.25. on the inferential analysis. The significant value was 0.00 higher than alpha 0.05, which meant the alternative hypothesis (H_a) was accepted. It means that using English songs can improve the students’ vocabulary mastery.

The last previous study used as the reference of this study is taken from a research by Zara Firsty Meutia, Abdul Asib, and A. Dahlan Rais of English Education Study Program (2012). Their research is entitled “A correlational study between habit in listening to English songs, vocabulary mastery, and listening skill”. The study is aimed out the correlation between habit listening to English songs, vocabulary mastery, and listening skill on the tenth grade students of SMA Negeri 3 Surakarta in academic year of 2012/2013. The research methodology used in this study is a correlational method with the instrument of 45 items multiple choices test. The results of the study show that there is a positive correlation between habit in listening to English songs and vocabulary mastery toward listening skill. Both partially and simultaneously.

From all the above previous studies, they have similarities and differences with this study. The similarity lays on the use of song to teach English, even though the song

varies and not exactly same. While differences are on the subject of the study. However, all the previous studies showed a good result for the use of song as teaching medium. It can be concluded that all of the previous studies support this study to be conducted in order to find out whether or not song is still effective if it is applied in different location and time.



CHAPTER III

RESEARCH METHOD

This chapter consists of Research Design, Subjects of the Study, Variables of the Study, Instruments of the Study, Validity and Reliability of the Instrument, Technique for Collecting Data, and Method of Data Analysis.

3.1 Research Design

Research design must be written after formulating the problems of research and before collecting the data. Based on the definition, the research design in this study will be a quantitative experimental research approach. Experimental research is a quantitative approach designed to find the effect of a suspected cause. The main feature of this approach is that one thing intentionally varies to see what happens to something else, or reveal the effects of a suspected cause (Christensen, 2003).

An experimental research has types of designs. There are four types of experimental research, those are true experimental design, pre-experimental design, and ex post facto (Walliman, 2011). In this study, the design which will be used is quasi experimental design. Quasi experimental is a design which uses two groups, those are control group and experimental group. This design does not use randomization to choose the sample, but choose the groups which have similar quality and condition (Walliman, 2011). In this case, the experimental group gets the treatment, while the control group does not. The formula of quasi experimental research can be presented as follows:

Table 3.1
Design of Quasi Experimental

Group	Pre-Test	Treatment	Post Test
Experimental Group	O ₁	X	O ₂
Control Group	O ₃	Y	O ₄

(Assiddiq, 2018)

Are :

O₁ : Pre-test for the experimental group

O₂ : Post-test for the experimental group

O₃ : Pre-test for the control group

O₄ : Post-test for the control group

X : Treatment for experimental group by using song as teaching medium

Y : Treatment for the control group

3.2 Subjects of the Study

The subject of this study consist of the population and sample.

3.2.1 Population

Population is a large group selected in a study to help finding the result of the study. Pandey & Pandey (2015) stated that population is the entire mass of a research or can be defined as the main group which the sample will be taken. The population of this research is Junior high school of Samakkee Islam Wittaya. In the academic year 2020/2021.

3.2.2 Sample

According to Alvi (2016), a sample is a group of people chosen from a population to be participants of a study. This study use purposive random sampling to take the sample of the study.

3.3 Variables of the Study

Bellary, S. et al. (2014) A research variable (also called a study variable) is an informal term that means any variable used in research that has some kind of cause and effect relationship. A research/study variable can be one of a wide variety of variables used in a study, including independent variables, dependent variables, and intervening variables.

3.4 Instruments of the Study

Instruments is a research tool which can be used to get information or data in systematic way (Airasian, 2000). This study will use test for the instrument to collect the data. A test is a method of measuring person's ability or students' ability about knowledge in a given domain (Brown, 2004). In addition, test can provide an accurate measure of test-takers ability within a particular domain.

3.5 Validity and Reliability of the Instrument

There are some aspects to make a good instrument, those are validity and reliability. By using those aspects, this study hopefully creates a valid and reliable result of the research.

3.5.1 Validity of the Instrument

According to Kothari (2004), validity is a level of instruments which shows the extent to which an instruments measure what it is intended to be measure. Validity also can be defined as a utility. It means that validity has function to show the extent to which differences found by measuring instrument which reflect the actual differences between those tested. Furthermore, Ary, et.al (2010) defined validity stated as the extent to which scores on test enable to make meaningful and appropriate interpretation.

There are some types of validity, those are criterion validity, content validity, face validity, and construct validity. In this case, this study will use face and content validity. Kothari (2004) stated that content validity is one type of validity that is useful for knowing the extent to which a measuring tool provides adequate coverage of the topic under the study. If the instrument contains a representative sample of the population, the content validity is good. In this study, content validity reflected in the sustainability with the curriculum and syllabus that is used at school

While face validity is a validity that shows whether a research instrument in terms of appearing to measure what a researcher want to measure. This validity refers more to the appearance of the instrument. It means that test which has face validity will look relevant to people who take the test. It evaluates the appearance of instrument in terms of feasibility, readability, consistency of style and format, and clarity of the language used (Taherdoost, 2016) Furthermore, content and face validity will be validated by lecturer and school English teacher by using validation rubric.

3.5.2 Reliability of the Instrument

A good instrument of research must be reliable and consistent. It means that if the same instrument or the same test which is given to the equal students or matched students on two different occasions, the result of the test should be similar (Brown, 2004).

According to Seltman (2018), reliability is basically the opposite of the statistical concept of variants, and the rough equivalent is “consistency”. Statisticians also use the word “precision”.

While to measure the reliability of test, this study uses inter-rater reliability. According to Airasian (2000), inter-rater reliability is the scoring reliability of two or more independent scores. To stay away from the subjectivity and keep the authenticity of the data, there will be 2 raters. The English teacher will be asked as one of the raters to score the test with the same criteria's scoring, while another rater is I as the research.

3.6 Technique of Collecting Data

In order to help gathering the data, there will be some steps to do, as follows:

1. Asking permission to head master and English teacher of Samakkee Islam Wittaya School.
2. Choosing two class as samples from the population and dividing them into experimental and control group.
3. Conducting Pre-Test

In doing pre-test, students of both experimental and control group are asked to write vocabulary about 3 verb on a piece of paper individually in 20 minutes time allocation. It is used to know the performance of writing vocabulary of both groups before the treatment is given to the experimental group.

4. Having Treatment

After doing pre-test, the next step is using silent song as teaching medium to help students in the experimental group improve their vocabulary ability.

Table 3.2 Treatment Planning Activities

Day	Target	Material	Activities	Time
1	The students are able to know vocabulary Language structure and Pronunciation.	<p>Vocabulary:</p> <p>Remembering words and telling meanings.</p> <p>Language structure: 1.</p> <p>Sound is the smallest part of sound that is used to create meaning when spoken.</p> <p>2. Words are</p> <p>the smallest units of a meaningful language.</p>	<p>-Teacher greets the students.</p> <p>-Teacher leads the students to pray.</p> <p>-Teacher checks the attendance list.</p> <p>-Teacher does introduction and explain the purpose of the research.</p> <p>-Teacher teach the students vocabulary, meaning and Pronunciation.</p>	90 minutes

		<p>3. The meaning is the heart of the words.</p> <p>Pronunciation: Is the rhythm of the pronunciation of many words.</p>	<p>-Teacher plays a song 'Habit' (stay highs) Ver.3 during the class to show the example of vocabulary.</p> <p>-Teacher asks students to the meaning of the words from the song.</p> <p>-Teacher gives review about lesson learned that day.</p> <p>-Teacher finishes the class.</p>	
2	<p>The students are able to master the meaning of the words.</p> <p>Students learn to memorize</p>	<p>The meaning of the words.</p> <p>The vocabulary and meaning involved in the lesson.</p>	<p>-Teacher greets the students.</p> <p>-Teacher leads the students to take a pray.</p>	90 minutes



	<p>words from the lyrics.</p>		<p>-Teacher checks the attendance list.</p> <p>-Teacher reviews the lesson learned in the last meeting.</p> <p>-Teacher explains the material about the structure of linguistic grammar and vocabulary of phrase.</p> <p>-Teacher plays English song entitled 'New Rules'</p> <p>- The teacher plays the song for the students twice and the students sing along to the song.</p>	
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			<p>- The teacher gives students time to familiarize themselves with the song.</p> <p>- Teacher asks students to the meaning of the words from the song.</p> <p>-Teacher gives review about lesson learned that day.</p> <p>-Teacher finishes the class.</p>	
3	The students are able to remember words of verb and Adjective.	There are some types of vocabulary, such as verb or adjective. For tenth graders, the syllabus	<p>-Teacher greets the students.</p> <p>-Teacher leads the students to take a pray.</p>	



		<p>determines to focus on verb and adjective as the material.</p>	<p>-Teacher checks the attendance list.</p> <p>-Teacher reviews the lesson learned in the last meeting.</p> <p>-Teacher explains the material about vocabulary on the song.</p> <p>-Teacher plays English song 'At my Worst'</p> <p>-Teacher asks students to write words on the song.</p> <p>-Teacher reviews the material learned on that day.</p> <p>-Teacher finishes the class.</p>	
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5. Conducting Post-Tet

After applying the treatment to experiment group, both groups will be given a post test. Students will be asked to remember about basic vocabulary. For experimental group, students remember vocabulary on the song they listen. For control group, students remember about vocabulary of verb.

6. Scoring

This study will get the data from pre-test and post-test from both groups to know how effective English songs as a teaching medium.

7. Analyzing

After scoring the data will be analyzed by using SPSS to know the mean score of all students after applying treatment.



3.7 Scoring Technique

This study use a rating scale as the way to analyze and score students 'ability in remember English vocabulary. The writing rubric assessment is as follows :

Table 3.3 The Writing Rubric Assessment

Component	Scale	Indicator	Qualification
	5	Remember all of words with the correct meaning.	Excellent

Vocabulary	4	Remember all of words with the wrong meaning.	Good
	3	Remember some words with the correct meaning.	Average
	2	Remember some words with the wrong meaning.	Poor
	1	Just remember words.	Very poor
Speaking	5	Speaks fluently and very clearly.	Excellent
	4	Speak fluently and quite clear.	Good
	3	Speaks fluently but not clear.	Average
	2	Speaks quite fluently but not clear.	Poor
	1	Speaks slowly and unclear.	Very poor
Grammar	5	No errors, full control of complex structure.	Excellent
	4	Almost no errors, good control of structure.	Good
	3	Some errors, fair control of structure.	Average

	2	Many errors, poor control of structure.	Poor
	1	Dominated by errors, no control of structure.	Vary poor
Remembering	5	Remember a lot of words and is very quickly.	Excellent
	4	Remember a lot of words but slowly to remember.	Good
	3	Remember some words, slowly but long to remember.	Average
	2	Remember a little word, slowly but long to remember	Poor
	1	Remember a little word, slowly	Very poor

		and just a minute to remembe r.	
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Cohen (2000)

To get the total score of the writing test, this study will use the following scoring formula:

$$TS = \frac{SC}{MS} \times 100$$



Are:

TS : Total Score

SC : Student' Score

MS : Maximum Score

Then, the score calculated into numerical which scale from 0-100. The next step is to classify students' score to measure the level of the students' ability which is based on Weigle (2002) and can be interpreted as follows:

Table 3.4 The Level of Ability

Score	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

The last step is to compare the data from both experimental and control group to know if there are significant differences of students' result in remember English vocabulary which use English song as teaching medium and which does not use it.

3.8 Method of Data Analysis

After collecting data of all the students, then those data will be compared between the experimental and control group. It aims to determine whether using English songs as medium in teaching English vocabulary mastery improving student's skill on English vocabulary or not. The data will be analyzed by using statistical computation. In this study, T-test will be used to analyze the data. Before doing T-test, there are some requirements that must be completed such as standard normality and standard homogeneity. To analyze the standard normality of data, this study use one simple Kolmogorov-smirnov test in SPSS program with the criteria of hypotheses as follows:

- If sig. Score > 0.05, it means that the data is distributed normally.

- If sig. Score < 0.05 , it means that the data is not distributed normally.

According to Ghozali (2011), the distribution is normal, if sig (2-tailed) < 0.05 . On the contrary, if sig (2-tailed) > 0.05 , the distribution is not normal. After the data is normal, this study then applying the homogeneity test in which to know whether experimental and control groups have the same variance. After the data normal and homogeneity, the study applied t-test to identify whether the treatment effect is significant or not. The hypothesis analyzed at significant level of 0.05. In this research, the result is counted based on two criteria as follows:

- If t-value $> t$ -table and sig < 0.05 , it means that H_0 is accepted.
- If t-value $< t$ -table and sig > 0.05 , it means that H_0 is rejected.



CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this researcher presents about the Description of the School. Description of Respondents, Instrument of Validity and Reliability, Pre-test and the Discussion of the Research finding.

4.1 The School Profile

This research was applied in the Samakkee Islam Wittaya School, Satun. In academic year 2020/2021. It is location on Tungnui street, Satun, Thailand. Samakkee Islam Wittaya School is divided into 6 grades within 2 majors for each grade. The school has total 23 classes. In addition the school provides good facilities and excellent teachers that most of them are professional in their field.

4.2 Subject of the Study

The population of the study was the tent grad of Samakkee Islam Wittaya School. The total number of students in all classes are 74. The sample of the study was tent grad 3/1 as experimental group and tent grad 3/3 as control group. The data of students are described as follows:

Table 4.1 The Data of the Sample

Gender	Classes	
	Female	X 3
Male	X 1	18
Total	38	

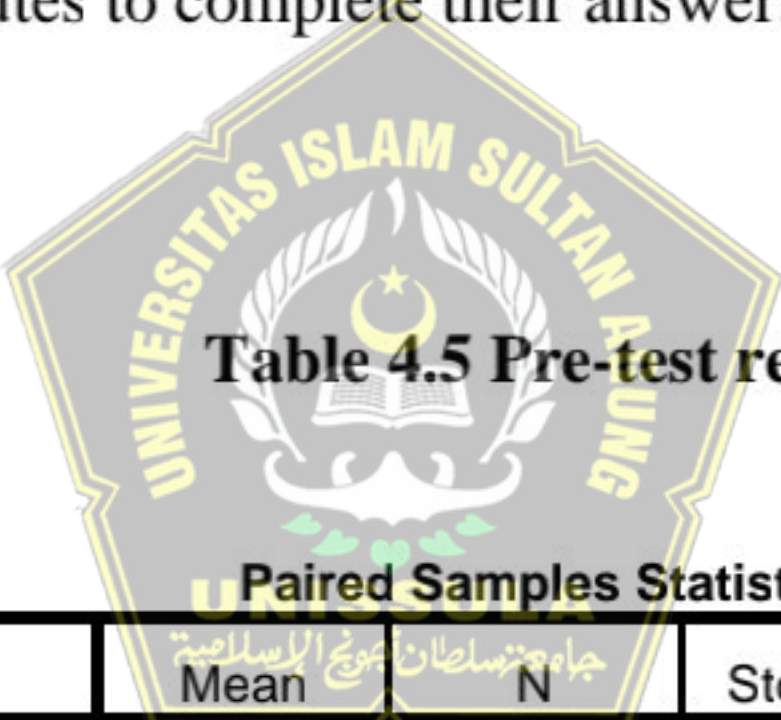
4.3 Instrument Validity and Reliability.

This important part to decide whether the instrument is usable or not are validity and reliability. In this sub-section the writer explains the analysis of the try-out the result of validity test and reliability test.

4.4 Pre-Test

The objective of the pre-test was to measure students' score before treatment phase. The pre-test was done on 5 August 2021 for both experimental and control group. The instrument that was used for the pre-test was 10 questions in the form of multiple choice. The students had 5 minutes to complete their answer. Moreover, the result of the pre-test is described below:

Table 4.5 Pre-test result



		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	7.37	27	1.884	.363
	Posttest	8.37	27	2.022	.389

4.5 Treatment Activities

The treatment that used English songs has received by experimental class. the English songs was carried out in 2 meetings. Those steps are explained in the table below:

Table 4.8 The English songs in teaching vocabulary

(Treatment of the study)

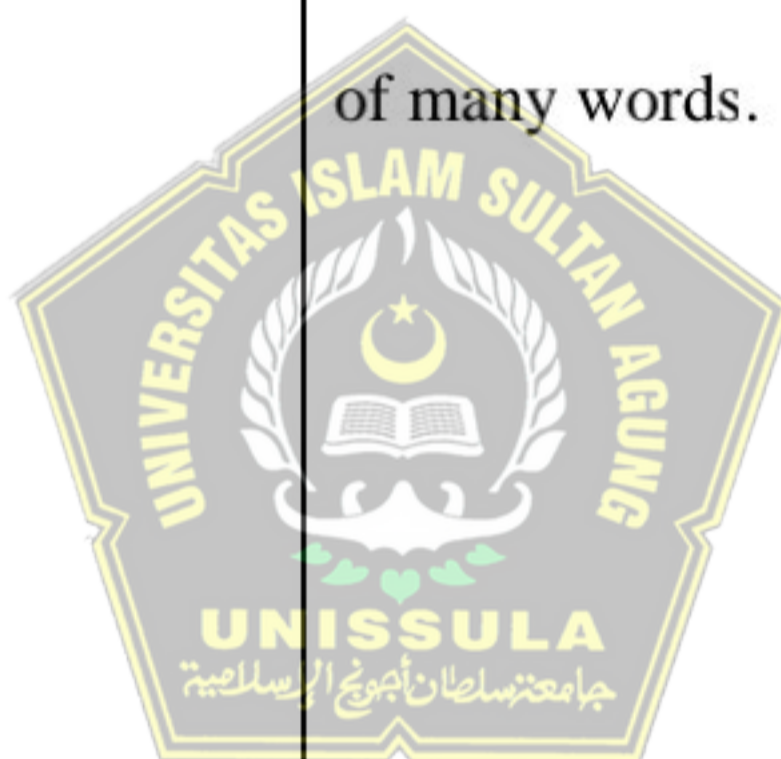
Meeting	Treatment's Objective	Material	Activities	List of New Vocabulary
1 st meeting	<p>The students are able to master the meaning of the words. Students learn to memorize words from the lyrics.</p>	<p>The meaning of the words.</p> <p>The vocabulary and meaning involved in the lesson.</p>	<p>-Teacher greets the students.</p> <p>-Teacher leads the students to take a pray.</p> <p>-Teacher checks the attendance list.</p> <p>-Teacher explains the material about the structure of linguistic grammar and vocabulary of phrase.</p>	<ul style="list-style-type: none"> - Pick up - Kick out - Rules - Read - Repeat - Forward

			<p>-Teacher plays English song entitled ‘New Rules’</p> <p>- The teacher plays the song for the students twice and the students sing along to the song.</p> <p>- The teacher gives students time to familiarize themselves with the song.</p> <p>- Teacher asks students to the meaning of the words from the song.</p>	
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			<p>-Teacher gives review about lesson learned that day.</p> <p>-Teacher finishes the class.</p>	
2 nd meeting	<p>The students are able to know vocabulary Language structure and Pronunciation.</p>	<p>Vocabulary:</p> <p>Remembering words and telling meanings.</p> <p>Language structure: 1. Sound is the smallest part of sound that is used to create meaning when spoken.</p> <p>2. Words are the smallest units of a</p>	<p>-Teacher greets the students.</p> <p>-Teacher leads the students to take a pray.</p> <p>-Teacher checks the attendance list.</p> <p>-Teacher reviews the lesson learned in the last meeting.</p>	<ul style="list-style-type: none"> - Come - Hide - Do - Get - Have - Fall - Lay - Dream - Meet - Win

		<p>meaningful language.</p> <p>3. The meaning is the heart of the words.</p> <p>Pronunciation: Is the rhythm of the pronunciation of many words.</p>	<p>-Teacher explains the material about vocabulary on the song.</p> <p>-Teacher plays English song 'Habit' (stay highs) Ver.3'</p> <p>-Teacher asks students to write words on the song.</p> <p>-Teacher reviews the material learned on that day.</p> <p>-Teacher finishes the class.</p>	
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4.6 Post-test Analysis

Post-test was conducted on 5 August 2021 for 2 classes, X 1 and X 3. The number of students who participated this activity are 30 students. In this post-test each students were given 10 multiple choice question and students are given 5 minute to finish it.

T-test analysis of post-test used to compare the means whether the treatment effect of the experimental and control class was significant or not. This analysis also to know whether there was a different of post-test score between experimental and control class.

The probability of this test was:

H_0 : if sig. (2-tailed) >0.05 , there was no significant difference in mean score between experimental control class.

H_1 : if sig. (2-tailed) <0.05 , there was a significant difference in mean score between experimental and control class.

Table 4.9 The comparison of Post-test score

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Group1	27	8.00	1.209	.233
	Group2	27	6.22	1.553	.299

Table 4.9 shows that the post-test mean score of group1 as an experimental (N) 27 was 8.00 and standard deviation was 1.209. The post-test mean score of group2 as a control class (N) 27 was 6.22 and standard deviation was 1.553. it was concluded that the post-test score of experimental class was different from the post-test score o control class.

4.7 Discussion

The discussion of the research was written as an answer to the research question “Improving students’ vocabulary mastery by using English songs” of the tenth grader of Samakkee Islam Wittaya School in academic year 2020/2021. This sub-chapter on the result of the experimental group. (pre-test, treatments, and post-test)

To know whether both experimental and control class had similar competence in vocabulary mastery, the researcher gave them the same pre-test. Then the researcher gave different treatment to master the vocabulary. The experimental class learned to master vocabulary by using English songs. While the control class learned to master vocabulary without using English songs.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents about the conclusion and suggestion. The conclusion provides the finding of this study. While suggestion provides the next action.

5.1 Conclusion

Based on the data result and explanation in the previous chapter. It can be concluded that using English songs can improve students' vocabulary mastery.

The pre-test result shows the mean score of experimental and control class were and while the post-test mean score of experimental and control class were and .

In the end, it was concluded that English songs could improve students' vocabulary mastery of tenth graders of Samakkee Islam Wittaya school in the Academic year 2020/2021.

5.2 Suggestion

Based on the conclusion above. There are some suggestion that offered from this study for teacher and students. They are stated as follows:

1. For Teacher

- ✓ English songs can be a solution for teacher to help students' difficulty while learning English, especially in vocabulary mastery.
- ✓ Teacher should consider that vocabulary mastery is about memorize and recall word and its meaning. The students are expected to memorize word with its meaning and can recall it when they need to speak or write in English.

2. For students

- ✓ Student have to practice on memorize vocabulary again and again then they can recall the word when they need it.
- ✓ Learning new vocabulary is also the key to have better understanding in reading an English text.



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Pre-test Instrument (5 minutes)

Instruction :

1. Read the question carefully
 2. Choose a, b or c as one correct answer.
-

1. Out of my mind มีความหมายตรงกับข้อใด?

- a. เสียสติไปแล้ว
- b. ลืมใครสักคน
- c. ผีกวน

2. Read มีความหมายตรงกับข้อใด?

- a. นับเลข
- b. รับสาย
- c. อ่าน

3. Pick up มีความหมายตรงกับข้อใด?

- a. ขับไล่
- b. เชื้อมัน
- c. รับสาย

4. Kick out มีความหมายตรงกับข้อใด?

- a. ขับไล่
- b. ผีข่ม



c. แบบแผน

5. Get over มีความหมายตรงกับข้อใด?

a. ไปข้างหน้า

b. ย้อนกลับ

c. ลืมใครสักคน

6. Rules มีความหมายตรงกับข้อใด?

a. กฎ

b. หวัง

c. ย้ำ

7. Forward มีความหมายตรงกับข้อใด?

a. ไปข้างหน้า

b. แบบแผน

c. จับได้

8. Count มีความหมายตรงกับข้อใด?

a. กฎ

b. เมิน

c. นับ

9. Repeat มีความหมายตรงกับข้อใด?

a. หวัง

b. ทำซ้ำ

c. สัญญา



10. Back wards มีความหมายตรงกับข้อใด?

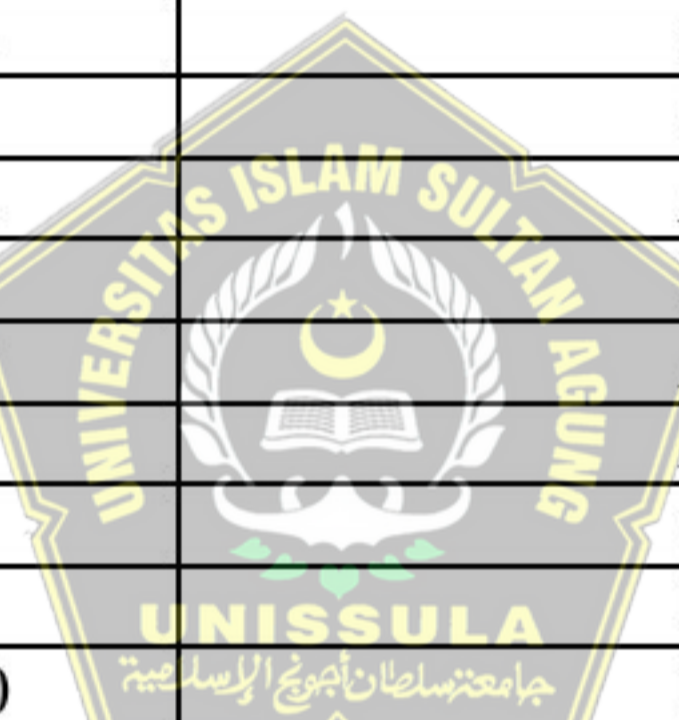
a. คำข้างหลัง

b. ไปข้างหน้า

c. คำสีดำ

Answer Key of Post-test

No.	correct answer
1	A
2	B
3	C
4	A
5	C
6	A
7	A
8	C
9	B
10	B



Post-test Instrument (5 minutes)

Instruction :

1. Read the question carefully
 2. Choose a, b or c as one correct answer.
-

1. Talking in my sleep at night ในประโยคคำว่า Talking มีความหมายตรงกับข้อใด?

- a. ตื่นนอน
- b. พูดคุย
- c. ตื่นนอน

2. Cause he's drunk and alone มีความหมายตรงกับข้อใด?

- a. เพราะเขาเมาและเหงา
- b. เพราะเขาชนและเหงา
- c. เพราะเขาง่วงและเหงา

3. I got new rules มีความหมายตรงกับข้อใด?

- a. ฉันได้กฎใหม่
- b. ฉันได้ไม้บรรทัดใหม่
- c. ฉันได้เรียนรู้ใหม่

4. I finally see the pattern มีความหมายตรงกับข้อใด?

- a. ในที่สุดฉันเห็นรูปภาพ
- b. ในที่สุดฉันได้เห็นลวดลาย



c. ในที่สุดฉันได้เห็นสิ่งที่สำคัญ

5. I'm still tryna learn it by heart ในประโยคคำว่า by heart มีความหมายตรงกับข้อใด?

a. ด้วยศรีษะ

b. ด้วยหัวใจ

c. ด้วยการได้ยิน

6. Don't let him in มีความหมายตรงกับข้อใด?

a. อย่าปล่อยให้เขาเข้ามา

b. อย่าปล่อยให้เขาไป

c. อย่าปล่อยให้เขารอ

7. Don't be his friend มีความหมายตรงกับข้อใด?

a. อย่าเป็นเพื่อนกับเขา

b. อย่าให้เขาเป็นเพื่อน

c. อย่าให้เขามีเพื่อน

8. You ain't get in over him มีความหมายตรงกับข้อใด?

a. คุณไม่ได้รับเขา

b. คุณไม่ได้เอาชนะเขา

c. คุณไม่ได้ลิ้มเขา

9. Makin myself crazy มีความหมายตรงกับข้อใด?

a. ทำให้ตัวเองเป็นบ้า

b. ทำให้เขาเป็นบ้า

c. ทำให้ตัวเองสนุก



10. wrote it down and read it out มีความหมายตรงกับข้อใด?

- a. เขียนได้และอ่านออก
- b. เขียนมันลงไปแล้วอ่านให้ออก
- c. เขียนมันได้และอ่านมันออก

Answer Key of Pre-test

No.	Correct Answer
1	B
2	A
3	A
4	B
5	B
6	A
7	A
8	B
9	A
10	B

