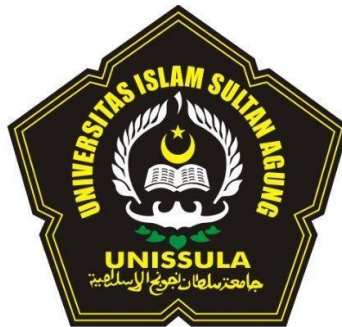


**THE USE OF SONG AS A MEDIUM TO IMPROVE THE  
VOCABULARY MASTERY OF THE EIGHTH GRADE  
STUDENTS**

**(Experimental Research of SMP Negeri 5 Demak)**

**A FINAL PROJECT**

Presented in partial Fulfillment of the Requirements to Obtain the (Sarjana  
Pendidikan) Degree in English Language Education



**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
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UNIVERSITAS ISLAM SULTAN AGUNG SEMARANG**

**PAGE OF APPROVAL**

A Final Project on

**THE USE OF SONG A MEDIUM TO IMPROVE THE  
VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS  
(Experimental Research of SMP Negeri 5 Demak)**

**PAGE OF VALIDATION**

*A Sarjana Pendidikan* Final Project on

**THE USE OF SONG AS A MEDIUM TO IMPROVE THE VOCABULARY  
MASTERY OF THE EIGHTH GRADE STUDENTS  
(Experimental Research of SMP Negeri 5 Demak)**

Prepared and presented by

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Semarang, 26 August 2022

Faculty of Language and Communication Science



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## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works of the people, except those which were cited in the quotations and 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 form of revocation of my paper and my degree obtained from the paper.

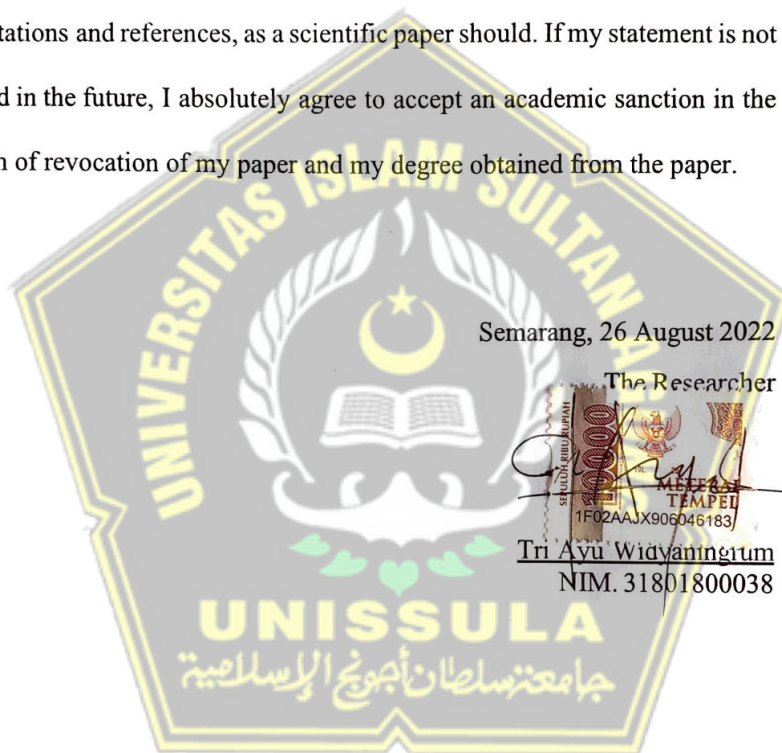
Semarang, 26 August 2022

The Researcher



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## MOTTO AND DEDICATION

### Motto

*“For indeed, with hardship [will be] ease”*

QS. Al-Insyirah (94):5

### DEDICATION

**This final project is dedicated with affection, love and gratitude to:**

**My beloved parents**

**My sister and my brother**

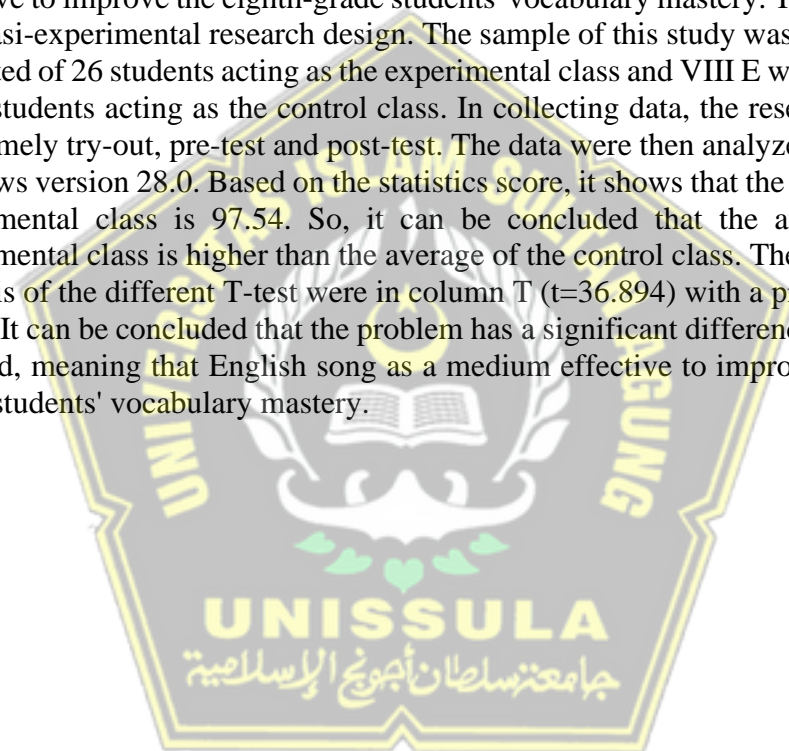
**My best friend**



## ABSTRACT

Widyaningrum, T. A. (2022). The Use of Song as a Medium to Improve the Vocabulary Mastery of the Eighth Grade Students at SMP Negeri 5 Demak. A final project, English Language Education Program, College of Languages Sultan Agung Islamic University. Mega Mulianing Maharani, S.Pd., M.Pd, as the advisor.

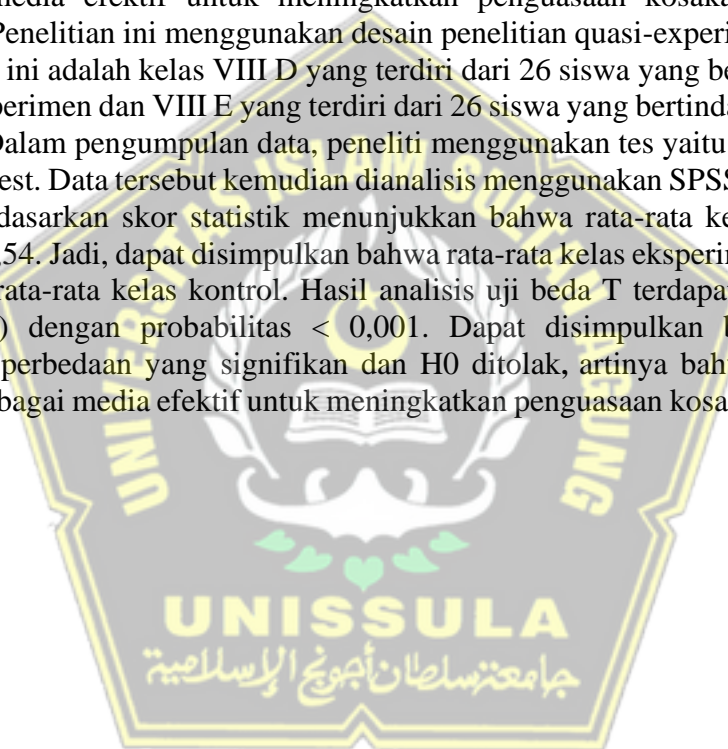
This research was aimed to know whether the use of English song as a medium effective to improve the eighth-grade students' vocabulary mastery. This study used a quasi-experimental research design. The sample of this study was VIII D which consisted of 26 students acting as the experimental class and VIII E which consisted of 26 students acting as the control class. In collecting data, the researcher used a test namely try-out, pre-test and post-test. The data were then analyzed using SPSS windows version 28.0. Based on the statistics score, it shows that the average of the experimental class is 97.54. So, it can be concluded that the average of the experimental class is higher than the average of the control class. The results of the analysis of the different T-test were in column T ( $t=36.894$ ) with a probability of  $< 0.001$ . It can be concluded that the problem has a significant difference and  $H_0$  was rejected, meaning that English song as a medium effective to improve the eighth-grade students' vocabulary mastery.



## INTISARI

Widyaningrum, T. A. (2022). 31801800038. Pemanfaatan Lagu Sebagai Media untuk Meningkatkan Penguasaan Kosakata Siswa Kelas VIII SMP Negeri 5 Demak. Tugas Akhir, Program Pendidikan Bahasa Inggris, Sekolah Tinggi Bahasa Universitas Islam Sultan Agung. Mega Mulianing Maharani, S.Pd., M.Pd, selaku Pembimbing.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan lagu bahasa Inggris sebagai media efektif untuk meningkatkan penguasaan kosakata siswa kelas delapan. Penelitian ini menggunakan desain penelitian quasi-experimental. Sampel penelitian ini adalah kelas VIII D yang terdiri dari 26 siswa yang bertindak sebagai kelas eksperimen dan VIII E yang terdiri dari 26 siswa yang bertindak sebagai kelas kontrol. Dalam pengumpulan data, peneliti menggunakan tes yaitu try out, pre-test dan post-test. Data tersebut kemudian dianalisis menggunakan SPSS windows versi 28.0. Berdasarkan skor statistik menunjukkan bahwa rata-rata kelas eksperimen adalah 97,54. Jadi, dapat disimpulkan bahwa rata-rata kelas eksperimen lebih tinggi daripada rata-rata kelas kontrol. Hasil analisis uji beda T terdapat pada kolom T ( $t=36,894$ ) dengan probabilitas  $< 0,001$ . Dapat disimpulkan bahwa masalah memiliki perbedaan yang signifikan dan  $H_0$  ditolak, artinya bahwa lagu bahasa Inggris sebagai media efektif untuk meningkatkan penguasaan kosakata siswa kelas delapan.



## ACKNOWLEDGEMENT

In the name of Allah SWT, the Merciful, the Gracious, I would like to convey my deepest gratitude and appreciation to many people who contributed in completing and finishing this final project. I would like to express my sincere gratitude to:

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2. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd, as the Dean of College of Languages Sultan Agung Islamic University.
3. Mubarak, M.Si, as the Secretary of College of Language and Communication Science of Unissula.
4. Elok Widiyati, M.Pd, as the Head of English Education Program.
5. Mega Mulianing Maharani, S.Pd., M.Pd, as my advisor who had given her guidance and valuable advice well suggestion for finalization.
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7. Sulistyorini, S.Pd., M.Pd, as the English teacher at SMP Negeri 5 Demak for her help and cooperation during the study.
8. All of the lectures and staff of the English Education Study Program, who have given lesson, knowledge, and support during my research.
9. All people who cannot be mentioned one by one and who helped me during this study. May Allah always bless them all.



Finally, I realize that this final project is still far from being perfect.  
However, I hope that this final project will be useful for the readers.

Semarang, 26 August 2022



Tri Ayu Widyaningrum  
NIM. 31801800038



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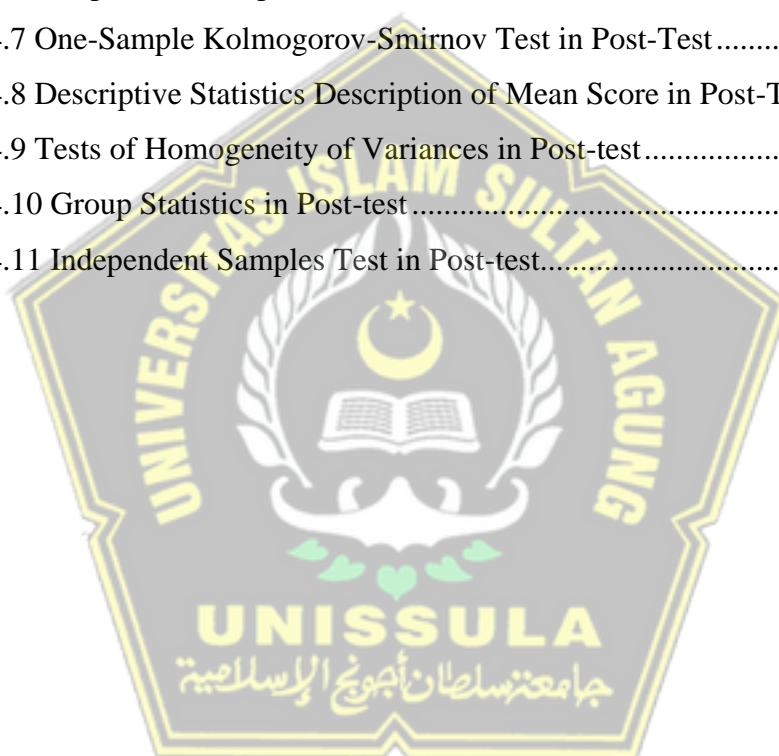
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# CHAPTER I

## INTRODUCTION

This chapter presents background of the study, reason for choosing the topic, research question, objective of the study, limitation of the study, significant of the study, hypothesis, outline of the study.

### 1.1 Background of the Study

Language is the most important part of human life. With language, people can deliver ideas, feelings, experiences and also the minds about things that happened around (Nishanthi, 2018). It also helps to socialize and interact.

English has become one of the wonderful languages for most of the people all over the world. Not only big cities or small villages, everyone in this modern era needs to learn and master it, be it a first language or a second language. Indonesia uses the same term that English has become one of the criteria that we must include in the curriculum.

Without language, people around the world cannot understand each other. Because one of the ways of communication is talking, therefore it needs language to be done. The most crucial foreign language that Indonesians need to communicate in this day and age is English. Speaking, listening, writing, and reading are the four foundational skills of English that students from Indonesia should acquire. Those basic skills are divided into receptive skill and productive skills. They are listening- reading and speaking-writing.

In fact, communication relies heavily on interpreting spoken language. However, listening is sometimes overlooked in language classes in favor of speaking since many language teachers believe that learners spontaneously pick up speaking as they learn a language. It appears difficult for the teachers to select the suitable activities and methods since they must take into account what the students enjoy and what approaches are engaging for them without losing sight of the main points of learning.

Based on the interviews with the Eighth-grade students of SMP Negeri 5 Demak, many students feel that English material was difficult. Most of the students had difficulty in listening to the audio clearly. They said that when they listened to the audio, they did not understand what the speaker was talking about. In addition, students did not believe that they could do the task after listening to the audio, they just guessed the answers of the task. When their teacher asked about what the speaker was talking about, they just kept silent because they were afraid of making mistakes and being laughed by other students.

Everyone is aware of the power of song as a medium for aiding pupils in learning English vocabulary. It encourages students to improve the four language skills (Son & Nghi, 2019). It provides numerous things that can help students remember things, such as sounds, poetry, and melodies. It means that song can help students learn English more effectively (Kobilova, 2021).



During learning activities, students prefer to be involved in activities they like. By using English song as an aid in teaching listening, the teacher can get several benefits. Students can learn with pleasure because they learn in different ways. They do not always have to listen to the voice of their teacher who has limitations or even bores them.

In this modern era, teachers must be smarter in carrying out learning in the classroom. One of them is to use English songs to improve students' vocabulary. Many students do not understand in choosing the appropriate vocabulary for various contexts (Brace et al., 2013). In some cases, they often misunderstand the meaning of one word to another. It's crucial that pupils acquire the proper vocabulary knowledge. It is important for students to learn correctly about the vocabulary.

Based on the interviews with the teachers, the students tend to be interested in enjoyable situation from learning to use English songs, the writer was interested in conducting research on "The Use of Song a Medium to Improve the Vocabulary Mastery of the Eighth grade Students" in order to help students to solve their problem. The writer wanted to check whether the use of song was effective or not for the students' vocabulary improvement.

## **1.2 Reasons for Choosing the Topic**

The researcher took judgment for the following reasons:

1. Eighth grade students at SMP Negeri 5 Demak have difficulty in listening skills.
2. Eighth grade students at SMP Negeri 5 Demak feel less confident in answering to questions.
3. The teacher as the main resource person has limitations in practicing listening skills.

## **1.3 Research Question**

Related to the previous study's context, the researcher intends to answer the following problem: "Is it effective to use song as a medium to improve the vocabulary mastery of the eighth-grade students at SMP Negeri 5 Demak?"

## **1.4 Objective of the Study**

The objective of is to find out whether the use of song as a medium effective to improve the vocabulary mastery of the eighth-grade students at SMP Negeri 5 Demak.

## **1.5 Limitation of the Study**

The researcher limited the study into the eighth-grade students of SMP Negeri 5 Demak as the sample and song as medium was the focus to improve students' vocabulary mastery.

## **1.6 Significant of the Study**

The results of this study are supposed to be beneficial for students, teachers, and readers.

## 1. Pedagogical Significance

### a. Students

Hopefully, this research can provide opportunities for students to work together with their friends and solve problems together during learning.

### b. Teachers

This research can assist English teachers in locating current sources to enhance their methods of instructing and learning. And with this English song, hopefully the teacher can help students learn easily and fun.

## 2. Practical Significance

### a. Students

The findings of this research can boost students' interest in learning vocabulary using English songs.

### b. Teachers

The results of this study are expected to advance the teacher's insight on How to be original, creative, and engaging when teaching, especially when solving difficulties for children to improve the vocabulary.

### c. Readers

Hopefully, after reading this research, readers should be able to learn more and reap the rewards. This might also be referred to by other parties who want to carry out related research.

## **1.7 Hypothesis**

According to Gulo (2002), hypothesis is a statement which at the time of expression does not know the truth, but it is possible to be tested in empirical reality.

The hypotheses are stated below:

H0 : There is no significant difference in the mean scores of the eighth-grade in the vocabulary test between student taught using English songs and those who are not taught without using English songs.

H1 : There is a significant difference in the mean scores of the eighth-grade in the vocabulary test between student taught using English songs and those who are not taught without using English songs.

## **1.8 Outline of the Study**

The research consists of five chapters.

Chapter 1 is introduction. It comprises background of study, reason for choosing the topic, research question, objective of the study, significances of the study, limitation of the study, hypothesis, and the last is outline of the study.

Chapter 2 is reviews of related literature on the subject of the research as well as earlier studies from journals, books, and the internet. It explains the modern material handling technology. Additionally included are order choosing procedures and the design idea for storage. The strategies for assessing systems and putting forth alternatives are then discussed.

Chapter 3 is method of study. It delivers the design of the study, subject of the study, data of the study, instrument of the study, technique for collecting data, data collecting procedure, data analysis, time schedule.

Chapter 4 is analysis of the results and discussion. This chapter presents the school's profile, description of respondents, validity and reliability of the instruments, pre-test, treatment, post-test, discussion of the research finding.

Chapter 5 is conclusion and suggestions. This chapter presents the conclusion and the suggestion and the suggestion.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents: vocabulary, definition of vocabulary, teaching vocabulary, song, definition of song, kinds of song.

#### **2.1 Vocabulary**

Learning a language and learning vocabulary cannot be separated because vocabulary is an important component of language. Students who want to learn a language, knowing vocabulary is important for their language improvement.

##### **2.1.1 Definition of Vocabulary**

One language skill that English language learners must master is vocabulary. Vocabulary has an important role, which is the foundation to help learners master the four language skills. In both language teaching and language learning, vocabulary is essential.

Vocabulary is an important aspect in English language. According to Juliana and Manurung (2022), vocabulary is a collection of words that are the basic components in English and this is needed by students when learning language skills. Students who learn English must have a strong foundation on vocabulary in order to enable them to learn English easily.

The vocabulary itself plays many roles in communicating ideas to listeners, empowering students to speak fluently, and making it easier for students to express can be achieved their messages and information. If students have less vocabulary, they will find many difficulties to express their feelings and ideas.

In another opinion, For English language learners to listen, speak, read, and write, they need to have a strong vocabulary. Without vocabulary, English language learners are unable to comprehend reading and listening comprehension as well as produce writing and speaking activities (Abdulhalim et al., 2021).

Based on the above statement, vocabulary is a list of terms and their definitions that accompany a foreign language textbook. Therefore, it is essential to teach vocabulary before going on to other abilities, as vocabulary plays a crucial role in facilitating language acquisition, including listening, writing, speaking, and reading, which we refer to as the four language skills.

### **2.1.2 Techniques of Teaching Vocabulary**

A teacher must be able to choose appropriate technique to increase students' vocabulary because Teaching vocabulary is a difficult task that requires conveying the meaning of words. To fulfill the objectives of vocabulary mastery, a teacher must employ an appropriate strategy for teaching vocabulary.

According to Lelawati et al. (2018), there are three primary stages in vocabulary instruction. Various strategies are employed at each level. Follows:

#### **1. Techniques in Presentation**

This technique is an important stage where students are introduced to new words. As an English teacher, is important know the appropriate vocabulary teaching techniques for students.

#### **2. Techniques in Practice**

In the practice phase, there are a variety of tasks that can be used to help move words into long-term memory.

3. Media is the primary instrument for teaching and learning. It is utilized to capture the attention of students and present information clearly. Young student teachers should include images into their classroom activities to enhance their instruction.

## **2.2 Song**

Song is one of the teaching tools that is utilized to aid in the development of the English language. The use of song in the classroom has numerous advantages for the learning process.

### **2.2.1 Definition of Song**

Song is an important medium to support students in learning English, especially certain song can motivate students during the learning process. In other words, song is essential to learning English because it heightens students' sensitivity to sounds.

A song is a piece of music in which words are sung and whose purpose is to express feelings, experiences, and sometimes a story ,(Ardhyanti et al. 2020). Songs always have a certain message for their listeners, and their melodious rhymes can influence listeners and force them to fall for the lyrics. According to Thao and Herman (2021), song is a singular and independent piece of music, which aims to be sung by the human voice with a clear and specific tone and pattern. In other opinion, song is considered as a communication system with other people using sound and song to express feelings, feelings, ideas, emotions or thoughts (Thao & Herman, 2021).



### **2.2.2 Advantages of Using Song in Improving Vocabulary**

Songs are regarded to be useful to stimulate pupils when they are studying English in particular. Songs are also a crucial element of learning English since they increase pupils' sensitivity to sound, and learning languages is nothing more than learning various sorts of meaningful sound (Sekeon et al., 2022).

According to Sekeon et al. (2022), there are three advantages of using English songs to improve students' vocabulary.

1. Songs can increase students' creativity and imagination
2. Songs can enhance and teach other intelligences. It has been found that songs can improve mathematical reasoning, particularly abstract thinking skills in children, directly and consistent way.
3. Songs can stimulate students' memory. Songs are accessible, contain native languages, teach vocabulary, grammar, and cultural knowledge while entertaining pupils. Inside and outside of the classroom, songs can be utilized to assist kids enhance their speaking, listening, and language abilities.

In conclusion, there are many useful aspects of using music in teaching and learning English and they can be seen clearly. Music is not only a means to help learners improve their English skills but music is also a means of recreation for students.

### **2.3 Previous Studies**

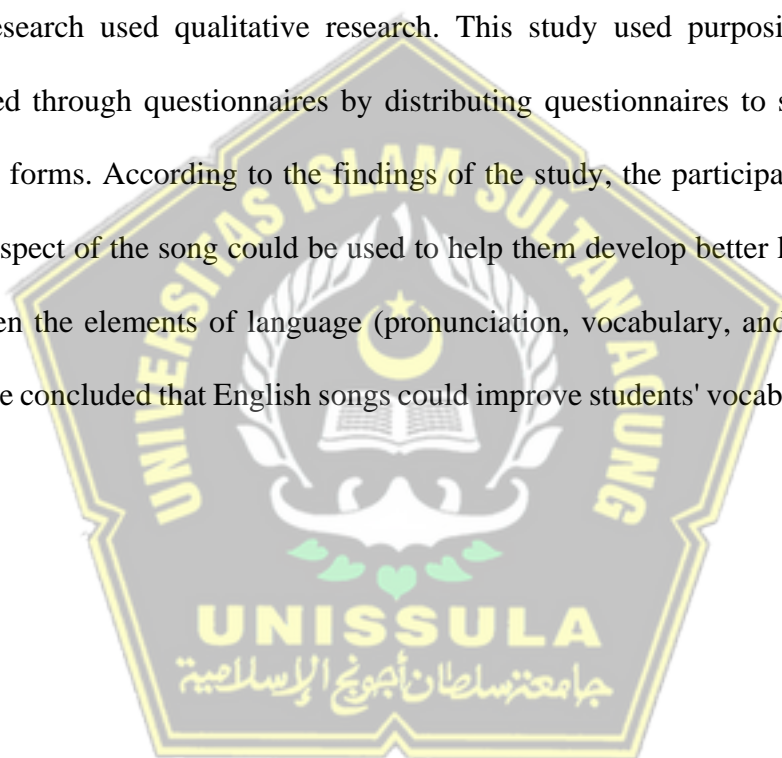
There are three previous studies used in this research. The first study entitled

"Improving Students' Vocabulary Through Songs". This research was written by Ilinawati and Darma (2018). This study focused on increasing students' vocabulary through English songs. The participants in the study were first-semester English language students, STKIP Persada Khatulistiwa Sintang, academic year 2018/2019 which consisted of 22 students. This study attempted to expand pupils' vocabularies through the use of songs. This study's methodology is qualitative research, and the objective is to eliminate vocabulary using English songs. This study involved classroom action research consisting of a single cycle. The researchers employed observation sheets, field notes, and tests to collect data. The results demonstrated that the usage of songs increased student vocabularies. The test results showed that the average score was 80.25 and it was good.

The second study entitled "Do You Like Listening to Music?: Students' Thought on Their Vocabulary Mastery Using English Songs". It was written by Isnaini and Aminatun (2021). This study focused on EFL students, English songs and vocabulary. This study intends to determine how students perceive their English song-based vocabulary proficiency. This study involved 30 students enrolled in the English Education program at the Faculty of Arts and Education at Universitas Teknokrat Indonesia. As a research methodology, the author employed descriptive qualitative investigation. The data was gathered by questionnaire and interview. According to the results of the questionnaires and interviews, English music had a significant impact on their English proficiency. Additionally, students believe that English songs assist them in learning new language, unfamiliar vocabulary, and perfect pronunciation. The listening of English music could increase their

vocabulary.

The third entitled "The Use of English Songs to Improve Students' Vocabulary Mastery". This study was written by Wardiman et al., (2022). This study focused on English vocabulary and songs. This study was aimed of determining the use of English songs in improving vocabulary mastery. The subjects of this study were English students' batch 2019 at Tadulako University. This research used qualitative research. This study used purposive. Data was collected through questionnaires by distributing questionnaires to students using Google forms. According to the findings of the study, the participants found that every aspect of the song could be used to help them develop better listening skills and even the elements of language (pronunciation, vocabulary, and grammar). It could be concluded that English songs could improve students' vocabulary mastery.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents research methods which include research design, population and sample, research variables and indicators, research instruments, procedures, research data collection, and research data analysis.

#### **3.1 Research Design**

This research used quantitative research and the research design was experimental. According to Leavy (2017), quantitative research is research that focuses on achieving objectivity, control, and precise measurement. Experimental design is a conventional method for doing quantitative research (Creswell, 2014). In another opinion, experimental research is the oldest form of research that aims to take deliberate action and is followed by systematic observation (Leavy, 2017).

In the study, a quasi-experimental design was used English songs as the experimental group. Assessment of the sample group provides a measure of the effect of treatment on students. In addition, statistical computing serves as a tool to analyze and compare the best results.

This study used a quasi-experimental design. This means that the selection of research samples did not use randomization. There were two groups in this study. The experimental and control groups, respectively. In this instance, the experimental group was administered treatment whereas

the control group was not. The research design consisted of pre-test, treatment and post-test, adapted from Cohen et al. (2007).

Group 1                    O1    X    O2

Group 2                    O3                    O4

Where:

Group 1                    : Experimental Group

Group 2                    : Control Group

O1 and O2                : Pre-test

X                            : Treatment for experimental group using English Song

### 3.2 Subject of the Study

The subject of this research was the students of SMP Negeri 5 Demak, especially for eighth grade students in the 2022/2023 academic year. To provide some specific information about the participants of this study, the research describes the research subject through the following aspects: population and sample.

#### 3.2.1 Population

This research had taken place at SMP Negeri 5 Demak. The population of this study was class VIII SMP Negeri 5 Demak in the academic year 2022/2023.

#### 3.2.2 Sample

In this research, the writer used a method called "purposive sampling" to choose this sample. As indicated by Davies and Hughes (2014), in conducting quasi-experimental research, the control and

experimental groups should in terms of gender, accomplishment, or ability, be as similar as feasible. 8D and class 8E were the samples of this study. Both classes had same characteristics. The experimental class of was 8D which consisted of 26 students and the control class was 8E which consists of 26 students. The total was 52 students.

### **3.3 Variable of the Study**

According to Ary et al. (2014), variable is a construct or characteristic that can take or different values or scores. There are two major variables in this study, independent variable and dependent variable.

#### **a. Independent variable**

The independent variable can be interpreted as the cause. In other words, the independent variable is a variable that is thought to have an influence on other variables (Flannelly et al., 2014). The independent variable of this study was the use of English song as a medium.

#### **b. Dependent variable**

The dependent variable can be interpreted as an effect, its value depends on changes in the independent variable (Flannelly et al., 2014). The dependent variable of this study was students' vocabulary mastery at SMP Negeri 5 Demak.

#### **3.3.1 Validity**

According to Surucu and Maslakci (2020), validity is measurement that indicates by validity of research instrument. To obtain research data, the

instrument must be valid. The substance of a test is considered valid if it corresponds, at the very least, to its stated objective.

There are three types of validity. Namely content validity, face validity and construct validity. In this study, to verify whether the test employed as a research instrument was valid or not, the researcher used content validity. The researcher contacted the English teacher to validate the instrument.

### 3.3.2 Reliability

According to Surucu and Maslakci (2020), reliability is the degree to which a test consistently measures the variable being measured.

Reliability indicates that an instrument is used many times to measure the same object with the same result. In this study, the test's reliability was tested using the Cronbach's Alpha formula. It using formal Cronbach's Alpha in SPSS version 28.0

After the researcher finished measuring the test, the research categorized it. It is stated in table 3.1.

Table 3.1 Standard Reliability Level

Score	Standard
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally

	reliable
<0.60	Unacceptably low reliability

(Cohen et al., 2007)

### 3.4 Instrument of the Study

The instrument of this research was a test. A test is a valuable measuring tool for educational studies. Ary et al., (2014) according to this definition, a test is a series of stimuli provided to an individual in order to elicit reactions upon which a numerical score could be ascribed. The test is divided into three, namely try out, pre-test and post-test.

#### a) Try-out

The trial function is to measure the quality of the instrument to be used during the pre-test and post-test, namely by testing the validity and reliability. Students have been given 25 questions in the form of incomplete paragraphs. The paragraph contains the empty song lyrics and students were asked to fill in the missing words from the sentence. The song used for this test was "I Have a Dream" from Westlife. The try-out result was analyzed to determine the test results and obtain validity and reliability.

#### b) Pre-test

Based on the findings of the validity and reliability of the test data, an instrument has been found that has passed to be used as a pretest. The questions were in the form of incomplete paragraphs. The paragraph contained the empty song lyrics and the students have been asked to fill in



the missing words from the sentence. The song that has been used for this test was "I Have a Dream" from Westlife.

c) Post-test

The post-test was given after the pre-test and treatment were completed. Post-test was aimed to measure and determine the results of student achievement in improving vocabulary. The questions were in the form of incomplete paragraphs. The paragraph contained the empty song lyrics and the students were asked to fill in the missing words from the sentence. The song used for this test was "Nothing's Gonna Change My Love" from Westlife.

### 3.4 Data Collection Procedures

In the data collecting procedures of the study, there are some steps for conducting the research. There are six steps to collect the data.

1. The writer selected population of the study. The population was the eighth graders of SMP Negeri 5 Demak.
2. The writer was selecting two groups from the population. They were the experimental group and the control group.
3. Conducting the quasi experimental into four steps: try-out, pre-test, treatment and post-test.
4. The writer collected the post-test to score the test.
5. The writer determined the outcomes of two classes.
6. The writer analyzed the data.

### 3.5 Data Analysis

After collecting all of the data, SPSS (Statistical Package for the Social Sciences) was used to evaluate and process the data using statistical computations. The research data were processed by using SPSS for Windows version 28.0.

a) Normality Test

This normality was utilized to test whether the sample's data distribution is normal. The score is regularly distributed if its normalcy exceeds the significance level (0.05). The data are considered normal if the significance value of the normality test is larger than 0.05. Alternatively, if it is less than 0.05, the data deviates significantly from the normal distribution. This is the criterion of hypothesis:

- H0: Significant Score  $> 0.05$  means the data is normally distributed.
- H1: Significant Score  $< 0.05$  means the data is not normally distributed.

b) Homogeneity Test

The normality test results were carried out, the data homogeneity test was then carried out. In order to determine if there were significant differences between the two groups, a homogeneity test was conducted. This is done to determine whether the data from the two groups have the same variance, allowing the t-test to be used to test the hypothesis. The researcher utilized Levene's Statistical Test from SPSS to calculate the homogeneity test. If the results of the homogeneity test show that the significance of the data is greater ( $>$ ) than the degree of significance ( $\alpha = 0.05$ ), it means that the data is homogeneous, but if the significance of the data is lower ( $<$ ) than the degree of significance ( $\alpha = 0.05$ ), it means that the data is heterogeneous.

## c) T-test

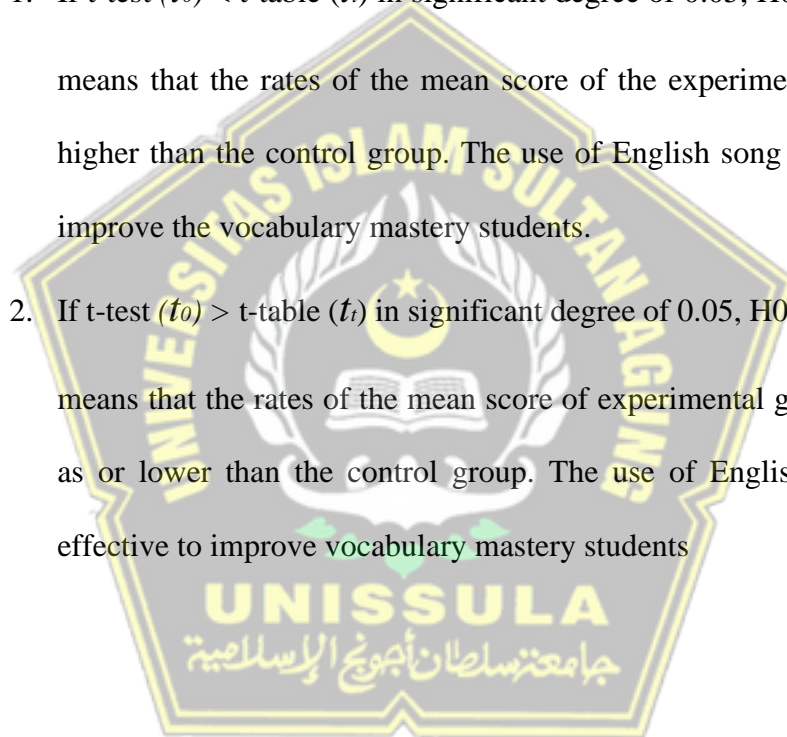
The statistical hypothesis of this study could be seen as:

$t_o < t_i$  H1 is accepted and H0 is rejected

$t_o > t_i$  H1 is rejected and H0 is accepted

The criteria used as follows:

1. If t-test ( $t_o$ ) < t-table ( $t_i$ ) in significant degree of 0.05, H0 is rejected. It means that the rates of the mean score of the experimental group are higher than the control group. The use of English song is effective to improve the vocabulary mastery students.
2. If t-test ( $t_o$ ) > t-table ( $t_i$ ) in significant degree of 0.05, H0 is accepted. It means that the rates of the mean score of experimental group are same as or lower than the control group. The use of English song is not effective to improve vocabulary mastery students



## CHAPTER IV

### ANALYSIS OF THE RESULTS AND DISCUSSION

This chapter presents the school's profile, descriptions of respondents, validity and reliability of the instrument, pre-test, treatment, post-test, discussion of the research finding.

#### 4.1 The School's Profile

The writer carried out research in SMP Negeri 5 Demak. This school is located on Jl. Kyai Singkil No. 95 Demak. The school has 35 teachers, in which three of them are English teachers and total of the students was 450. This school has a library, a mosque, a laboratory, an administration room, a principal's office, and a teacher's office. classroom, class health unit, canteen, bathrooms, speaker, sport field, garden, and parking areas. SMP Negeri 5 Demak achieved success in both academic and extracurricular initiatives. The students were active in joining extra-curricular such as sports (basketball, football, volley and tennis), students' organization, PMR, karate, scout, traditional dance and marching band.

#### 4.2 Descriptions of Respondents

The subject of this study were the eighth graders of SMP Negeri 5 Demak. The classes were selected by the English teacher at SMP Negeri 5 Demak. They were the same grade in which VIII D was classified as the experimental group, VIII E was classified as the control group. The experimental class comprised 26 students, the control class consisted of 26 students and the tryout class was also 26 students.

Table 4.1 The data provided by respondents

Class	Group	Students
VIII C	Try-out	26
VIII D	Experimental	26
VIII E	Control	26
Total		78

### 4.3 Validity and Reliability of the Instrument

This part consists analysis of validity and reliability.

#### 4.3.1 Analysis of Validity

Validation is proof of the truth of the data being studied, valid or not against an instrument (Taherdoost, 2016). For content validity, the researcher created a test based on the material covered by the students as well as the relevant curriculum. The writer makes an assessment rubric and then the rubric was validated by the English teacher. The results of content validity can be seen on the attachment page.

#### 4.3.2 Analysis of Reliability

After ensuring the test's validity, the SPSS 28 program was used to calculate the test's reliability using Cronbach's Alpha formula. Based on the computation, it was determined that the test's reliability was 0.957. The reliability result was greater than 0.60. It indicates that the gadget was quite reliable. Below was the outcome of the reliability:

Table 4.2 Reliability Statistics

Reliability Statistics
------------------------

Cronbach's Alpha	N of Items
.957	25

#### 4.4 Pre-Test

The purpose of the pre-test was to determine the extent of student vocabulary competence prior to treatment. Both the experimental group and the control group were given a pre-test at different times. For class VIII D as the control class, the pre-test will be held on August 5, 2022, from 7.00 to 7.40 pm. while for class VIII E as an experimental class, it will be held on August 5, 2022 at 12.10 to 12.50 p.m. The students listen to English song entitled "I have a Dream - Westlife" and then answer 25 questions in the form of a blank paragraph. In this pre-test, English songs are played as much as possible until the time limit runs out.

After obtaining the experimental and control class pre-test results, the writer used SPSS for Windows version 28.0 to conclude the pre-test result. The conclusions consist of standard normality and T-test, as follows:

##### 4.4.1 Analysis of standard normality (Experimental and Control Class)

The writer used One-Sample Kolmogorov-Smirnov Test in order to know the data distribution of pre-test. The table is displayed below:

Table 4.3 One-Sample Kolmogorov-Smirnov Test in Pre-test

		Unstandardized Residual
N		26
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.79641254
Most Extreme Differences	Absolute	.210
	Positive	.210
	Negative	-.143

Test Statistic			.210
Asymp. Sig. (2-tailed)			.005 <sup>c</sup>
Monte Carlo Sig. (2-tailed)	Sig.		.177 <sup>d</sup>
	99% Confidence Interval	Lower Bound	.167
		Upper Bound	.187

The data analysis of the standard normality is Sig. > 0.05 then the residual value is normally distributed. Based on the table above, it can be concluded that Sig. (2-tailed) Monte Carlo = 0.177 > 0.05, it means that the distribution data was normal.

#### 4.4.2 T-test analysis of the pre-test

After getting the result of pre-test, the writer used independent sample test program SPSS for windows version 28.0 to determine there any differences between experimental and control group.

Table 4.4 Description of Mean Score in Pre-test

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Experiment Class	26	59.38	3.336	.654
	Control Class	26	55.69	3.380	.663

It can be concluded that the average of the experimental class = 59.38 and for control class = 55.69.





		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Learning	Equal variances assumed	.003	.960	3.965	50	<.001	<.001	3.692	.931	1.822	5.563

Based on table 4.6, It can be concluded that the value of Sig.  $0.960 > 0.05$ , it means there was no significant difference between the experimental class and the control class.

#### 4.5 Treatment

The treatment was conducted on August 6th 2022 until August 9th 2022. The students of class VIII D as the experimental class was taught by using English songs. The reason why the writer did only the treatment in the meeting because the English teacher asked the writer personally to minimize the meeting in order to adapt with the examination schedule. The total numbers of the students were 28. Each meeting took 40 minutes. The writer took a role as a teacher in conducting the treatment.

At the first meeting, the song used in the treatment was "Let It Go - Idina Menzel". At the second meeting, the song used in the treatment was "Easy on Me - Adele". At the third meeting the song used was "That's Why You Go Way" from Michael Learns to Rock.

The core of the treatment activity was the writer asked the students about English songs. The writer explained first what an English song is. Students were asked to listen to the English song. Students asked to complete the lyrics contained

in the song while repeating the song as much as possible. After that, the writer asked them to come forward and write the lyrics.

During the treatment, the writer and the students discussed the conclusions about the material that had been given. The writer invited students to ask whether there were difficulties in understanding the lyrics given. At the end of the activity, a reflection was carried out on the activities that have been carried out.

#### 4.6 Post-test

The next stage after pre-test and treatment is post-test. The purpose of post-test was to find out the ability of the students after getting some treatments. The post-test for experimental and control group were conducted on August 11th 2022. It was followed by 52 students; consisted of 26 students of VIII D as the experimental group and 26 students of VIII E as a control group.

##### 4.6.1 The Standard Normality (experimental and control group)

Normality is aimed to know the distribution of each variable was normal or not (Taherdoost, 2016). Normality was tested using one-sample Kolmogorov-Smirnov test with provisions that the alpha of significance 5% or 0.05. In this part the writer compared the data of the experiment and control group.

Table 4.7 One-Sample Kolmogorov-Smirnov Test in Post-Test

		Experiment Class	Control Class	Unstandardized Residual
N		26	26	26
Normal Parameters <sup>a,b</sup>	Mean	97.54	56.15	.0000000
	Std. Deviation	4.393	3.663	3.54594863
Most Extreme	Absolute	.328	.218	.147

Differences	Positive	.288	.218	.140
	Negative	-.328	-.199	-.147
Test Statistic		.328	.218	.147
Asymp. Sig. (2-tailed) <sup>c</sup>		<.001	.003	.153
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.000	.003	.141
	99% Confidence Interval	Lower Bound	.001	.132

From the table above, the authors conclude that the normality of the experimental class sig (2-tailed) = 0.001 < 0.05. and for the control class sig (2-tailed) = 0.003 < 0.05. What is there is not normality. Therefore, it is necessary to transform the data and the results of the transformation show sig (2-tailed) = 0.141 > 0.05, which means the data is normal. For the average value of the experimental class = 97.54 and the average for the control class = 56.15. The table can be shown as follows:

Table 4.8 Descriptive Statistics Description of Mean Score in Post-Test

	N	Mean	Std. Deviation	Minimum	Maximum
Experiment Class	26	97.54	4.393	80	100
Control Class	26	56.15	3.663	52	64
Unstandardized Residual	26	.0000000	3.54594863	-4.48103	7.51897

#### 4.6.2 T-test

After getting the result of post-test, the writer continued to analyze the hypothesis using non parametric test. The writer used independent sample test program SPSS for windows version 28.0

determine the hypothesis. The analysis of t-test was to find out whether the post-test score of experiment and control group was significant or not. In this T-test, there are two tests, namely the Homogeneity test and the Independent Sample test.

Table 4.9 Tests of Homogeneity of Variances in Post-test

		Levene Statistic	df1	df2	Sig.
Learning outcomes	Based on Mean	.007	1	50	.936
	Based on Median	.232	1	50	.632
	Based on Median and with adjusted df	.232	1	36.176	.633
	Based on trimmed mean	.004	1	50	.948

For this homogeneous test using Levene's test. The basis for making decisions is Sig. > 0.05 then the data distribution is homogeneous. From the results above, it can be seen that Sig. 0.936 > 0.05. Therefore, it is concluded that the results are homogeneous data distribution.

Table 4.10 Group Statistics in Post-test

	Class	N	Mean	Std. Devia tion	Std. Error Mean
Learning outcomes	Experiment Class	26	97.54	4.393	.862
	Control Class	26	56.15	3.663	.718

The table above shows that the average of the experimental class was 97.54. and the average of the control class is 56.15. So, it can be concluded that the average of the experimental class is higher

than the average of the control class.

Table 4.11 Independent Samples Test in Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Lea	Equal variances assumed	.007	.936	36.894	50	<.001	<.001	41.385	1.122	39.132	43.638

Seen in the table of variables whose work value is seen in the Levene's test of 0.007 and has a probability (sig 0.936). which means above 0.05. So, it can be concluded that H0 cannot be rejected. Thus, the results of the analysis of the different T-test are in column T (t=36,894) with a probability of <0.001. It can be concluded that the problem has a significant difference and H0 is rejected.

#### 4.7 Discussion of Research Finding

This study demonstrated that English songs had a positive influence on the vocabulary skills of eighth-grade students at SMP Negeri 5 Demak. It can be deduced from the research findings. At the first meeting, the writer administered a pre-test to determine the initial state of the students. The outcome demonstrated that the pupils began under comparable conditions. After receiving the pre-test, pupils in the experimental class received treatments three times per week for two weeks. The final procedure was assessed with a post-test. Independent Sample T-test on the post-test revealed a statistically significant difference in vocabulary achievement between experimental and control classes.

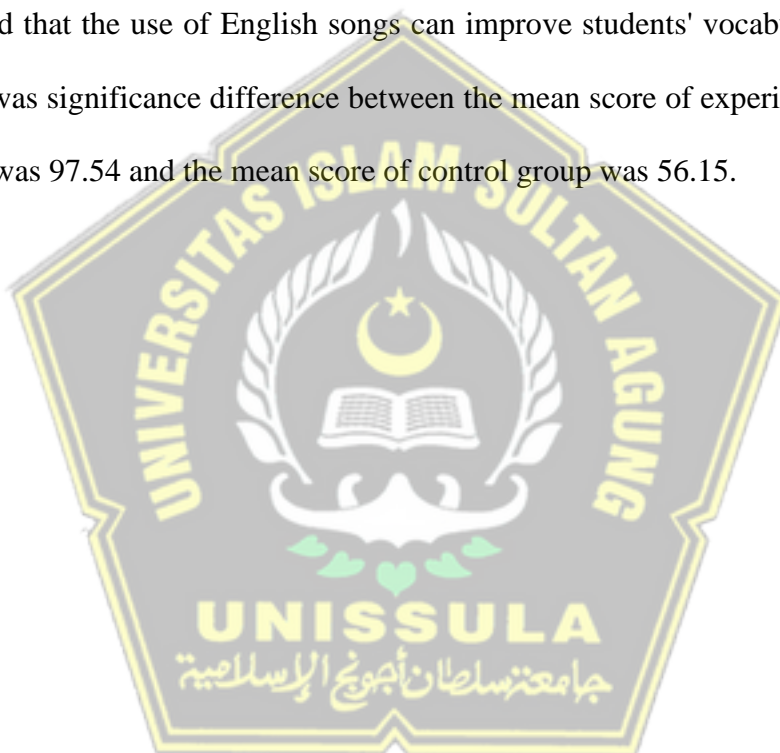
The Results concerning vocabulary achievement above were the same as those of previous studies carried out in junior high school. They showed that teaching vocabulary using English song was effective and could be applied in all levels of learning. On the other, the process, the subjects and also the devices which were used are different from those of previous studies carried out in elementary school and junior high school. One possible reason is that the writer needs to check the device and the treatment with the subject of study.

There are some previous researches that had the same objective with this researches' that had the same objective with this research. The first research was Ilinawati & Darma (2018), Improving Students' Vocabulary Through Songs. The Purpose of this research was to improve students' vocabulary mastery using English songs. It shown that the students were motivated during implemented English songs in learning vocabulary.

Another research was Wardiman et al. (2022), The purpose of this study was

to determine find out the use of English songs in improving their vocabulary mastery. The result of this research shown that use of English song can improve students' vocabulary of verb and made them enthusiast and motivated.

Considering those two previous researches, it can be assumed that this research which is also implementing English song is possible to be conducted to know the result whether it can improve students' vocabulary mastery or not. And This study revealed that the use of English songs can improve students' vocabulary mastery. There was significance difference between the mean score of experimental groups which was 97.54 and the mean score of control group was 56.15.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestion of from what was discussed in the previous chapter.

#### 5.1 Conclusion

After doing the research, the writer concluded that teaching vocabulary by English song was effective than teaching vocabulary without using English songs to improve students' vocabulary mastery.

The result of computation of the Levene test was 0.007 and has a probability (sig 0.936). It means above 0.05. Therefore,  $H_0$  was not rejected. Thus, the results of the analysis of the different T-test are in column T ( $t=36,894$ ) with a probability of  $<0.001$ . It can be concluded that the problem has a significant difference and  $H_0$  was rejected. After three treatments by the writer in experimental class, the post-test score is increase. And the table above shows that the average of the experimental class is 97.54. and the average of the control class is 56.15. So, it can be concluded that the average of the experimental class is higher than the average of the control class. It means that there was a significant influence of using English songs in teaching vocabulary mastery.

#### 5.2 Suggestion

Regarding the result of the research, some suggestions are for teachers, students, and readers. In applying English songs, teachers should use time as efficiently as possible because the teaching learning process by English songs take



a quite long time. For a teaching and learning process. Teachers should have time management skills. Students should be accountable for discussing the material presented by the teachers. This study given students an increase in vocabulary mastery. The writer hopes the readers will get inspiration from thus final project and use it as a reference to conduct some research by developing different English songs.



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