

**THE USE OF ENGLISH SONGS TO IMPROVE  
STUDENTS' VOCABULARY MASTERY: AN EXPERIMENTAL STUDY**

**A FINAL PROJECT**

Submitted as a partial fulfillment of the requirement for the Bachelor's Degree  
*(Sarjana Pendidikan) in English Education*



proposed

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**ENGLISH EDUCATION STUDY PROGRAM  
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SULTAN AGUNG ISLAMIC UNIVERSITY**

**2023**

**PAGE OF APPROVAL**

A Final Project

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STUDENTS' VOCABULARY MASTERY: AN EXPERIMENTAL STUDY**

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This final project has been approved by the advisor and to be examined by the  
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Semarang, 26 June 2023

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A Sarjana Pendidikan Final Project on

**THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS'  
VOCABULARY MASTERY: AN EXPERIMENTAL STUDY**

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Declared before the Board Examiners  
On 24<sup>th</sup> July, 2023  
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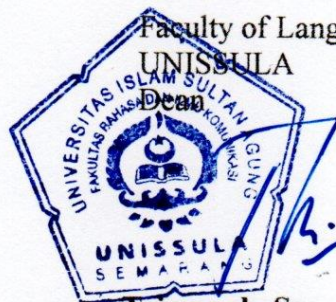
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## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly wrote in order to qualify or this degree was actually a work of my own. Through the various process of research, guidance, discussion, and exposure or all the test I have passed. All quotations of good directly and indirectly and kindly from other source have been accompanied by information about their source in the manner in which scientific writing is customary.

Semarang, 26 June 2023



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## **MOTTO AND DEDICATION**

### **MOTTO**

"The wind doesn't blow to shake the trees but tests the strength of the roots."

Ali bin Abi Talib.

### **DEDICATION**

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

My beloved parents

My beloved husband

My beloved brother and sister

My best friend

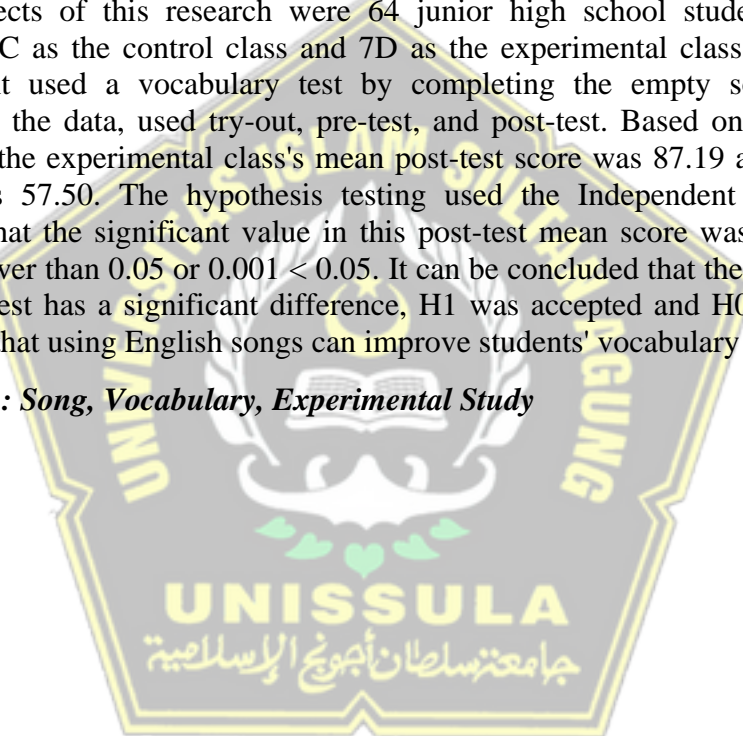


## ABSTRACT

**Hania, Ainun. (2023).** “The Use of English Songs to Improve Students’ Vocabulary Mastery: An Experimental Study.” A final project. English Language Education Program, Faculty of Language and Communication Science. Sultan Agung Islamic University. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd as the advisor.

This research aims to determine whether using English songs can improve students’ vocabulary mastery. This research used a quasi-experimental design. The subjects of this research were 64 junior high school students from two classes, 7C as the control class and 7D as the experimental class. The research instrument used a vocabulary test by completing the empty song lyrics. In collecting the data, used try-out, pre-test, and post-test. Based on the research's findings, the experimental class's mean post-test score was 87.19 and the control class was 57.50. The hypothesis testing used the Independent T-test, which showed that the significant value in this post-test mean score was 0.001, which means lower than 0.05 or  $0.001 < 0.05$ . It can be concluded that the mean score of the post-test has a significant difference, H1 was accepted and H0 was rejected, meaning that using English songs can improve students' vocabulary mastery.

**Keywords:** *Song, Vocabulary, Experimental Study*

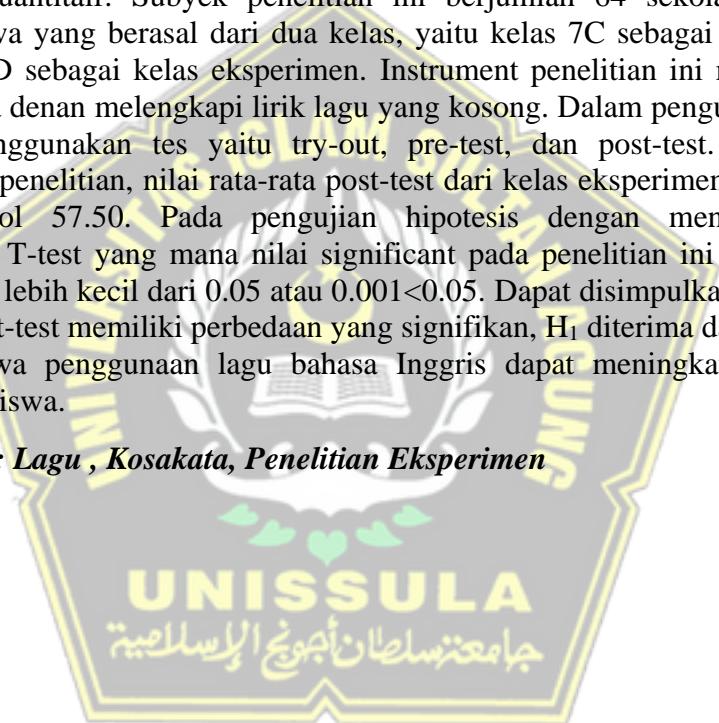


## INTISARI

**Hania, Ainun. (2023).** “The Use of English Songs to Improve Students’ Vocabulary Mastery: An Experimental Study.” Skripsi. Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd sebagai dosen pembimbing.

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan lagu bahasa Inggris untuk meningkatkan penguasaan kosakata pada siswa. Penelitian ini menggunakan desain penelitian quasi-eksperimental yang mana merupakan penelitian kuantitatif. Subyek penelitian ini berjumlah 64 sekolah menengah pertama siswa yang berasal dari dua kelas, yaitu kelas 7C sebagai kelas kontrol dan kelas 7D sebagai kelas eksperimen. Instrumen penelitian ini menggunakan tes kosakata dengan melengkapi lirik lagu yang kosong. Dalam pengumpulan data, peneliti menggunakan tes yaitu try-out, pre-test, dan post-test. Berdasarkan temuan dari penelitian, nilai rata-rata post-test dari kelas eksperimen 87.19 dan kelas kontrol 57.50. Pada pengujian hipotesis dengan menggunakan uji Independent T-test yang mana nilai signifikan pada penelitian ini adalah 0.001 yang artinya lebih kecil dari 0.05 atau  $0.001 < 0.05$ . Dapat disimpulkan bahwa nilai rata-rata post-test memiliki perbedaan yang signifikan,  $H_1$  diterima dan  $H_0$  ditolak, artinya bahwa penggunaan lagu bahasa Inggris dapat meningkatkan penguasaan vocabulary siswa.

**Kata Kunci : Lagu , Kosakata, Penelitian Eksperimen**



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4. My advisor, Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
5. All lecturers and staff English Education Department.
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Finally, I realized that this final project is still imperfect. However, I hope this can be useful for the researcher in particular and the readers in general.

*Wassalamualaikum Warrahmatullahi Wabarakatuh*

Semarang, 26 June 2023



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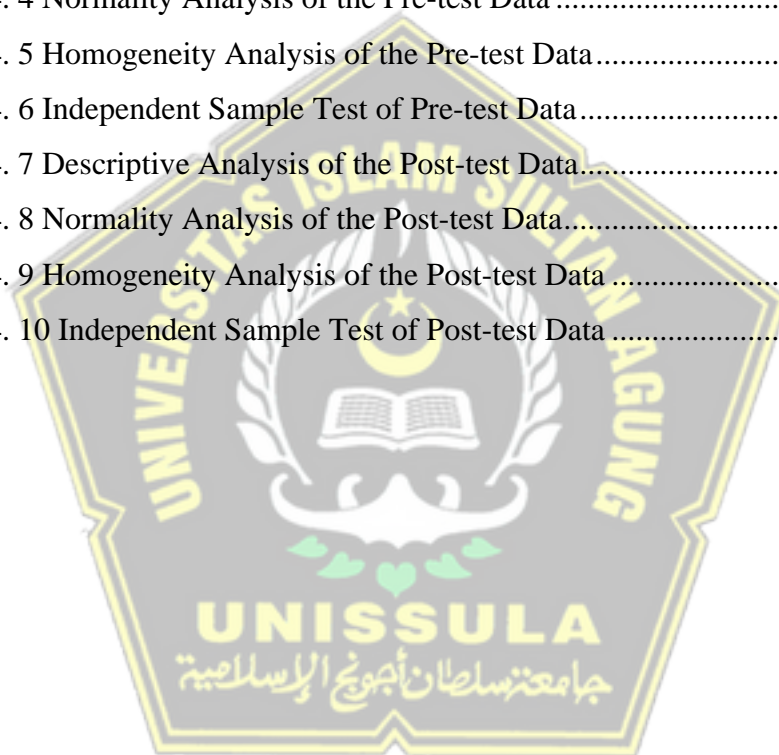
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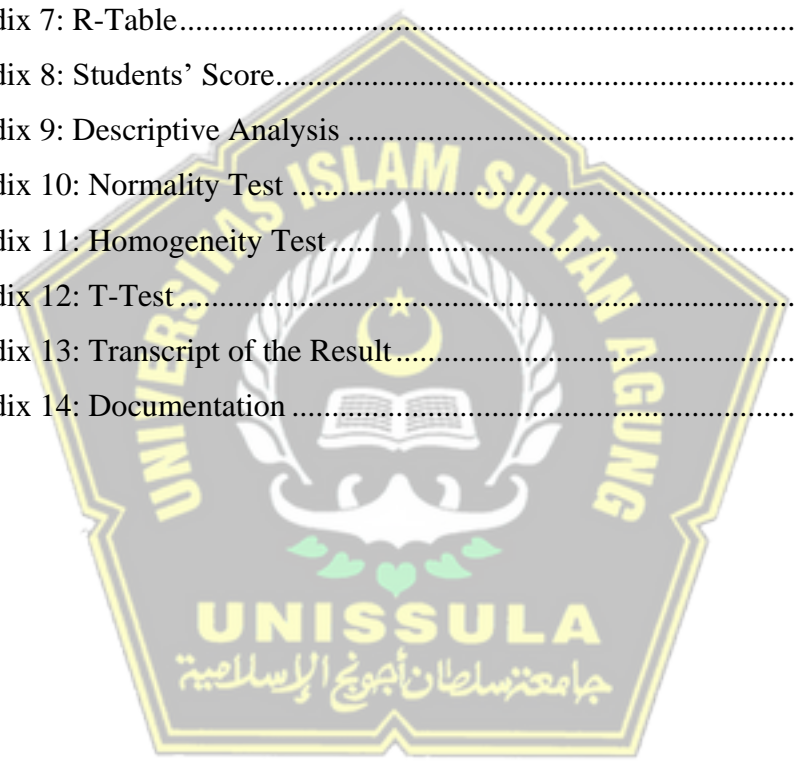
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# **CHAPTER I**

## **INTRODUCTION**

This initial chapter presents and explains the Background of the Study, the Reason for Choosing the Topic, the Statement of the Problem, the Objectives of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

### **1.1 Background of the Study**

Indonesia is countries organize English lessons at every level of education. One level of education that contains English lessons is Junior High School. Junior high school students from eleventh to thirteen years are active and have strong memory ability, which they can rapidly develop English (Bland, 2019). They think English is complicated and challenging to learn because it has striking differences from the Indonesian language. However, many junior high school students still experience problems when learning English. As the result they do not even want to pay attention when learning occurs. It undoubtedly has an impact on learning English at the next level. The teachers must be responsible for making students enjoy the classroom.

English teaching and learning in Indonesia have many obstacles, especially in Junior High School in the seventh grade (Gunantar, 2016). The first is limited study hours. The students only get 2 hours or 90 minutes of English lessons a week (Lestariyana & Widodo, 2018). Many teachers complain because, within 90 minutes, they can only explain to students. It causes students not to have the

opportunity to practice the materials given. After students leave the classroom, they get unsupportive environmental conditions to practice English. They fail to achieve the planned learning objectives if this happens continuously.

English learning at Junior High School is inadequate teaching materials and limited teaching facilities, the absence of learning models, cards, pictures, and less attractive methods and interest to students. The limited teaching and learning facilities here refer to the limited creativity regarding the teachers' teaching methods and media (Shehadeh & Farrah, 2016). The obstacles are caused by improper technique and lack of practice in teaching media that are not interesting for the students. If appropriate methods and media do not support the learning process, Students may become disinterested and reluctant to learn English.

Students require encouragement and help from their environment to learn English. The condition of schools in rural areas makes it difficult for students to access the English language. Besides that, teachers' limited teaching ability and knowledge teachers in teaching English can also add obstacles to the learning process (Banu et al., 2021). The teacher's limited teaching ability, knowledge, and motivation impact students the most. Students must be motivated to study and participate in teaching and learning activities. Motivation can help students develop and understand the materials (Chotimah & Astiyandha, 2022). Besides that, motivation can also make students feel happy and enjoy the classroom

Looking at the fact learning English in Junior High School has many obstacles. It can cause many students at this level to fail to understand English lessons. The initial stage throughout the learning and teaching of English students

is the introduction of the vocabulary. One of English's components is vocabulary that teachers must convey to students (Lelawati et al., 2018). There are several reasons why students have a low ability to understand and memorize English vocabulary. These problems can be caused by limited practice, limited study hours, and a lack of teacher skills in teaching English (Bland, 2019). One of the most significant impacts is inappropriate teaching methods and media unattractive and attractive to Junior High school students.

Based on the problems above, education and learning are several challenges in junior high school English. Many teachers use conventional methods that prioritize theory rather than practice when teaching the students, even though the time for teaching is minimal. It can cause them to fail and not have the opportunity to practice related to the materials the teacher has given. Therefore, the learning and teaching processes must be centered on the students, so they can relax and enjoy themselves in the classroom. The research topic examines student-centered learning activities to create fun and optimal learning.

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

Previous researchers have carried out several studies related to student-centered learning in teaching English (Elisa, 2020; Farida et al., 2019; Ngarofah & Sumarni, 2018; Rahmawati & Utami, 2020; Razaq, 2022) about teaching media using flashcards and (Dawamuddin et al. 2021; Fatmawaty et al. 2021; Julaiha et al. 2022; Liando et al, 2022) about teaching media using the picture. Teaching media to teach student-centered learning is not only by using flashcards and

photographs; the studies above focus on vocabulary learning, speaking, and reading development.

Based on the previous research gap mentioned above, the reasons for choosing the topic are because, so far, no research has focused on optimizing the development by using English songs for students' vocabulary mastery at Junior High School. According to Fransischa and Syafei (2016), songs can encourage students' learning more efficiently and encourage a positive emotional attitude in the classroom. Songs can improve students' motivation, concentration, creativity, and academic achievement. It can also help students memorize and understand the materials that the teacher has presented. Vocabulary is the first step to English learning. Teaching and learning vocabulary for students in junior high school can affect their other skills in teaching English at the next level. Therefore, this research solves the problems of the learning condition at the school and enriches the discussion about teaching strategy at Junior High Schools.

### **1.3 Statement of the Problem**

Formulates the issue of the question becomes:

"Are there any significant differences in using English songs to improve students' vocabulary mastery?"

### **1.4 The Objective of the Study**

This research state as follows:

"To analyze whether or not using English songs in the learning process has significant differences to improve students' vocabulary mastery."



### 1.5 Hypotheses of the Study

H<sub>0</sub>: There is no significant difference in the vocabulary test mean scores between students taught using English songs and those taught without using using English songs.

H<sub>1</sub>: There is a significant difference in the vocabulary test mean scores beteem students taught using English songs and those taught without using English songs.

### 1.6 Limitations of the Study

The scope of this research is following:

1. This study involved seventh-grade at Junior High School students in Batang Regency, Central Java, Indonesia, as suggested by the school principal.
2. English Songs facilitate students' vocabulary mastery because it also helps students improve their learning motivation, concentration, creativity, and academic achievement.

### 1.7 Significance of the Study

This research is expect to get pedagogical and practical significance:

1. Pedagogical Significance
  - a. This study's significance is contributed for English teaching and learning activities.
  - b. This study can help the researcher to apply the knowledge and skills related to the teaching strategy obtained during the study. This study also gives the researcher some experiences about the actual situation, especially in

teaching vocabulary using English songs. This study's results were used as a reference for the following researchers who want to continue researching effects of using English songs to develop students' vocabulary mastery.

## 2. Practical Significance

- a. The study's result can motivate students to learn English vocabulary and increase their interest in studying it in a fun and collaborative way. Hopefully, students can improve their vocabulary mastery and academic performance in English.
- b. The outcome of this research can help English teachers to use alternative ways of teaching English vocabulary using English songs. This study also guides teachers in learning educational creativity to develop students' vocabulary mastery especially in junior high school.

### 1.8 Definition of Key Term

The researcher defines some important terms which are used in the research following:

#### 1. Song

A song is a piece of music in which words are sung and whose purpose is to express feelings, experiences, and sometimes a story (Daud, 2019). The song is one of the teaching methods used to convey learning material through children's songs which function that students feel they have no pressure to learn languages. Using pieces of songs, students can listen, imitate, and memorize learning vocabulary well (Antika, 2021).

## 2. Vocabulary

Vocabulary is an essential English component that must be learned to improve English skills. Vocabulary is the foundational understanding for learning English that relates to the kinds and definitions of words that pupils need to be familiar with (Nurkolip & Hanafi, 2019). The student's vocabulary mastery is the student's abilities to learn and understand a word in English.

## 3. Experimental Study

Experimental study is a quantitative method that used to measure treatment's effect on something being studied (Saputro et al., 2020). The goal of experimental research is to compare the effects of one treatment on a group's symptoms to those of other groups receiving other treatments.

### 1.9 Organization of the Study

The organization of the study in Chapter I is an Introduction. It presents and explain the background of the study, reason for choosing the topic, statement of the problem, objectives of the study, hypotheses of the study, limitation of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II is a review of related literature. It presents and explains the underlying research theory. It includes explanations of some terms.

Chapter III is about the Method of Study used in conducting this study. It consists of design of the study, subject of the study, data of the study, technique for collecting the data, data collecting procedure, data analysis, and time schedule.

Chapter IV is about the data analysis and discussion. It discusses the finding of the study. This chapter consist of a try-out, pre-test, treatment, and post-test, summary, and discussion of the study.

Chapter V is about the conclusion and suggestion. It explains the conclusion of the study's findings. Then, the suggestion explains the writer's suggestion about the study.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents songs for teaching English, vocabulary for students in junior high school, and review of the previous study. The previous study delivered some reviews of earlier researchers to determine the impact of these methods.

#### **2.1 Song for Teaching English**

A song is a piece of music in which words are sung and whose purpose is to express feelings, experiences, and sometimes a story (Daud, 2019). The song can be used for relaxation. It turns out that song is not only enjoyed by an adult but also by teenagers and kids (Hadi, 2019). Many people like the song because they can cheer themselves up when lonely. Only by listening to the song can people laugh, cry, feel sad, or become enraged.

Fracischa and Syafei (2016) argued that songs could stimulate students to learn more efficiently and encourage a positive emotional attitude in the classroom. Furthermore, the song is used to stimulate students' intelligence for students, and they provide good intellectual and emotional balance results (Sari et al., 2021). It means that songs can make it easy to understand and memorize the materials the teachers have given. When a song has specific characteristics, it can be used as teaching media to make them relax and have fun learning in the classroom (Tegge, 2017).

According to Ma'rifat (2017), songs are as advantageous to the implementation in teaching English. The benefits of the song are improving



students' learning motivation, concentration, creativity, and academic achievement. It can also help students memorize and understand the materials that the teacher has presented. As mentioned above, it can be summarized that song is one method that can increase students' output in the learning process.

Several characteristics should be considered when choosing the song as a teaching and learning medium that can be applied to students at Junior High. These characteristics include that the song should be interesting, understandable, uplifting, energetic, and appropriate for the student's junior high school level. The song should relate to the materials (Shehadeh & Farrah, 2016). Selected the songs must be according to the students' age as a teaching medium students. This research, the researcher used pop English songs related to the topic that wants to be taught to the students.

The song selection must be clear and easy to understand and memorize for students. The teacher must know the song's meaning to ensure effective teaching. The song is used following the topic that is taught. The teachers must have a new concept song to make students not feel bored in the classroom. Furthermore, if the teachers want to use the song as a teaching medium, they must consider these characteristics.

Based on the explanation above, the song can be an alternative English teaching and learning medium for teachers. Using songs for student-centered learning can make it easy to understand and memorize the materials presented by the teachers. This research was conducted with references to the points of characteristics above.

## 2.2 Vocabulary for Students in Junior High School

Experts in language learning have stated many definitions of vocabulary. According to Dakhi (2019), vocabulary can be defined into three sens: a collection of words in sentences, a group of words in the book's subject, and an exhibition of the meaning. Conversely, vocabulary is a collection of many words (Sri et al., 2022). In addition, vocabulary conveys an intention and purpose in communicating between human beings.

Teaching and learning vocabulary is one of the important aspects, because it can make people understand their English learning ability (Asyiah, 2017). According to Lelawati et al. (2018), vocabulary is essential for students to master in learning English. Students in English learning must know four skills: reading, writing, speaking, and listening (Syafrizal & Haerudin, 2018). Before the students master the four skilld, they must learn vocabulary to make learning English at the next level easier.

The Junior High school teacher should try to convey the materials with the different strategies, methods, techniques, and materials in the classroom. In teaching vocabulary, the teachers need to knows the characteristic of the students. The students at the Junior High school are students having enjoyable activities. It motivates them to study well if English is taught with another exciting method. Motivation can help students to develop and make understanding the materials more accessible (Chotimah & Astiyandha,2019). Besides that, motivation can also make students feel happy and enjoy the classroom.

The vocabulary taught to students in junior high school is simple. The vocabulary is taught according to the material. The topic used are fun, and they like it. In this study, the vocabulary tested on students introduced to the material about teaching vocabulary using songs. Besides that, the teaching is inserted into the context of sentences so that in this lesson, students gain mastery of vocabulary and the context of used in sentences.

Teaching students in junior high school is challenging for the teacher. The teacher has to facilitate the learning and teach how to learn in teaching practice. Therefore, the teacher must be excited to make them focus on lessons. It is supported by media and teaching methods that interest. The students need to repeat the material to understand the learning because the speed of remembering it is different from that of adults. Besides that, they have high curiosity, which can make the teacher pay more attention to their activities in the classroom. Sometimes they feel happy and a few moments later become moody. It makes the teacher must always provide high learning motivation.

In concluded vocabulary is primary key to learning English. Mastering vocabulary for students can facilitate for students to learn a language in next stage. Students can easily understand and memorize if the teacher conveys vocabulary in a fun way. This research was conducted with an explanation of the importance and several factors in teaching vocabulary to students in junior high school.

### 2.3 Review of the Previous Studies

Related to this present research, to support and find out the gaps in this research, the writer has researched previous studies about using songs for students' vocabulary mastery. Many researchers have investigated much previous research related to teaching vocabulary. This present research, to get the new information, the researcher has to evaluate earlier research or related subject.

Previous researchers have conducted several studies related to student-centered learning in teaching English (Elisa, 2020; Farida et al., 2019; Ngarofah & Sumarni, 2018; Rahmawati & Utami, 2020; Razaq, 2022) about teaching media using flashcards and (Dawamuddin et al, 2021; Fatmawaty et al, 2021; Julaiha et al, 2022; Liando et al, 2022) about teaching media using the picture. Teaching media to teach student-centered learning is not only using flashcards and photographs. The several studies above focus on vocabulary learning and speaking and reading development.

The previous research by Antika (2021) suggested that English songs are interesting methods and tools for teaching English to students. Some researchers also explain that using songs to teach English can help the students enjoy themselves more in class. In addition, song lyrics consist of simple daily words for the students (Suciati & Zarkasih, 2020).

Some research conducted by (Fransischa & Syafei, 2016; Lems, 2018; Permata Sari et al., 2020; Hadi, 2019) said that using English songs in teaching vocabulary could be used as an alternative method to improve students'

vocabulary mastery. The use of English songs also may help students learning vocabulary more quickly and easily and instruct them on correctly pronouncing words in English. English songs can also help students acquire vocabulary during the learning process. English songs can help the teacher in teaching vocabulary, reading, writing, listening, and speaking skills in English. In addition, using songs in English teaching can motivate students to learn, and they can enjoy themselves in the classroom.

The similarity between previous studies and this study is about teaching media that teach vocabulary in English lessons. The differences between previous studies and this study are the research design, participants, the use of learning media, and the research method. This study, main focus of the participants is students in the seventh grade in Junior High School. Besides that, this study focuses on using English songs as a teaching medium to improve students' vocabulary mastery. The researcher used experimental research, which requires three classes. Thus, it is hoped that the researcher would get the information needed using this experimental research design.

## **CHAPTER III**

### **METHOD OF THE STUDY**

This chapter presents the Design of the Study, Subjects of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

#### **3.1 Design of the Study**

This study employed quantitative study, and its experimental study design was used. Quantitative research focuses on achieving objectivity, control, and precise measurement. In this study, a quasi-experimental method was adopted. It means that the selection of research samples did not use randomization. One class served as a try-out and two served as the experimental and groups.

The non-sample group had been held before doing the research. It was a try out class to test the validity and reliability. The experiment group was administered the treatment using English song, whereas the control group conducted the treatment with the conventional method or without using English songs. The research design consisted of a pretest, treatment, and posttest. Assessment of the sample group was provided as a measure of the effect of treatment on students. In addition, statistical computing is a tool to analyze and compare the best result.



**Table 3. 1 The study Design**

Type	Pre Test	Treatment	Post Test
N1	O1	X	O2
N2	O3		O4

Source: Sugiyono, (2006)

Note:

N1 = Experiment Class

N2 = Control Class

O1 = Pretest Experiment Class

O2 = Posttest Experiment Class

O3 = Pretest Control Class

O4 = Posttest Control Class

X = Treatment by using songs in the experiment group

### 3.2 Subjects of the Study

A research subject is a person who takes part in the research. In this part, the researcher described the population and sample:

#### 3.2.1 Population

The population was 128 seventh-grade students of junior high school in the academic year 2022/2023. This school was located in Batang Regency, Central Java, Indonesia. The following table shows the detail of this research's population.

Table 3. 2 Population of the Research

No	Name of the classes	Number of the students
1.	7 A	32
2.	7 B	32
3.	7 C	32
4.	7 D	32
Total number of students		128

### 3.2.2 Sample and Sampling

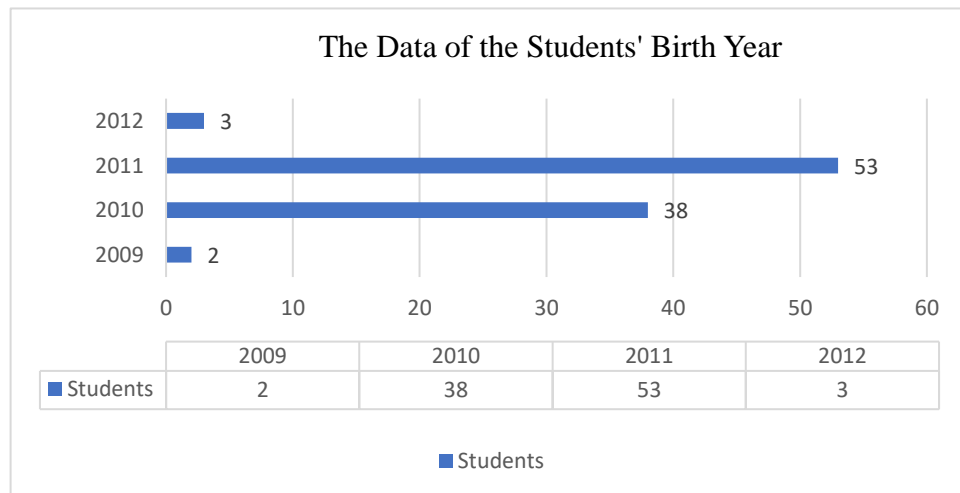
This study used purposive sampling, meaning that the members of a sample were chosen based on the purpose. Using purposive sampling, the researcher selected three groups as a sample in the seventh grade. 7 B was the try-out class with 32 students. 7C and 7D were the samples of this research. Both classes had the same characteristics. The experiment group was 7D, consisting of 32 students, and the control group was 7C, consisting of 32 students. The participants studied from seventh grade, consisting of 96 students. The following table shows the sample in this research.

Table 3. 3 Sample of the Research

No.	Class	Number of students	Types of groups
1.	7 B	32	Try-out
2.	7 C	32	Control
3.	7D	32	Experimental
Total number of students		96	

In this study, the participants were students aged around 11 – 14 years old.

The researcher discovered the following information in the study's student data:



Based on the data above, the data were taken from three classes: try-out, control, and experimental. The year of birth of students on average was in 2011 with 53 students, 2010 with 38 students, 2012 with three students, and 2009 with two students. It can also be stated that 2009 is 14 years old, 2010 is 13 years old, 2011 is 12 years old, and 2012 is 11 years old. In conclusion, the student's stage studied was the formal operational stage, in which the students were 11 – 14 years old.

### 3.3 Data of the Study

This sub-section explains the data for the research. It includes types of data, variables of the data, validity and reliability.

#### 3.3.1 Types of Data

Data is the material that researchers collect as a source of information to answer the question related to their research. Data comes in two varieties: primary data and secondary data. Direct data collection is referred to as primary data. The most common way to collect primary data for quantitative research is through

experiments and surveys. As opposed to that, secondary data is the previously available data collected from sources indirectly or secondhand, such as established property or library sources.

This study used primary data. The primary data in this research includes scores of vocabulary tests and students' participation in the learning process of using songs.

### 3.3.2 Variable

The variables are divided into two: a dependent variable and an Independent variable. The dependent variable are those affected by other variables, usually called variable Y and the independent variables affect other variables, usually called variable X, while (Heinze et al., 2018). The dependent variable was students' vocabulary mastery. The independent variable was the use of English songs.

### 3.3.4 Validity

A validity test was needed to determine how precise an instrument was in measuring instruments to be measured. This study used validity content to test the instrument. Furthermore, the instrument's validity was discussed with the lecturer and the English teacher as the expert's judgment to determine whether the instruments were valid.

### 3.3.5 Realibility

The reliability aims to test the instrument. The instrument can be reliable if the result is consistent over time. To test the reliability, used the Cronbach's Alpha formula. It aimed to test the item's consistency in the research instrument. The researcher collected the data from Microsoft Excel and SPSS (Statistical Package

for the Social Sciences) version 26. According to Auliya et al. (2020), there are criteria for determining the reliability of a research instrument as follows:

- The data can be reliable if Cronbach's Alpha  $> 0,6$ .
- The data can be unreliable if Cronbach's Alpha  $< 0,6$ .

### **3.4 Instrument of the Study**

According to Dawamuddin et al. (2021), an instrument is a tool that needs attention and a tool for collecting, measuring, and analyzing the data. The instrument of this study was a vocabulary test. Vocabulary tests in questions were in the form of incomplete paragraphs. The paragraph contains empty song lyrics, and students answered to fill in the missing words from the sentence. The tests are divided into three parts: a try-out, pre-test, and post-test. Students must choose the best answer during the tests to measure.

#### **a. Try-Out**

The try out to measure the quality of the instrument used during the pretest and post-test by testing the validity and reliability. Students in the try-out class were given 20 questions in the form of an incomplete paragraph. The paragraph contains the empty song lyrics and students answer to fill in the missing words from the sentence. The song used in this test is "Promise-Harris-J," about Friendship. This song is relevant with the lesson plan material. The try-out result was analyzed to determine the test results and obtain validity and reliability.

#### **b. Pre-Test**

The pretest given before beginning the treatment, it aims to measure their level of vocabulary proficiency. After students collected the test, the researcher

examined the student's work to measure how limited of vocabulary skill. The questions were in the form of incomplete paragraphs. The paragraph contains empty song lyrics and were answered to fill in the missing words from the sentence. The song used for this test is "Promise" by Harris-J about Friendship. This song is relevant with the lesson plan material.

c. Post-test

The post-test was given after the students got the treatment as a tool to measure their learning progress and determine the results of student achievement in improving vocabulary. In the posttest, the researcher decided whether or not the treatment was successful. The questions were in the form of incomplete paragraphs. The paragraph contains empty song lyrics and answered to fill in the missing words from the sentence. The song used for this test is "Count on me" by Bruno Mars, about Friendship. This song is relevant with the lesson plan material.

### **3.5 Technique for Collecting Data**

Data collection is an important thing that must be done in this study. This research process used quantitative in collecting the data. Quantitative data is the most relevant type of data used in mathematics and statistics because the data collection can be recognized and analyzed numerically. The researcher employed vocabulary tests in questions in the form of incomplete paragraphs. The paragraph contains empty song lyrics and students were answered to fill in the missing words from the sentence to collect the data. The test was divided into three parts: try-out, pretest and posttest.



The goal of the exam in this research was to assess students' vocabulary competence using a particular instrument. This research evaluated pupils' proficiency with vocabulary using an achievement exam. The pretest, the therapy, and the posttest were all provided to the students.

### **3.6 Research Procedure**

This research procedure, the researcher came to the school to observe school conditions and the teaching process. At this observation stage, the researcher met with the headmaster and the English teachers. The school in seventh grade has a total of 128 students. According to the headmaster, each grade level is divided into four classes.

In addition, the condition of schools in villages difficult for people to get access to learning English. The English teacher said that the condition of the school environment and teaching media less supportive of learning English made it difficult for students to be conditioned. In addition, students experience limitations in memorizing vocabulary. Usually, learning English is taught using the lecture method without any learning media or practice.

Besides looking at the condition the surrounding environment, the researcher holds a pretest as a measuring tool to determine students' vocabulary memorization abilities before treatment. The researcher conducted testing in the form of incomplete paragraphs. The paragraph contains empty song lyrics and were answered to fill in the missing words from sentence. After the pretest, analyzed the pretest scores to determine how far the students could memorize

vocabulary. Then the researcher coordinated with the English teacher to develop a lesson plan to apply to the treatment.

After the pretest, the researcher provided with material and the treatment. Designing the first stage of this application. The researcher designed the vocabulary materials before presenting them in the classroom. The selection of songs must be clear and easy to understand and to memorize the vocabulary for students. The next stage was starting lessons in the classroom using songs with music.

The posttest was given after the students got the treatment as a tool to measure their learning progress. The researcher determined whether or not the treatment was successful. The researcher's posttest was given in the same format as pretest in incomplete paragraphs. The paragraph contains empty song lyrics and the students answer to fill in the missing words from the sentence.

### **3.7 Data Analysis**

This study used quantitative approaches in analyzing the data. Testing hypotheses and investigating causes and effects are the two main goals of quantitative research. A quantitative research method entails quantifying and evaluating the variables to get findings. The quantitative approach compares and contrasts the effectiveness of using songs for students' vocabulary mastery. The researcher collected the data from Microsoft-Excel and SPSS (Statistical Package for the Social Sciences) version 26. In the study, the researcher used data analysis using statistical computation.

### 3.7.1 Standard Normality Test

Standard normality test of data to test whether a variable is normal or unnormal. This standard was identified using the Kolmogorov-Smirnov test by using SPSS version 26. The score was regularly distributed if its normality exceeded the significant level (0.05). The data were considered normal if of the standard normality test was larger 0.05 (Sig. value  $> 0.05$ ). Alternatively, the data can be unnormal if it is less than 0.05 (Sig. Value  $< 0.05$ ).

### 3.7.2 Homogeneity Test

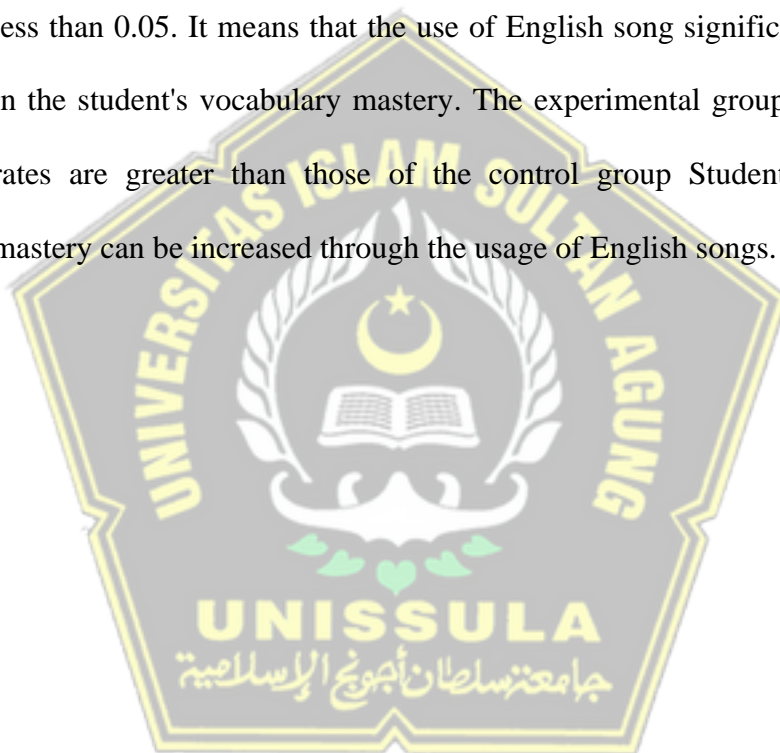
A homogeneity test to test whether two groups came from the population with the same variant. This information came from the experiment and control classes' pretest and posttest results. This research used Levene's Statistical Test formula from SPSS to calculate the homogeneity test, which has the criteria:

- The variant can be said to be homogeneous if the Sign Value  $> 0.05$  or a significant value higher than 0.05.
- The variant can be said to be not homogeneous if the Sig. Value  $< 0,05$  or a significant value lower than 0.05.

### 3.7.3 T-test

The independent sample t-test was used to determine the mean score differences in this study's experimental and control classes. In the event that the Sig. value (2-tailed) is larger than 0.05, the  $H_0$  is accepted and the  $H_1$  is denied. In the interim, if the Sig. value (2-tailed) is lower than 0.05, the  $H_0$  is rejected and the  $H_1$  is allowed. To interpret this statistical test, the following conditions must be met:

- The null hypothesis (H0) is accepted when the Sig. Value (2-tailed) is larger than 0.05. This indicates that the use of English song has no significantly different in the student's vocabulary mastery. The experimental groups' mean score rates are lower than those of the control group.
- The alternative hypothesis (H1) is accepted if the Sig. Value (2-tailed) is less than 0.05. It means that the use of English song significantly different in the student's vocabulary mastery. The experimental groups' mean score rates are greater than those of the control group. Students' vocabulary mastery can be increased through the usage of English songs.



## **CHAPTER IV**

### **ANALYSIS OF THE RESULTS AND DISCUSSION**

The Analysis of the results and discussion are described in this chapter. This chapter presents the general description, details results, and discussion.

#### **4.1 General Description**

This chapter is findings, presented systematically and divided into eight subsections. The first subsection is the general description of the case setting, and this subsection provides an overview of the school, including school location, students, teachers, English teachers, and extracurricular activities. The second subsection is participants of the study, which presents the participants who were sampled in this study. While the third, fourth, fifth, sixth, and seventh subsections are given to answer the statement in this research.

The problem statement was answered in the try out, pretest, treatment, and posttest subsection. The try out aims test instrument used for this research is valid and reliable. The pretest aims to measure the experiment and control group departed from the same abilities and to determine how far the student's vocabulary mastery before the treatment. The treatment explains the implementation of learning using English songs as media. The post-test aims to identify whether there was a significant difference after applying this method and whether English songs can improve students' vocabulary mastery. While subsection eight summarises the findings, the last subsection discusses the discussion.

## 4.2 General Description of Case Setting

this study was conducted at junior high school. The school is located in Batang Regency, Central Java, Indonesia. It is a local government-owned school established in the 1990s. This school runs from 7 am to 2 pm six days a week. This school admits more than 100 (one hundred) students per year. This school has 407 students, the seventh grade has 128 students, the eighth has 140 students, and the ninth has 139 students. Each student is divided into four classes, with 20 teachers, two of whom are English teachers.

This Junior high school has predicated a green school science 2019 and has also achieved academic, sports, and cultural success. The students also actively joined extracurricular activities such as organization, scouting, PMR, singing, dancing, basketball, football, tennis, volleyball and badminton. In addition, this school has a green garden, library, science and computer laboratory, prayer room, healthy canteen, administration room, principal's room, teacher's room, classroom, class health unit, bathroom, speaker, sports field, and parking area.

## 4.3 Participants of the Study

The respondents were seventh-grade students at te junior high school. The English teacher selected the classes. The respondent of this study was the same grade which 7D was classified as an experiment class consisting of 32 students, 7C was classified as a contril class consisting of 32 students, and 7B was classified as the try-out class with 32 students. This junior high school has two English teachers. The teacher chose these three classes because the students in these classes have the same abilities.



Table 4. 1 The Respondent to this Research

Class	Group	Students
VII B	Try-out	32
VII C	Control	32
VII D	Experimental	32
Total		96

#### 4.4 Try-Out

The researcher examined the instrument of this research in the try-out class after discussing with the English teacher the material and the instrument test used for this research. This test was carried out one week before research on Monday, 13 March 2023. This test was also held at the research's beginning before the following steps were done. This test was used to test the instrument used for this research valid and reliable. This study's validity and reliability tests were conducted on 32 students in the try-out class. The students got the same question and answered 20 questions in the form of incomplete paragraphs. The researcher examined the try-out class.

##### 4.4.1 Analysis of the validity

In this research, the validity test aimed to assess whether the instrument used in this research was appropriate for measuring students' vocabulary mastery. The instrument's validity was discussed with the lecturer and the English teacher based on the students learned and the curriculum related to the material. The researcher makes an instrument validation sheet approved by the English teacher and the lecturer as the expert's judgment to determine whether the instruments are

valid and can be used for research instrument. The result of content validity can be seen on the attachment page.

#### 4.4.2 Analysis of the Reliability

After ensuring the instrument's validity, the next step was to calculate the reliability of the instrument. In this research, the Reliability analysis aimed to measure whether the instrument provided was reliable or not, in other words, whether the instrument was consistent or not if the instrument was used repeatedly. The Cronbach Alpha formula calculated this data. The data can be declared reliable if the Cronbach Alpha is higher than 0.60 (Cronbach Alpha > 0.60). The reliability result could be stated as follow:

Table 4. 2 The Reliability Statistic

Reliability Statistic	
Cronbach Alpha	N of Items
0.870	20

The result reliability statistics showed that the data's Cronbach alpha was 0.870. As previously known, the data could be declared reliable if the Cronbach alpha is above 0.60. The results above indicate that the data was reliable and can be used for the research instruments.

Based on the validity and reliability analysis above, the lecturer and the English teacher have validated the instrument and the reliability test result, the Cronbach alpha of 0.87, is higher than 0.60. It states that the instrument used is valid and reliable so that it can be used for the next stage, namely as a pre-test and post-test instrument.

## 4.5 Pre-Test

The pretest was conducted after the research instrument was declared valid and reliable. The pre-test aims measure the experiment and control group departed from the same abilities and determine how far the students' vocabulary mastery before conducted the treatment. Each class got the same question and answered 20 questions in the form of incomplete paragraphs. The experiment class pre-tested on Monday, 20 March 2023, from 07.15 to 08.00 am. The control class pre-tested on Wednesday, 22 March 2023, from 07.00 to 08.00 am. Then the pre-test data were tested in descriptive analysis, standard normality test, homogeneity test, and the t-test.

### 4.5.1 Descriptive analysis of the Pre-Test Data

Description analysis used to analyze pre-test score to describe mean, minimum, and maximum scores for each experiment and control student.

Table 4. 3 Descriptive Analysis Pre-Test Data

Descriptive Analysis of the Pre-Test Data		
	Experimental class	Control class
Mean	56.56	52.50
Std. Deviation	9.284	8.707
Minimum	35	30
Maximum	75	65

According to a descriptive analysis of the pretest results, the experiment group's mean score was 56.56, compared to 52.50 for the control group. The experiment class minimum score at least 35, whereas the control class at least 30.

The maximum score for the experiment class was 75, whereas it was 65 for the control group.

Based on the lowest, maximum, and mean scores from the pretest, the experiment and control classes are equivalent. Before receiving the treatment, the students in both groups were relatively equal.

#### 4.5.2 Standard Normality Analysis of the Pre-Test Data

Standard normality was used as a hypothesis test requirement. Hypothesis tests must be carried out on normally distributed data, with a normal or trending distribution pattern and taken from the normal population. The standard normality test was also one of the determinants of good data quality before entering into the analysis technique.

Utilizing Kolmogorov-Smirnov test, the data was examined. A significance level greater than 0.05 was chosen with the data. The data is normal if the sign above 0.05 and unnormal if the Sig. < 0.05. The outcomes of the standard normality test are as follows:

Table 4. 4 Normality Analysis of the Pre-Test Data

One-Sample Kolmogorov-Smirnov Test			
		Experimental Group	Control Group
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	56.56	52.50
	Std. Deiation	9.284	8.707
Most Extreme Diffrences	Absolute	.146	.144
	Positive	.137	.137
	Negative	-.146	-.144
Test Statistic		.146	.144
Asymp Sig (2-tailed)		.080	.089

The experiment class's pre-test score had a Sig. (2-tailed) 0.080 and the control class's was 0.089, according to standard normality analysis. Both experiment and control data had significance levels greater than 0.05. Which indicates the distributional values were normal.

#### 4.5.3 Homogeneity Analysis of the Pre-Test Data

The homogeneity test differ from standard normality test, although both were used as the assumption in the hypothesis test. The goals of this exam was to compare the two class's pre-test scores using various data sources to determine any disparities. It must be necessary to measure if the experimenta and control calsses' pre-test data are homogenous. If there is no variation in the data set for each pre-test data group, the data can be said homogenous. The pretest results from the both classes were used in homogeneity analysis.

The data was analyzed using the Levene test, which was conducted by finding the difference between each data based on the experiment and control classes' means scores. The signifance is above 0.05, the data is homogeneous, but the significance is lower than 0.05, the data is not homogeneous. Here the homogeneity results are described below:

Table 4. 5 Homogeneity Analysis of the Pre-Test Data

Homogeneity Test of Variance					
		Levene Statistic	Df1	Df2	Sig.
Learning Outcomes	Based on Mean	.001	1	62	.977
	Based on Median	.000	1	62	1.000
	Based on the median and with adjusted df	.000	1	61.525	1.000
	Based on Trimmed Mean	.000	1	62	.944

Based on the mean value of the pretest homogeneity result has the significance 0.977. The result of the data fulfilled the requirement of the Sig. value above 0.05. In meaning the experimental and control classes' pre-test scores were declared homogeneous.

#### 4.5.4 T-Test Analysis of the Pre-Test Data

To test the hypothesis, the pretest mean score for two groups were compared using the t-test. The independent sample t-test was used to determine if pretest data had different mean scores between two groups from various subjects.

The data must be normally distributed, and the variance between the two groups must be equal or homogeneous. These are two requirements for the independent sample t-test. If Sign value 2-tailed the independent sample t-test is more than 0.05, H<sub>0</sub> is accepted and H<sub>1</sub> rejected. But, if the Sign value (2-tailed) is less than 0.05, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted.

Table 4. 6 Independent Sample T-Test of Pre-Test Data

Independent Sample T-Test										
		Lavene's Test for Equality of Variance		T-test for Equality of Mean						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal Variance Assumed	.001	.977	1.806	62	.076	4.063	2.250	-.435	8.560



Equal variances not assumed.			1.806	61.746	.076	4.063	2.250	-.435	8.560
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The independent sample t-test result for the pretest data revealed that the significance value (2-tailed) was 0.076. It denotes the sign value 2-tailed was above 0.050 or  $0.076 > 0.05$ . The independent sample t-test conditions dictate that  $H_0$  is accepted or the null hypothesis is accepted and the  $H_1$  or alternative hypothesis is rejected. It proved that there was no significance difference between the experiment and control groups in the pretest result.

It refers about how students in the experiment and control class had pretest mean scores that were relatively equal and departed from the same abilities. It also means that students' vocabulary mastery was the same for both classes before the treatment. So that in the next stage, testing the use of English songs to improve the remaining vocabulary skills could be carried out.

#### 4.6 Treatment

After discussing with the English teacher about the material and the instrument test used for this research, the next step was for the researcher to provide the treatment to the experimental class by applying the English songs while in the control class, using the conventional method without applying English songs. The treatment had been given to the experimental class was three meetings. This treatment was carried out on 20 March, 27 March, and 3 April 2023. Each session held 80 minutes of learning according to the lesson plan.

In this research, the researcher was a student facilitator in this learning. The researcher carried out the learning process in each meeting with the three stages: opening, mean activities, and closing. In the opening activities, the researcher opened the class, motivated students, and conducted a student attendance list. The researcher provides the material and applies the English songs in the mean activities. In the closing activities, the researcher and the students review the materials and close the lesson. The material the researcher gave followed the lesson plan implemented in the even semester of the 2022/2023 academic year.

The first meeting was held on 20 March 2023. The researchers provided definitions and introductions to the English songs. After that, the researcher gave lyrics of the songs text to the students and asked them to listen. In this meeting, the researcher used the song "Memories-Maroon 5" by the friendship theme. This song was relevant to the lesson plan material. After listening, the researcher explained the song's intent and purpose. Then, the students were asked to write down any challenging words they were unfamiliar with by the researcher. Finally, the researcher and the students discussed the difficult word and the vocabulary contained in the songs' lyrics.

The second second meeting was held on 27 March 2023. In the meeting, the song "Promise-Harris-J" was given. This song was relevant to the lesson plan material by the friendship theme. After listening, the researcher explained the song's intent and purpose. Then the students were asked to write down any challenging words they were unfamiliar with by the researcher. After that, the researcher and the students discussed the difficult word and the vocabulary

contained in the songs' lyric. The students also memorize the vocabulary from the song's lyrics.

The third meeting was held on 3 April 2023. Together with the students, the researcher reviewed the previous material. In this meeting, the song "Count on Me-Bruno Mars" was given. This song was relevant to the lesson plan material by the friendship theme. After listening, the researcher explained the song's intent and purpose. Then, the students were asked to write down any challenging words they were unfamiliar with by the researcher. After that, the researcher and the students discussed the difficult word and the vocabulary contained song' lyrics

During the treatment, the researcher and the students discussed the conclusion about the material that had been given. The researcher invited students to ask if there were any difficulties in understanding the lyrics given. At the end of the activities, a reflection was given on the activities carried out. After the treatment was carried out, the next step was given a post-test to students in the last treatment.

#### **4.7 Post-Test**

Posttest was conducted after conducted treatment. In the both experiment and control classes, a post-test was administered. Measure wheater there was significant difference after applying this method and whether English songs can improve student vocabulary mastery. Each class got the same question and answered 20 questions in the form of incomplete paragraphs. The experimental class post-tested on Monday, 3 April 2023, from 09.15 to 09.45 am. The control class post-tested on Wednesday, 5 April 2023, from 09.15 to 09.45 am. Then the

post-test data was tested in descriptive analysis, standard normality test, homogeneity test, and t-test.

#### 4.7.1 Descriptive Analysis of the Post-Test Data

Descriptive analysis was employed to evaluate the posttest score. In order to characterize the mean, minimum, and maximum score for students in experiment and control classes.

Table 4. 7 Descriptive Analysis of Post-Test Data

Descriptive Analysis the Post-Tets Data		
	Experimental Class	Control Class
Mean	87.19	57.50
Std. Deviation	7.719	8.890
Minimum	75	40
Maximum	100	70

In a descriptive analysis of posttest, the mean score post-test experiment group was 87.19, while the mean score of the post-test control group 57.50. Minimum scores for the experiment class was 75, while 40 for the control group. Maximum for the experiment group was 100 and the control group was 70. In conclusion, the experiment class better than control class based on the posttest minimum, maximum, and mean scores. Here is a score improvement for the experiment and control classes following the application of this strategy.

#### 4.7.2 Standard Normality Analysis of the Post-Test Data

The standard normality test was used as a hypothesis test requirement. Hypothesis tests must be carried out on normally distributed data, with a normal or trending distribution pattern and taken from normal population. The standard

normality test was also one of the determinants of good data quality before entering into the next data technique analysis. The standard normality test was taken from the student's scores on the posttest from the experiment and control classes.

To analyze the data, the Kolmogorov Smirnov test was applied. Data with a general significant level of more than 0.05 were used. The data is normal if the Sign value above 0.05 and unnormal if the sign less 0.05.

Table 4. 8 Normality Analysis of the Post-Test Data

<b>One Sample Kolmogorov Smirnov Tets</b>			
		Experiment Class	Control Class
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	87.19	57.50
	Std. Deviation	7.719	8.890
Most Extreme Differences	Absolute	.143	.142
	Positive	.143	.142
	Negative	-.111	-.139
Test Statistic		.143	.142
Asymp. Sig. (2-tailed)		.095 <sup>c</sup>	.100 <sup>c</sup>

The experiment group had a Sign 2 tailed 0.095 and the control group had a sign 2 tailed 0.100, according to a standard normality the posttest data. Both of two groups had sign levels greater than 0.05. It means the distributional values were normal.

#### 4.7.3 Homogeneity Analysis of the Post-Test Data

Same with the pretest data, the goals of this exam is to compare the two groups' pre-test scores using various data sources to determine any disparities.

The data was analyzed using the Levene-test, which was carried out by finding the difference between each data based on the experimental and control classes' means scores. If the sign higher than 0.05, the data is homogeneous, but if the significance is lower than 0.05, the data is not homogeneous. Here the homogeneity results are described below:

Table 4. 9 Homogeneity Analysis of the Post-Test Data

Test Homogeneity of Variance					
		Levene stsitistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.718	1	62	.400
	Based on Median	.499	1	62	.483
	Based on the Median and with Adjust df	.499	1	60.786	.483
	Based on trimmed mean	.750	1	62	.390

Based on the mean value the homogeneity result of the posttest data has the Significant 0.400. The result of the data fulfilled the requirement of the Sig. value above 0.05. it means the experiment and control classes's posttest score were declared homogeneous.

#### 4.7.4 T-Test Analysis of the Post-Test Data

The t-test was used to test the hypothesis by differentiating the mean score of the posttest data from the groups. The independent sample t-test was used determine whether pre-test data had different mean scores between the two groups from different subjects, namely the experimental and control classes. The t-test to define whether English songs could significantly affect students' vocabulary mastery.



The requirement that should be fulfilled in using the independent sample t-test includes the normally distributed data and the variance in the two groups being the same or homogenous. The independent sample t-test has criteria if the sign value 2 tailed above 0.05 the H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. But, if the sign value 2 tailed less 0.05 H<sub>0</sub> is rejected and H<sub>1</sub> is accepted.

Table 4. 10 Independent Sample Test of Post-Test Data

Independent Sample T-Test										
		Levene's test for Equality of Variance		T-Test for Equality of Mean						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
									Lower	Upper
Post-test	Equal variances assumed	.718	.400	14.264	62	.001	29.688	2.081	25.527	33.848
	Equal variances not assumed.			14.264	60.802	.001	29.688	2.081	25.527	33.848

The posttest data findings revealed that the significance value 2 tailed was 0.001. It denotes that the sign 2 tailed less than 0.05. It means that H<sub>1</sub> is accepted and H<sub>0</sub> is rejected. The posttest findings showed a significance difference between the experiment and control groups.

Based on the outcomes of the homogeneity and standard normality tests, the post-test score data was declared to be normal and homogeneous. The results lead

to the conclusion that students in the experiment and control group had different posttest results. The finding, can concluded that the posttest scores for students in the experiment and control classes are different. The post-test score for students in the experiment group was higher than the control group. It means there was a significant difference in using English songs for students' vocabulary mastery. It concluded that using English songs can improve students' vocabulary mastery.

#### **4.8 Summary**

This subsection discusses the try out subsection, pretest subsection, treatment, and posttest subsection. The outcomes of the analysis data several test requirements were carried out in thid method. There were standard normality, homogeneity, and t-test. The three tests were interrelated but had different functions. The first standard normality test was an assumption used to test the hypothesis.

When the data had a normally distributed, the second steps was test with different data sources were tested using the homogeneity test. After confirming that the data were homogenous and normally distributed, the nest steps conducted an t-test to evaluate the difference score between experimental and control groups. This gave them the opportunity to assess if the usage of English songs may have an important effect on students' vocabulary.

The experimental and control groups pretest mean scores were 56.56 and 52.52. The t-test findings showed the sign value (2-tailed) was 0.076. It means that  $0.076 > 0.05$  or sign value (2-tailed) above 0.05. It denotes acceptance of the null hypothesis, or  $H_0$ , and rejection of  $H_1$ . As a result, the experimental and

control groups pretest mean scores were roughly comparable. It also means the student's vocabulary skill was the same for both groups before the treatment.

After the pre-test, the next steps conducted the treatment using English songs for experimental group in three meetings. The posttest evaluated most recent surgery. The experimental and control groups posttest score were 87.19 and 57.50. The outcome of the two-tailed t-test indicated that the significance level was 0.001. It demonstrates that the sign value 2-tailed  $0.001 < 0.05$ . The experimental group posttest mean scores was bigger those control group. It means the H1 was accepted and H0 was rejected.

The conclusion of the sub-chapters try-out, pretest, treatment, and posttest that has been carried out. The experimental posttest mean score was higher than control group. It means there were significance differences in using English songs for students' vocabulary mastery. Therefore, this research indicates the use of English songs can improve students' vocabulary mastery and make them enthusiastic and motivated.

#### **4.9 Discussion**

Songs is one of the teaching medium that can be used the teachers in the classroom. English songs as a vocabulary learning method certainly have negative and positive impacts. In applying English songs, the teacher should use time as efficiently as possible because the teaching-learning process by English songs takes quite a long time. Furthermore, in this research, songs are used to stimulate student intelligence for students, and they can provide good intellectual and emotional balance results. The benefits of songs are increasing learning

motivation, concentration, creativity, and student achievement. Besides that, it can also help students memorize and understand the material that the teacher has delivered. As mentioned above, it can be concluded that songs are a method that can increase student output.

The selection of songs as teaching medium must be carried out with secrecy and detail. Researchers must know the meaning and meaning of each song's lyrics. The songs given to students do not contain violence and have a wrong meaning. Not all students think that songs can make students focus during learning. Some students used the opportunity to sing as a medium to joke with other students, so the learning process was not conducive and went well. The teacher must provide more supervision to students during learning. The selection of songs must also follow the learning material and the age of the students.

In addition to the negative impacts, using songs as learning media has many positive impacts on teachers and students. Daud, (2019) suggested not all songs can be used as a medium for learning vocabulary. Ma'rifat, (2017) stated learning with song can help students overcome understanding, increase flexible knowledge, and increase students' motivation. It can be showed that when applying this method, students actively participate in learning. In addition, this learning is considered more fun than conventional methods. Fransischa and Syafei, (2016) argued that songs could stimulate students to learn more efficiently and stimulate positive emotional attitudes in the classroom.

Based on the discussion above, it can be assumed that this research, which implements English songs, can be conducted to determine whether it could

develop students' vocabulary skill. The mean score of the experimental and control group was 87.1 and 57.5. This difference was statistically significant.



## CHAPTER V

### CONCLUSION AND SUGGESTION

The section organizes conclusion and suggestions. The conclusion was according to the data analysis and discussion of this research. The suggestion sub-chapter presents some suggestions formed after the research.

#### 5.1 Conclusion

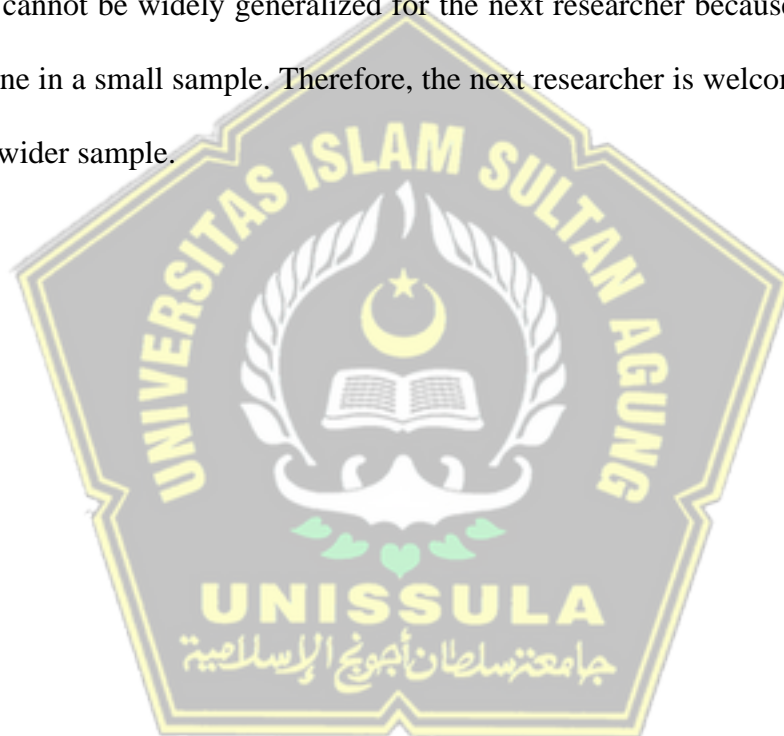
Based on the research finding and discussion, it could be concluded there being a significance difference in the mean scores of the student's vocabulary mastery after using English songs. The use of English songs could effectively develop students' vocabulary mastery. The outcome of the post-test experimental class, which used English songs to get higher scores. The experimental groups' post-test mean scores were 87.19, whereas those of the control group were 57.50. Based on the t-test of the post-test data, the significance value (2-tailed) was 0.001. It indicates the significance value (2-tailed) was smaller than 0.05. Based on the criteria above, the alternative hypothesis or  $H_1$  was accepted. The significant mean scores between experimental and control group were evident in the posttest data result. It indicates that the use of English songs for students vocabulary mastery has substantial impact. Moreover, using English songs could increase students' motivation, concentration, creativity, and enthusiasm when studying English lessons, especially vocabulary.

#### 5.2 Suggestion

In this sub-chapter, the researcher put some suggestions for this research. Hopefully can be valuable, especially for the students, English teachers, and next



researchers. Using songs as learning media can be more enjoyable and create vocabulary learning in a fun way. It can also get students out of limited routines simultaneously, and they can be refreshed. For the teacher, in applying English songs, the song chosen must follow the learning material and the lyrics do not contain bad things. The students should practice the vocabulary inside and outside the classroom. The students should more carefully study the teacher's content. The results cannot be widely generalized for the next researcher because this research was done in a small sample. Therefore, the next researcher is welcome to do a test with a wider sample.



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