

**THESIS**

**THE EFFECT OF SONG LYRICS AS MEDIA ON STUDENTS'  
VOCABULARY MASTERY IN LANGUAGE LEARNING**

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**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2024**

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VOCABULARY MASTERY IN LANGUAGE LEARNING**

To Compile Thesis in Undergraduate Program English Education Department  
Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic  
University Malang

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**PROGRAM STUDI TADRIS BAHASA INGGRIS  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG**

**2024**

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VOCABULARY MASTERY IN LANGUAGE LEARNING

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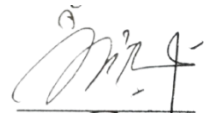
Has been defended in front of the board of examiners on Malang, June 27rd 2024  
and declared PASS.

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the  
English Education Department, Faculty of Education and Teacher Training.

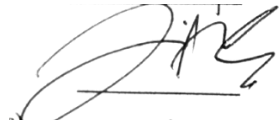
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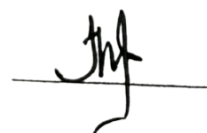
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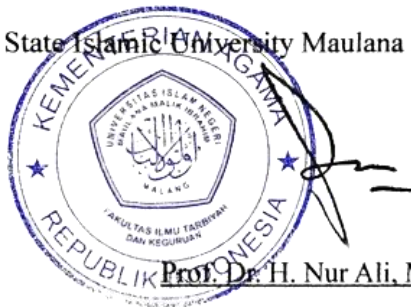
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Appendix : -

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To the Dean of Faculty of Education and Teaching Training  
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*Assalammu'alaikum Wr. Wb*

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## DECLARATION OF AUTORSHIP

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Declare that :

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Malang, 04 Juni 2024

The Researcher,



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## **MOTTO**

There is nothing more beautiful than growing at your own pace. Sway with the breeze and breathe in the sun. you are blooming over and over again

**-Growth story**



## DEDICATION

I dedicate this thesis to my beloved person, beloved mother Lilik Nisa and beloved father Fatahillah. Thank you for the unconditional love you always give, and the prayers that always accompany every step of my life. For my beloved siblings, Hisbi and Naya, I hope this thesis can be an inspiration and motivation for your future. To the people who have always been my home. I also dedicate this thesis to my best friends, Zulfi, Ayu Chaula, Amel dan Arini. And my other friends Della, Arsyada. My dorm mates, Shofi, Lina, and Feby. To the extended family of Rendezvous 2020, whom I cannot mention one by one. Thank you for your presence, support, kindness, and prayers that always strengthen me. An infinite thank you to everyone who has been present in my life, helping, supporting, and giving love and attention. May God reward all your kindness with the best reward. I pray that our relationship remains strong, beyond words and time, forever.

## ACKNOWLEDGEMENTS

### *Bismillahirrahmanirrahim*

In the name of Allah SWT, the Most Compassionate, the Most Merciful, the author would like to express his deepest gratitude for all His mercy and grace, which has enabled the author to complete this final project entitled “The Effect of Song lyrics as Media on Students’ Vocabulary Mastery in Language Learning” Shalawat and greetings are always poured out to the Prophet Muhammad SAW, the last messenger who has guided humanity from darkness to bright light. Only to You, O Allah, do we worship, and only to You do we seek help. Praise be to You, Lord of the Universe, for all the gifts You have given.

I am very grateful to all those who have given their ideas and time in the completion of this final project. With gratitude, I would like to express my deepest gratitude to everyone who has supported and contributed, so that this thesis can be completed.

1. Prof. Dr. H. Langgeng Budianto, M. Pd., as a Head of the English Education Department, and all beloved lecturers in the English Education Department. Prof. Dr. H. M. Zainuddin, as a Rector of the Maulana Malik Ibrahim State University of Malang. Prof. Dr. H. Nur Ali, M.Pd as Dean of the Faculty of Education and Teacher Training.
2. Mr. Dian Arsitades Wiranegara, M. Pd, as a supervisor who has dedicated his time to provide guidance and advice in completing this thesis.
3. Especially to the writer's parents. Beloved mother Lilik Nisa, and beloved father Fatahillah. Thank you for the unconditional love you have given me, as well as the prayers that never stop accompanying every second of my life journey.
4. To my best friends, who have walked hand in hand on this long journey, who always support, who are always a place to complain. for my besties Zulfi, Ayu Chaula, Arsyada, Amel, Arini and Della, my dorm mates

Shofi, Lina and Feby. And all my friends who I can't mention one by one.

5. To all my friends in English Education Department (RDV 20).

In closing, the author realizes that this research is far from perfect. Therefore, with an open heart, the author would greatly appreciate any constructive criticism and suggestions. Hopefully all the help that has been given by all the parties above will be a useful charity and get a reward from Allah SWT. Hopefully this thesis can provide meaningful benefits for readers or parties in need.

## LATIN ARABIC TRANSLITERATION GUIDE

The transliteration of Arabic letters into Latin letters in this thesis follows the guidelines set by the Joint Decree of the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia, as outlined in decision No. 158 of 1987 and no. 0543 b/U/1987 as follows:

### A. Letter

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = Sy	ل = L
ث = Ts	ص = Sh	م = M
ج = J	ض = Dh	ن = N
ح = H	ط = Th	و = W
خ = Kh	ظ = Zh	ه = H
د = D	ع = ‘	ء = ,
ذ = Dz	غ = Gh	ي = Y

### B. Long Vocal

Long Vowel (a)	= â
Long Vowel (i)	= î
Long Vowel (u)	= û

### C. Diphthong Vocal

A	= yes
اي	= oh
او	= ŭ
اي	= î

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## ABSTRACT

Milal, Dinanil Funun El (2024). The Effect of Song Lyrics as Media on Students' Vocabulary Mastery in Language Learning, Thesis, Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.

Advisor : Dian Arsitades Wiranegara, M. PD.

**Key words :** *Vocabulary Mastery. Song Lyrics.*

This study aims to determine the effect of using song lyrics media to improve vocabulary, especially students of class XB Man 1 Malang. Song lyrics media is used as a tool to make the learning process easier and more enjoyable through various features that are easily accessible. the formulation of the problems of this study are (1) Does the use of song lyrics as a media have a significant influence in improving students' vocabulary? (2) How do students perceive the use of song lyrics in improving vocabulary? This study used quantitative research method with one group pre-test post-test pre-experiment design. The population of the study included class XB students totalling 34 students. The research instruments included pre-test, treatment with song lyrics, and post-test. The data were analysed using Paired T-test through SPSS 21 to evaluate the change in students' vocabulary ability after the treatment. The students received three treatments using song lyrics media and completed pre- and post-tests.

The results of this study showed a significant difference between the pre-test and post-test results. The average post-test score is 85.74 which is higher than the pre-test score of 67.65. From the results of statistical calculations, the Sign value was obtained. (2-tailed) is accepted and the null hypothesis (H0) is rejected. It can be concluded that song lyrics as media is effective in improving students' vocabulary.

## ABSTRAK

Milal, Dinanil Funun El (2024). Pengaruh Lirik Lagu sebagai Media terhadap penguasaan Kosakata Siswa dalam Pembelajaran Bahasa. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dian Arsitades Wiranegara, M. PD.

**Key words:** *Penguasaan Kosa Kata, Lirik Lagu.*

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media lirik lagu untuk meningkatkan kosakata khususnya siswa kelas XB Man 1 Malang. Media lirik lagu digunakan sebagai alat bantu untuk membuat proses pembelajaran menjadi lebih mudah dan menyenangkan melalui berbagai fitur yang mudah diakses. rumusan masalah penelitian ini adalah (1) Apakah penggunaan lirik lagu sebagai media memiliki pengaruh yang signifikan dalam meningkatkan kosakata siswa? (2) Bagaimana persepsi siswa terhadap penggunaan lirik lagu dalam meningkatkan kosakata? Penelitian ini menggunakan metode penelitian kuantitatif dengan desain Pre eksperimen one group pre-test post-test. Populasi penelitian mencakup siswa kelas XB yang berjumlah 34 siswa. Instrument penelitian meliputi pre-test, treatment dengan lirik lagu, dan post-test. Data dianalisis menggunakan Paired T-test melalui program SPSS 21 untuk mengevaluasi perubahan kemampuan kosa kata siswa setelah perlakuan. Para siswa menerima tiga kali perlakuan dengan menggunakan media lirik lagu dan menyelesaikan tes sebelum dan sesudah perlakuan.

Hasil penelitian ini menunjukkan perbedaan yang signifikan antara hasil pre-test dan post-test. Rata-rata nilai post-test adalah 85,74 yang lebih tinggi dibandingkan dengan nilai pre-test sebesar 67,65. Dari hasil perhitungan statistik diperoleh nilai Sign. diperoleh nilai Sign. (2-tailed) diterima dan hipotesis nol (H0) ditolak. Dapat disimpulkan bahwa media lirik lagu efektif dalam meningkatkan kosa kata siswa.

## مستخلص البحث

ملال، دينايل فنون إل (2024). تأثير كلمات الأغاني كوسيلة إعلامية على تحسين المفردات اللغوية لدى الطلاب في تعلم اللغة. أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وعلوم الكيغوروان، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المستشار: ديان أرسيتاديس ويرانجارا، ماجستير

### الكلمات الرئيسية: إتقان المفردات، كلمات الأغاني.

تهدف هذه الدراسة إلى تحديد أثر استخدام وسائط كلمات الأغاني في تحسين المفردات اللغوية، خاصةً طلاب الصف العاشر من مالانج. تُستخدم وسائط كلمات الأغاني كأداة لجعل عملية التعلم أسهل وأكثر متعة من خلال XB Man 1 الفصل الدراسي ميزات متنوعة يسهل الوصول إليها. صياغة مشكلات هذه الدراسة هي (1) هل استخدام كلمات الأغاني كوسائط لها تأثير كبير في تحسين المفردات اللغوية لدى الطلاب؟ (2) كيف ينظر الطلاب إلى استخدام كلمات الأغاني في تحسين المفردات اللغوية؟ استخدمت هذه الدراسة أسلوب البحث الكمي مع تصميم التجربة قبل الاختبار القبلي وبعد الاختبار البعدي لمجموعة واحدة. وشمل مجتمع الدراسة طلاب الصف العاشر (ب) البالغ عددهم 34 طالبًا وطالبة. وشملت أدوات البحث الاختبار القبلي، والمعالجة لتقييم التغيير في SPSS 21 المقترن من خلال برنامج T بكلمات الأغاني، والاختبار البعدي. تم تحليل البيانات باستخدام اختبار قدرة الطلاب على المفردات بعد العلاج. تلقى الطلاب ثلاث معالجات باستخدام وسائط كلمات الأغاني وأكملوا الاختبارات القبلي والبعدي

أظهرت نتائج هذه الدراسة وجود فرق كبير بين نتائج الاختبار القبلي والاختبار البعدي. فقد بلغ متوسط درجة الاختبار البعدي 85.74 وهي أعلى من درجة الاختبار القبلي التي بلغت 67.65. من نتائج الحسابات الإحصائية، تم يمكن استنتاج أن وسائط كلمات الأغاني فعالة (H0) الحصول على قيمة الإشارة. (ثنائية الدليل) مقبولة وتم رفض الفرضية الفارغة. في تحسين مهارات المفردات لدى طلبة اللغة الإنجليزية كلغة أجنبية

# CHAPTER I

## INTRODUCTION

This introductory section includes the background of study, research question, research objectives, scope and limitations of the study, along with definitions of key terms.

### 1.1 Background of the Study

English is a universal language that has 21st century social skills related to creativity, problem solving, and the ability to communicate effectively. The use of English in interacting with others based on Rachmawati et al. (2020) language has an important role in facilitating human interaction. Today's multicultural world is characterized by one of them with intense meetings of people from different cultures, and from various races and nationalities Josefova (2018). Without language as a connector, these diverse humans cannot share and connect with each other. As Allah states in Surah Al Hujarat verse 13 of the Qur'an, as following:

يٰۤاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤىِٕلَ لِتَعَارَفُوْۤا ۗ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ  
اَتْقٰىكُمْ ۗ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ

Meaning: O humanity! Indeed, we created you from a male and a female, and made you into peoples and tribes so that you may 'get to' know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware.

The verse confirm that Allah has created human beings in diverse forms, encompassing various genders, ethnicities, nations, and other

distinguishing characteristics. This is designed to allow humans to get to know one another. It is language that allows humans to get to know each other. Language also helps people learn a lot of knowledge and technology around the world.

English as a foreign language becomes very important, especially in the context of the importance of mastering English vocabulary in communicating using the language. The presence of English as the most widely used language by the global community makes it the most commonly used communication language in the world. Patahuddin et al. (2017) explain that the way someone speaks English shows whether they can actually speak it or only have a slight understanding of the language.

In the process of learning English as a foreign language, vocabulary is very important. With the diverse mother tongue backgrounds of English foreign language students, they often face challenges in understanding vocabulary. How to apply it, contextual usage and understanding the meaning of words in communicative situations. According to Rahmadhani (2015) acquiring vocabulary may be difficult for students due to the scope of the work and the variety of types of words that need to be learned, such as strategic vocabulary, phrases, single words, and collocations. The better communication of English foreign language learners depends on how more vocabulary they have, Sarani and Shirzaei (2016). Thus, vocabulary as one aspect of knowledge in language, has a significant role for learners in acquiring a language. This means that vocabulary is a central and very vital element in the foreign language learning

process, as it will support students in developing comprehensive language skills.

Furthermore Rachmawati et al. (2020) it means that vocabulary is a central and crucial component in foreign language acquisition because it will assist students in mastering all language skills, including listening, speaking, reading, and writing. A person who has proficiency in all four aspects of language skills also needs to be supported by efficient vocabulary mastery. As said Br Simamora and Oktaviani (2020) that, to achieve English language proficiency, students should strive to acquire a broad vocabulary. Furthermore Gaguk (2018) vocabulary mastery has a significant influence on the ability of English as a Foreign Language students to master the language. For language learners, mastering the four basic language skills; reading, writing, speaking, and listening is important. However, achieving mastery in these skills becomes a very challenging task if it is not supported by sufficient vocabulary to convey the message effectively. Good proficiency in vocabulary will help a person in understanding information heard, read, written, and spoken by others. Therefore, the vocabulary development stage is a very important step in one's process to master the English language thoroughly.

Indeed, language has specific skill aspects that are key to master. Listening, speaking, reading and writing are the four language skills. Listening is a basic skill that needs to be mastered. As a reception skill, listening abilities are a communication strategy that allow listeners to comprehend, analyze, and assess the information they are given. Active listening skills can improve interpersonal relationships by reducing disputes, increasing cooperation, and

fostering mutual understanding. Listening as the ability to identify and understand what another person is saying. This process includes understanding the speaker's accent or pronunciation, the grammatical structure used, vocabulary, and understanding meaning. In the context of listening learning, learners need to have the skills to process the information heard and try to give it meaning. Therefore, the ability to listen is strongly influenced by mastery of vocabulary, pronunciation, and understanding the meaning of words or sentences.

According to Hendrawaty (2019) many elements play an important role in the success of a learning process. One of them is the role of the teacher in delivering subject matter by utilizing various methods, strategies, and learning media that support the learning process. In this context, teacher creativity in choosing learning media is very influential. The right learning media can make the learning process more enjoyable. Students will be more excited and motivated in participating in the teaching and learning process in class. Therefore, teachers should choose teaching methods and learning media carefully. So that, students are easier to accept the subject matter and do not feel bored quickly.

In this current of globalization, where technology continues to develop rapidly, the impact involves all aspects of life, including in terms of language use. Therefore, along with technological advances, it is expected that teachers can be more effective in achieving the learning process by utilizing various media. Achieving vocabulary mastery requires implementing teaching strategies that cater to diverse learning styles. Recent research shows the many



benefits of using technology-based teaching materials to improve verbal and written communication skills effectively Schmidt (1990). The challenge of students in learning English as a second language in learning vocabulary is in the limited exposure to the frequency patterns of vocabulary contained in textbooks while in the classroom as a result, they are limited in using and understanding vocabulary in real contexts. The selection in textbooks is usually based on the intuition of the author only and sometimes textbooks do not fully understand the characteristics of vocabulary that is commonly used in oral communication. So, it is important for teachers to introduce students to new sources that can balance for their limited exposure Akbary et al. (2018).

Technology plays an important role in facilitating students in improving their English language skills. One way by using song lyrics. Nurmala (2012) describes a song lyric as an egocentric language. It cannot be denied that song lyrics have a significant role to play for students who belong to generation Z. This generation tends to listen to song lyrics in a variety of their daily activities, including while studying, working and doing other activities. As said Narayan (2020) states that Song lyrics have always had a place in people's hearts and are always around them no matter what they do. Song lyrics hold a fundamental significance in people's lives. Generation Z's current genre is mostly western song lyrics. With western song lyrics comes a variety of vocabulary and idioms, which introduce words and phrases that may be rarely encountered in everyday life. In addition, through melody, song lyrics can create a fun learning experience. Western song lyrics can be an easily accessible

resource, through music streaming platforms, such as Spotify or YouTube. They can also search for song lyrics and translations online.

According to Setiawan (2019) English song lyrics combine cultural elements, vocabulary, grammar, listening, and other language skills in several lyrical verses. Furthermore, to Sari et al. (2019) song lyrics can be relied upon to facilitate vocabulary retention, especially when using song lyrics that appeal to individuals interested in learning English. To improve mastery of English vocabulary, the aim of learning English is to use it as a communication tool in the best way. Additionally, song lyrics play an important role in improving students' proficiency in vocabulary.

This background is based on the understanding that the use of song lyrics as a learning media has great potential to expand the understanding and use of vocabulary in students. Previous research has shown that the use of song lyrics can increase students' motivation and involvement in learning English.

By looking at students' needs in improving their ability to write recount text and their uniqueness in understanding receptive and productive vocabulary, this research aims to bridge this knowledge gap. It is hoped that the findings from this research can provide new and relevant insights in developing more effective and interesting teaching methods in the context of English learning for students.

## **1.2 Research Question**

Based on the background above, the research question are formulated as follows:

1. Does the use of song lyrics as media have a significant effect on improving students' vocabulary?
2. What are students' perceptions of the use of song lyrics in improving vocabulary?

### **1.3 Research Objective**

In line with the formulation of the research questions, the objectives of this research are to find out:

1. To investigate the effect of using song lyrics as media on students' vocabulary mastery.
2. To gain an in depth understanding of how the use of song lyrics can influence the improvement of students' vocabulary mastery.

### **1.4 Scope and Limitations of Study**

In this study, the researcher focused on the data of students' vocabulary mastery by using English song lyrics at MAN 1 Malang for class X B students. This study used several tests to measure and obtain students' understanding improvement on vocabulary, especially on verbs and adjectives.

### **1.5 Significance of the Study**

Based on the study, it is hoped that this research can make a real contribution to the enrichment of students' vocabulary. Through the use of song lyrics as a media that has an emotional and artistic context that makes it easier for students to remember and understand the meaning of words, and through this learning media can increase students' motivation and involvement, so that students are more enthusiastic in honing vocabulary.

## 1.6 Definition of Key Terms

### 1. Vocabulary

Vocabulary is a collection of words that exist in a language. Vocabulary also indicates a person's proficiency in knowing and using words in oral and written communication. Vocabulary is defined as a list of words used in a particular language or a collection of terms that may be useful to speakers of different languages. In this study, the vocabulary discussed focuses on verbs and adjectives, which are an important part of building individual language skills.

### 2. Song lyrics

A song lyric is a short piece of music that combines a melody with vocals or instruments. Lyrics are the spoken words in a song lyric, including a sequence of verses that explain the story and a refrain that is repeated at the end of each verse. Song lyrics can have a simple structure with one or two verses, or a more complex structure with multiple verses and refrains. The majority of song lyrics have a detectable meter or beat when sung or spoken. The use of song lyrics in learning is recognized for their ability to facilitate memorization and better understanding of concepts, especially when accompanied by music Estrella (2010). In this case, the researcher used English song lyrics in the teaching and learning process to improve students' vocabulary.

## **CHAPTER II**

### **LITERATURE REVIEW**

In the second chapter explains several theories which include song lyrics, vocabulary, previous research studies, and research hypotheses.

#### **2.1 Song lyrics**

In this section, the researcher explains how and what song lyrics mean, song lyrics as media for teaching vocabulary and the meaning of song lyrics.

##### **2.1.2 Definition of Song**

According to Wilar et al. (2022) states that language is one of the song lyrics enticing musical components. Language is nothing more than a string of words with an additional layer of melody that isn't present in other compositions, like an instrument. Furthermore, listening to music allows us to appreciate the artists' vocals, melodies, harmonies, and rhythms, all of which are helpful in deciphering the lyrics of song lyrics.

Listening involves two techniques, and when song lyrics are played in class, both can be used. As stated by Jassouma (2020) there are two types of processing. The first is bottom-up processing, where the listeners convert sounds into words, sentences and meanings. The second is top-down processing, where listeners use their understanding of the background to understand the message. The use of song lyrics can aid in the automation of the language development process. It was once thought that automatization would occur through repetitive

workouts in a non-communicative environment. As a said Lassroom (2015) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Furthermore, also states that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion." The nature of song lyrics is fairly repetitive and consistent. It means that song lyrics have a role in the processing of language information, with cognitive features in song lyrics such as understanding and memory. Song lyrics can impact listeners' comprehension of the meaning of words in song lyrics, as well as the usage of descriptive words in song lyrics that might elicit imagination and visual associations.

### **2.1.3 Song lyrics as media to teach Vocabulary**

The use of media in the teaching and learning process helps students achieve their learning goals. Media helps teachers in teaching lessons, making the teaching-learning process more interesting. Learning media is considered anything that can be used to convey and receive messages, stimulating thoughts, feelings, attention, and interests. As well as the cooperation of students so that the learning process occurs in order to achieve learning objectives effectively. In the context of English language learning, song lyrics are considered as an excellent tool to help students'

learning process. Specifically, song lyrics are believed to be able to motivate students during English learning.

It means that song lyrics have an important role in learning English because they can increase students' sensitivity to sounds, and learning a language is actually an introduction to various types of meaningful sounds. Song lyrics are not only a supporting element, but also make learning more interesting. When students like the song lyrics taught by the teacher, they will happily and enthusiastically involve themselves in learning. The use of song lyrics as learning media not only stimulates the cognitive aspect, but also enriches students' overall learning experience. Success in achieving learning objectives can be further enhanced through an approach that utilizes the appeal and uniqueness of song lyrics as English learning aids.

According to Aughterson (2013) states that the main reason for using music in the classroom is the variety they can introduce into the lesson, it provides a break in the classroom routine and increases students engagement and interest in it. besides variety there is also the possibility of exposing students to authentic language and material. Furthermore Murphey (1992) that this practice offers several advantages that contribute to a more engaging and effective learning environment:

1. It increases their involvement in the teachings and offers them some responsibility.

2. The teacher acts as a language resource, while the students directly teach the song lyrics subject matter to them.
3. not take up the teacher's time and work that is spent looking for materials.

According to Isnaini and Aminatun (2021) song lyrics take students to new cultures and opens them to new worlds, which is the reason why music is an important part of language teaching all over the world. They provide variety in the teaching materials because they provide variety in the use of vocabulary, sentence structure and language usage. This gives students a more comprehensive understanding of several linguistic aspects that may not be covered in traditional teaching materials. In addition to this, through the song lyrics, students are able to express their emotional intelligence and understand deeper meanings in the lyrics rather than only understanding the literary meanings.

#### **2.1.4 Lyric**

Lyrics are an art form that exudes emotional values. In the context of a lyrics, Lyrics are a collection of words that are an important component of the work. However, lyrics are not just a space filler in a song lyric; instead, they have a very significant role in determining the theme, character, and purpose of the song lyrics itself.

According to Rachmawati et al. (2020) states that words are typically used in context in lyrics; the sound of new words is easily



retained through the song lyrics melody. Students will hear various new words several times while listening to the music. Language accent, grammar, memory, mood, enjoyment, and motivation are all influenced by music. Appropriately composing words and rhythm can help to hold the song lyrics together and boost the mind's ability to recall it.

A lyric of the song similar to poetry, but have the difference that they are written to go with music. Therefore, song lyrics tend to be easier to remember. Students can memorize new vocabulary without deliberate effort because they unconsciously repeat it after knowing the lyrics. In addition, the human brain's ability to process information makes song lyrics easier for students to remember. According to Sakinah (2018) states that songs bridge the brains hemispheres, strengthening retention through a complementary function as the right hemisphere learns the melody, the left, the words.

## **2.2 Vocabulary Mastery**

At this point the researcher discusses the meaning of, types of vocabulary, and learning ang techniques teaching vocabulary.

### **2.2.1 The Definition of Vocabulary**

According to Zaifa (2019) states that vocabulary is the total number of words in one language. Furthermore, Hariyono (2020) vocabulary can also be defined as words taught in a foreign language.

According to Syahdani et. al (2024) states that vocabulary is considered to be the knowledge of words and its meanings. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write Suryani et al. (2023). It may be concluded from all of the above definitions that vocabulary is a word that someone knows the meaning and all words that are used in communication.

Although all the definitions seem clear enough, the vocabulary is denser than the definitions. Words can be heard and seen in all aspects of spoken and written communication, but if they are not used correctly and in the correct context, they are meaningless. To gain better understanding, further word knowledge takes two forms:

a) Receptive vocabulary

It involves seeing how words are formed while listening or reading and repeating their meaning. Because students only receive vocabulary like this from teachers, other students, and other people. According to Karimah (2019) receptive vocabulary refers to words that students have been taught, they recognize but they probably not be able to pronounce. Receptive vocabulary which can also be referred to as passive vocabulary is received language input obtained from listening and reading activities. this vocabulary is called passive vocabulary.

b) Productive vocabulary

Productive vocabulary knowledge is defined as words that students can understand and pronounce. Learners can actually use these words effectively in writing and speaking. Therefore, Productive vocabulary is words that have been mastered by a learner, they are able to understand the meaning, they are able to pronounce it correctly, and understand well how to use it to express their opinions and thoughts to others Karimah (2019). Furthermore, Alqahtani (2015) states that productive vocabulary is defined as words that students understand and pronounce correctly and use constructively in writing and speaking. this vocabulary is called active vocabulary.

According to Patahuddin et al. (2017) vocabulary can be categorized into two types: active and passive. The active vocabulary encompasses the words that are instructed to students, which they can then incorporate into their language skills for both verbal and written communication. The passive vocabulary pertains to words that students can identify and comprehend within a specific context. Such a passive type of vocabulary occurs in a listening or reading material.

### **2.2.2 Types of Vocabulary**

Vocabulary is an aspect of language learning in general vocabulary is divided into verb, noun, and adjective.

### 1. Verb

A verb is the part of speech that indicates what something does, or what it is. It's also the basic component of the predicate of a sentence

### 2. Noun

A noun is a part of speech that serves as a subject or object. More generally, we think of a noun as a person, place, thing, quality, or action

### 3. Adjective

Adjective is one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else

#### **2.3.1 Learning and Technique in teaching vocabulary**

Learning vocabulary involves a process that requires effective conditions for learners to acquire vocabulary well. It is not only about understanding new words, but also about their proper use in context. The meaning of the words is shaped and influenced by the context in which they are used as well as their relationship with other words.

In addition, According to Afzal (2019) states that Learning the vocabulary encompasses four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings.

1. Discrimination

This stage involves distinguishing letters and sounds. It helps in listening, speaking, writing and reading because by distinguishing, students can pronounce and understand words when they hear or read. It means that this stage involves the ability to differentiate between one word or vocabulary and another. In the process when a person learns to recognize the differences between words that are similar or have similar meanings. For example: In English, a person might learn the difference between words that have similar meanings, such as "beauty" and "pretty."

2. Understanding meaning

This stage involves understanding the concept of words by connecting them to their referents. It means that at this stage individuals are trying to understand the vocabulary they have learned. In the process one has gained an understanding of the meaning of the word, the context of its use and its relationship with other words. For example, someone learning the word "explore" might know that it means to explore or investigate a place.

3. Remembering

This stage consists of the ability to maintain meaning. Here a person tries to remember the vocabulary that has been learned. The process involves repetition or other memorization techniques to help remember the meaning of the newly learned words.

4. Consolidation and extension of the meanings.

In this stage, students learn new vocabulary and incorporate it into their vocabulary system. The final stage involves reinforcing the understanding and use of words in different contexts. In the process when one attempts to use vocabulary in real situations and practice using it creatively to expand their knowledge.

Furthermore Hidayati (2016) also states that “vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations. But ultimately it is learned by the individual”. And there are several techniques for teaching vocabulary:

1. Using mnemonics

Using mnemonics, which means creating special images that associate words spoken in one language with their meaning in the first language. An example: if you want to remember a word in a second language that means "car," you can create a mental image of a car and associate it with the way the word is pronounced in the second language. For example, you can imagine a car that has wheels like the letter "V," and relate this to how to say the word "car" in a second language. It means that mnemonics with images or visual associations can be an effective method to ease the process of remembering vocabulary or phrases, especially when those visual elements have a strong impression and are memorable.

2. Word cards.

Learners can be trained to prepare and use sets of word cards as some of them face difficulties in imaging to find the meaning of a particular word. It is good to provide blank cards to learners until they get used to using them to train them to adopt this method and use it continuously.

### 3. Using dictionaries

The use of dictionaries is beneficial when students are writing texts and looking for source words for vocabulary acquisition. Training students in good dictionary usage is essential as many students are unfamiliar with dictionary conventions. The following are some of the key skills required in good dictionary usage: Recognizing aspects of dictionary layout, understanding how dictionary entries are coded, distinguishing different meanings of a term, cross-referencing, using synonyms, and inferring spelling.

### 4. Guessing from context.

This is one of the most useful talents that students can learn and utilize both in and out of the classroom. It seems to be one of those things that is quite simple to teach and implement. It is also one that we all utilize unconsciously when reading and listening in our own language. The problem is that they are less confident in understanding the context compared to their understanding of their own language. Therefore, this strategy should be used as often as possible in text-based tasks.

## 5. Motivation

Teachers should share their pleasure and fascination with the written word with students. In addition to activities to arouse students' interest in language, teachers can share their own learning experiences or those of other students, whether they succeed or fail. This can be a motivation for them to learn more. So, we can conclude that teachers can use any of the strategies that are considered best and appropriate for the students' circumstances.

### 2.3 Previous Study

Gushendra (2017), in his journal titled "IMPROVING STUDENTS' VOCABULARY MASTERY BY USING ENGLISH SONG LYRICS," conducted a quantitative study employing an experimental design. The study involved two classes as samples: an experimental class and a control class. The research incorporated two variables, namely English song lyrics as variable X and students' vocabulary mastery as variable Y. The total population comprised 54 students, with a final selection of 40 students for the study. The sample selection was based on cluster sampling with an equal chance of being chosen, irrespective of group characteristics. The findings indicated that students in the experimental class exhibited a very good level of performance on the vocabulary mastery test, scoring 82.25, whereas those in the control class achieved a good level with a score of 63.25. In the inferential analysis, the calculated significance value was 0.000, exceeding the alpha level of 0.05. These results encourage



the alternative hypothesis (Ha) to be accepted, English song lyrics can improve students' vocabulary mastery.

Isnaini and Aminatun (2021), in their paper titled "DO YOU LIKE LISTENING TO MUSIC? STUDENTS' THOUGHT ON THEIR VOCABULARY MASTERY USING ENGLISH SONG LYRICS," employed a descriptive qualitative study as their research design. The focus of this study was 30 students in the English education program at the Faculty of Teacher Training and Education, Universitas Teknokrat Indonesia. Data were gathered through a combination of questionnaires and interviews. According to the results of questionnaires and interviews, English song lyrics have a significant impact on students' English skills, According to the participants, English song lyrics contribute to their learning process by assisting them in acquiring new vocabulary, becoming familiar with unfamiliar words, and mastering correct pronunciation. Consequently, the students believe that exposure to English song lyrics ultimately enhances their overall English vocabulary.

Amanda & Tambusai (2023), in her paper titled "The Effect of English Song lyrics on Students' Vocabulary Mastery at Grade Nine of SMPN 2 Galang," used a quantitative descriptive study as the research design. The focus of this research was 40 students (20 experimental group students and 20 control group students). Data was collected through a combination of questionnaires and interviews. In this study, researchers want to try to provide English song lyrics for help students with vocabulary. Based on calculations, the average pre-test score in the control group was

32 and the post-test score was 52.5 while the average pre-test score is at Experiment class is 32 and the post-test score is 71.5. Based on research result it can be concluded that there is an increase in nouns, adjectives and verbs through the use of English song lyrics.

Rachmawati et al. (2020), in their paper titled “Male and Female Students’ Perception on the Use of Popular Song lyrics to Improve Students’ Vocabulary Mastery.” Used a qualitative method, the data is obtained through observation and questionnaires. Then, the data from the observations analyzed by copying all activities in class and data from questionnaires presented as a percentage. Researchers describe the observation data qualitatively. In answering the first research question, it was found that teachers use audio techniques such as music in teaching vocabulary. Next, the results of the second and third research questions found that both male and female students agreed with the popular song lyrics can improve students' vocabulary mastery, this can be seen from the questionnaire. It shows that students get new vocabulary after listening, learning and reading popular song lyrics because of it has lots of new vocabulary and is easy to understand.

Previous studies have shown that song lyrics can be an effective media in vocabulary learning, as they involve sensory and emotional aspects that can reinforce the learning process. However, little research has delved deeper into why and how song lyrics media specifically can affect students' vocabulary mastery.

## 2.4 Hypothesis

This hypothesis of this research is formulated as follows:

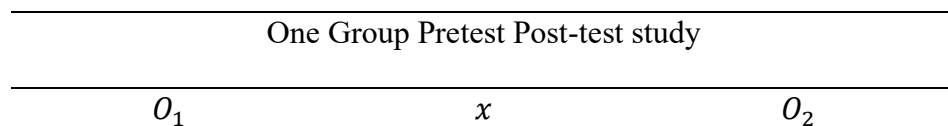
1. Null hypothesis (Ho): There is no effectiveness between students before being taught using English song lyrics and students after being taught using English song lyrics.
2. Alternative hypothesis (Ha): There is an effective between the students before taught using English song lyrics and the students after taught English song lyrics to improve students' vocabulary.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

This chapter discusses research design, research, sample and population, research instrument, variable of the research, validity and reliability of research, and techniques in data collection.

**3.1 Research Design**

The Researcher uses quantitative methods. According to Sugiyono (2013) quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing the established hypothesis. The research method that the author uses in this research is method experimental research. Based on Sugiyono (2013) states that experimental research methods can be interpreted as research methods used to looking for the effect of certain treatments on others under controlled conditions. The Experiment used in this study is a Pre-Experiment: One-Group Pretest-Post-test Design which is a Pre-Experiment where a group is measured and observed before and after treatment, as shown in the following figure:



*Table 3 1 Pre Experimental design description*

The researchers used pre-experimental by selecting one group with a pretest and posttest design type. this design is carried out in two stages,

before and after treatment. This research aims to determine the increase in students' abilities vocabulary using song lyrics as media for first grade students MAN 1 Malang. The use of treatment aims to prove what the treatment is Learning using song lyrics as media is effective for increasing vocabulary or not. So, the effect of Treatment is known from the comparison of scores between experiment and control group. The researchers conducted three meetings to use treatment using song lyrics for the experimental group. Research schedule is being planned as follows:

No.	Date	Activities
1.	25 <sup>th</sup> April 2024	Pre-Test
2.	29 <sup>th</sup> April 2024	Giving the first treatment
3.	2 <sup>th</sup> May 2024	Giving the second treatment
4.	6 <sup>th</sup> May 2024	Giving the third treatment
5.	10 <sup>th</sup> May 2024	Post-Test

*Table 3 2 Schedule of Researcher' Activities*

## **3.2 Sample and Population**

### **3.2.1 Population**

Population is a comprehensive area consisting of objects or subjects with certain qualities and characteristics, identified by the researcher for study, leading to the formulation of conclusions Sugiyono (2013). It means that a population is a collection of topics, which can include objects or people. The

population of this study was all class X students MAN 1 MALANG 2023/2024 academic year. The school selected for this study is located in Malang Regency. This school was selected because it has characteristics that are relevant to the focus of the research, namely the level of diversity in students' abilities in terms of social and cultural backgrounds. The total number of class X students is 375 students with 10 classes. English teachers recommend taking this class during preliminary studies. Researchers took Grade 10 students as research subjects because they tend to have higher enthusiasm and motivation to learn because they are still new to the high school environment. In addition, they are still in the stage of forming effective learning habits. Introducing them to interesting learning methods such as song lyrics as media can help arouse their interest in learning English and strengthen their language skills in a fun way.

### 3.2.2 Sample

Sample refers to a group of individuals selected from a population, selected based on certain criteria and procedures to accurately represent the characteristics of the entire population by Hamsina (2021). Based on the English teacher's recommendation, the researcher choose class X B with a total of 31 students. The researcher took this class according to the English teacher's suggestion. This class is assumed to have English language proficiency and high motivation in learning.

Sample of 10B Class		Total participant
Male	Female	34
12	22	

*Table 3.3 Sample of Researchers' Activities*

### **3.3 Variable of the Research**

#### **1. Independent Variable**

Variable that affects or change the dependent variable. It is called an independent variable because its value does not depend on and is not influenced by the status of other variables in the experiment. In this research, the independent variable is the use of song lyrics.

#### **2. Dependent Variable**

The dependent variable is influenced by the presence of the independent variable; it represents the observed effect. The dependent variable observed in this study is students' vocabulary mastery.

### **3.4 Validity and Reliability**

The implementation of this research is assisted by an instrument as a test tool. To determine the accuracy and reliability of the instruments used, the validity and reliability of the research instruments were tested.

#### **3.4.1 Validity**

According to Oluwatayo (2012) validity depends on the extent to which meaningful and appropriate conclusions or decisions are made based on the scores obtained from the instruments used in the research. In an easy to understand sense, a validity test is a test that aims to assess whether a set of measuring instruments correctly measures what it is supposed to measure. Based on Heale & Twycross (2015) there are 3 (three) main types of validity:

##### **1. Content Validity**

Content validity describes the degree to which a survey covers all aspects of a construct and also includes a more superficial standard of face validity, which is the degree to which the items in a survey appear relevant to readers who are familiar with the construct being measured by Devellis (2017). Therefore, content validity relies on theory to describe the construct to be measured. specifically, theory provides insight into the relevant wording, concepts, and dimensions of a construct.

Test	Materials	Standard competence	Test item
Pre- Test Post-Test	Verbs, adjective	- Students are able to understand the meaning of words and phrases in the context.	5
		- Rearrange to make the right words.	5
		- Arrange words into sentences that have meaning.	5
		- Determine the synonym and antonym word.	5

*Table 3.4 Validity Content*

## 2. Construct Validity

According to Babbie (2016) states that Construct validity involves testing the extent to which a measurement instrument conforms to an underlying theory or concept. Construct validity can be checked through hypothesis testing related to the variables associated with the construct. It means



that whether the research tools used have been developed based on appropriate and relevant theoretical frameworks (constructs). Furthermore based on Oluwatayo (2012) Construct validity indicates the extent to which inferences can be validly drawn from operationalizations in one's study to the theoretical constructs on which those operationalizations are based.

Based on the theory explained in the previous chapter that is, filling in gaps, matching words that can be used to test abilities students. This study includes a vocabulary test consisting of 20 questions given by the researcher. The type of test used is 10 questions to complete incomplete paragraphs with the correct vocabulary, 10 questions to determine antonyms and synonyms of words.

### 3. Item Validity

The researcher used content validity as the reliability metric in this study. To verify whether the instrument materials were accurate, the experts looked at how well they matched the actual classroom instruction. Pearson's product moment correlation approach was used in this study to test whether the items were accurate or not.

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{[\sum X^2 - (\sum x)^2][\sum Y^2 - (\sum Y)^2]}$$

#### **Description :**

$R_{XY}$  = Correlation coefficient between variables X and Y

- $N$  = Number of Respondents
- $\sum x$  = Total score of the items
- $\sum Y$  = Sum of the total scores
- $\sum x^2$  = Sum of the squared scores of the items
- $\sum Y^2$  = Sum of the total scores for the squares of the items

According to the formula  $Df=n-2$  at 5% significance level,  $Df= n-2$ , valid questions are found by comparing  $R_{xy}$  with valid questions. If the  $R_{xy}$  equals or exceeds the valid questions, the question is considered genuine.

The trial was conducted on non-sample participants to determine whether an instrument is valid or not. The results were calculated. The results of the calculation are compared with  $r$  table; if  $r_{count} > r_{table}$ , then the question item is valid. The result of trial is showed in table 3.5:

Item number	r-item	r-table	Result
1	0,0467	0,349	Valid
2	0,0467	0,349	Valid
3	0,039	0,349	InValid
4	0,357	0,349	Valid
5	0,458	0,349	Valid
6	0,575	0,349	Valid
7	0,490	0,349	Valid
8	0,168	0,349	InValid
9	0,553	0,349	Valid
10	0,612	0,349	Valid
11	0,426	0,349	Valid
13	0,387	0,349	Valid

14	0,464	0,349	Valid
15	0,548	0,349	Valid
16	0,481	0,349	Valid
17	0,491	0,349	Valid
18	0,464	0,349	Valid
19	0,485	0,349	Valid
20	0,505	0,349	Valid

*Table 3.5 The Result of Item Validity*

Based on table 3.5, 18 items are declared valid. Two items are declared invalid and must be revised. The researcher used 20 items as research instruments to obtain information about students' vocabulary mastery.

### **3.4.2 Reliability**

According to Oluwatayo (2012) in educational research, the emphasis on applying reliability is to ascertain whether a specific technique, when repeatedly applied to the same subject, produces consistent results each time. Moreover, reliability is an essential attribute of any effective test, as it is a prerequisite for the test to be valid. A test must exhibit reliability as a measuring instrument. Reliability is the consistency of the scores obtained. A reliable test is characterized by its consistency and dependability. Therefore, when students take the same test on two different occasions, the results should be similar, and the greater the similarity of the scores, the higher the reliability of the test. Reliability assessments can also

be calculated using SPSS 21 version and Microsoft Excel. To calculate reliability, it was divided into 2, namely:

### 1. Scale Reliability

To measure the reliability of a scale or questionnaire, the Cronbach's Alpha formula can be used, as follows:

$$R_{tt} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum S_i^2}{s_t^2} \right]$$

#### Description :

$R_{tt}$  = Instrument reliability coefficient (total test)

$k$  = Number of valid questions

$\sum S_i^2$  = Number of item variants

$s_t^2$  = Variant of the total score

**Value of r count > r table 5 %, then the item is accepted**

### 2. Test Reliability

To set the reliability of the test using the formula KR - 20. because the test is dichotomous, namely the correct answer is given a score of 1 and the wrong answer is given a score of 0. The KR-20 formula is as follows:

$$R_{tt} = \left[ \frac{k}{k-1} \right] \left[ \frac{v_t - \sum p q}{v_t} \right]$$

#### Description :

$R_{tt}$  = test reliability

$k$  = Number of valid items

$v_t$  = variance score of total tests

$p$  = Proportion of subjects who answered the question correctly

$q$  = Proportion of subjects who answered the question incorrectly (1-p)

$\sum pq$  = Number of multiplication results between p and q

<b>Coefficient interval</b>	<b>Correlation level</b>
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

*Table 3.6 Interpretation of Correlation Coefficient Values*

Amount 20 questions were reduced into 18 questions that has been declared as valid question after conducting the validity test. The reduced data then being inputted on SPSS 21 to find the Cronbach' Alpha reliability. Below is the result of the reliability:

**Reliability Statistics**

Cronbach's Alpha	N of Items
.814	18

*Table 3.7 Reliability Result*

From table 3.6, the Cronbach 's Alpha value of 0.814. This means that the items are reliable. Following the interpretation of the correlation coefficient value, 0.678 has a reliable correlation level.

### **3.5 Research Instrument**

#### **3.5.1 Pre-Test (T1)**

According to Creswell (2014) pre-test is an assessment of specific attributes or characteristics conducted on participants in an experiment before they undergo any treatment. It is a test designed to measure the initial abilities of students.

The pre-test and post-test are multiple choice and consist of 20 questions. Students were given thirty minutes by the teacher to complete the pre-test and post-test. After the pre-test, the researcher gave the treatment using song lyrics.

#### **3.5.2 Treatment**

All students in the experimental group received this treatment, the treatment research was conducted 3 times during the learning.

- 1) In the first meeting, the researcher explained about recount text and part of speech material focusing on verbs and adjectives. Next, the researcher gave the students the missing lyrics and asked them to fill in the missing parts based on the words they heard. The title of the song lyrics played was "Reckless" by Madison Beer twice. The first time, the song was played without giving the lyrics to the students, and the researcher asked them to

listen and say the words they remembered. After that, the researcher gave the students a printout of the lyrics and played the song lyrics once again. After hearing the song lyrics for the second time, the researcher and students discussed the meaning of the song.

- 2) In the second meeting, the researcher asked the students to form groups of six and assigned them to underline the verbs and adjectives contained in the song lyrics that had been discussed in the first meeting. After completing the task, students were asked to find synonyms and antonyms of the words they underlined.
- 3) In the third meeting, the researcher gave printouts of the lyrics of the song "See You Again" by Wiz Khalifa ft. Charlie Puth, then the researcher asked students to discuss with their classmates about the content of the song lyrics. After students understood and knew the meaning of the words given, the researcher asked students to create a story (recount text) using the vocabulary they had learned.

### **3.5.3 Post- Test (T2)**

According to Creswell (2014) states that a post-test is a measure of several attributes or characteristics that are assessed by participants in an experiment after a treatment. The researcher gave a post-test to find out the significant difference between the students before and after they were taught by using English song lyrics as a media to improve students' vocabulary, to find out whether this

technique was successful or not. The form of the test is multiple choice. The purpose is to find out how the students' ability changes after using English song lyrics as a media for vocabulary mastery.

Pre-test	Treatment	Post-test
T1	X	T2

*Table 3.8 Pre-Test and Post-Test design*

Note:

T1 : Pre-test score

X : Treatment

T2 : Post-test score

### **3.5.4 Interviews**

Interviews were conducted as an additional data collection method to complement and deepen the information already obtained. With interviews, researchers can gain deeper insights and direct perspectives from respondents related to research topics. In this study, interviews were conducted directly to several subjects.

### **3.6 Technique Analysis Data**

After the data was collected, the researcher calculated the data using the t-test to determine whether there was a difference before and after treatment. but before testing the hypothesis, a preliminary test or prerequisite test was carried out. The hypothesis is carried out by testing the normality of the data first. To analyze the effectiveness of the use of research



media using hypothesis testing. Hypothesis testing uses normality test and t-test. For this hypothesis test using SPSS 21.

### 3.6.1 Normality Test

The data normality test is carried out after the validity and reliability test stages are complete, to determine whether the data used follows a normal distribution. In this study, the normality test employed the Kolmogorov-Smirnov test. According to Drezner et al. (2010) the Kolmogorov-Smirnov test is used to decide whether a sample comes from a population with a completely specified continuous distribution.

The basis for decision making includes:

- If the significant value > 0.05 then the data is normally distributed
- If the significant value < 0.05 then the data is not normally distributed.

### 3.7 Hypothesis Test

According to Arikunto (2002) to test the hypothesis that has been formulated using the t-test statistical formula as shown below:

$$t = \frac{M d}{\frac{\sqrt{\sum x^2 d}}{N(N-1)}}$$

#### Description:

$t$  = the value which is found

$Md$  = mean of the different between pretest and Post-Test

$\Sigma x^2 d$  = total of quadrate deviation

$N$  = subject on the sample

Data analysis for the t-test, the hypothesis criteria to be used in this study are as follows:

$H_0$ : There is no effect in using song lyrics media to Vocabulary Mastery in students Man 1 Malang.

$H_a$ : There is an effect in using song lyrics media to Vocabulary Mastery in students Man 1 Malang.

With the test criteria at a significant level  $\alpha = 0,05$  with degree o freedom (dk) = (n-1), where the test criteria are Ho is rejected if  $t_{count} > t_{table}$  and Ha is accepted.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter contains the research findings and discussion including the data, data analysis, normality test and hypothesis test.

#### **4.1 Research Findings**

The researcher used research instruments to conduct research in the form of multiple-choice questions. These findings provide an overview of the results of students' vocabulary comprehension scores obtained through pre-test scores and post-test scores using data analysis techniques to ensure systematic results.

To ensure systematic results. Pre-test and post-test scores were taken to test significance and hypothesis testing. The researcher used normality test, homogeneity, and hypothesis testing, namely the Paired Sample t-test. The researcher described the findings in this chapter into some parts. They would be described as follows:

##### **4.1.1 The Descriptive of Pre-Test Score**

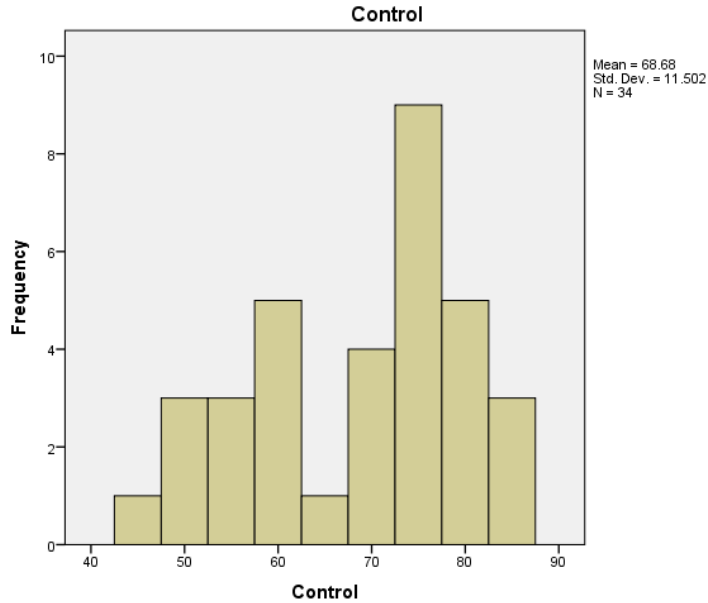
In this activity, students were given 20 questions individually. In one class there were 34 students as samples who filled in the pre-test questions. The purpose of giving a pretest is to find out the initial vocabulary ability of students before being given treatment by the researcher. The pre-test results can be seen in the table below.

No.	Initial Name	Score
1.	AMFH	55
2.	AHJ	80
3.	AT	80
4.	AP	80
5.	ACH	85
6.	AND	75
7.	ANN	75
8.	AA	80
9.	BZPA	70
10.	FAK	85
11.	FB	60
12.	FMI	70
13.	FR	80
14.	HBI	75
15.	IMT	75
16.	KH	60
17.	MYT	75
18.	MSA	50
19.	MMA	45
20.	MAAM	65
21.	MADA	55
22.	MRZA	60
23.	MAL	50
24.	NDS	85
25.	NAF	60
26.	NA	70
27.	RDA	55
28.	RBS	70
29.	RDA	75
30.	SAAM	75
31.	SRN	75
32.	TCA	50
33.	TCP	60
34.	ZT	75

*Table 4. 1 Result of Pre-Test*

The table above shows the pre-test results of class XB at Man 1 Malang before being given treatment. From the table it can be seen that the students with the lowest score is 45 and the students with the highest score is 85. The researchers used SPSS 21 to determine descriptive statistics and percentages of students' scores on the pre-

test. The results are presented in the form of a histogram graph to easily understand the meaning of the scores obtained by students. The



following is the histogram graph:

*figure 4 1 The Histogram Chart of Pre-Test*

From the Histogram Graph picture, it can be seen an overview of the range of grades obtained by students and the frequency of obtaining grades in students. From the histogram, data can be obtained, namely the range of values 45 to 55 obtained a frequency of 9 students, then in the range of values more than 60 to 70 obtained a frequency of 9 students, and for values more than 75 to 85 obtained a frequency of 16 students. Then it can be concluded that there are 18 students who have scores below the Passing Grade. The following is a descriptive table of students Pre-Test scores. To see the details of the Pre-Test calculation can be seen in the table below:

Statistics		
Control (pre-test)		
N	Valid	34
	Missing	0
Mean		68.68
Std. Error of Mean		1.973
Median		72.50
Mode		75
Std. Deviation		11.502
Variance		132.286
Range		40
Minimum		45
Maximum		85
Sum		2335

*Table 4. 2 Descriptive Statistic of Pre-Test*

Based on table 4.2 shows the value of the pre-test results of class X B students with a total of 34 students. The table shows that the average value (mean) for pretest items is 68.68, so the median value is 72.50. The minimum value obtained by students in the pre-test is 45 while the maximum value in the pre-test is 85. The standard deviation value is 11.502.

Then, Variance (V) is used to show the measurement of the average distribution of the test results. If the Variance scores is lower than the Mean, it indicates that the data is good because the distribution does not deviate from the Mean. Standard Error, shows the accuracy of the sample to the population. The lower the standard error, the better the sample we have. standard error is an error that describes how much the sample will change if the study uses a new sample in a population.

Based on the table, it can be seen that the standard deviation value is 11.502 which is smaller than the pre-test mean value of 68.68. Therefore, it can be concluded that the pre-test data has good data quality. After knowing the list of students' pre-test scores, the next step is for researchers to give treatment to 34 students in class X B by using song lyrics as media. At the end of the study, students will be given a post-test to find out whether there is an increase or decrease in scores after being given treatment by the researcher.

#### 4.1.2 The Description of Post-Test Score

No	Initial Name	Score
1.	AMFH	95
2.	AHJ	85
3.	AT	95
4.	AP	80
5.	ACH	80
6.	AND	90
7.	ANN	95
8.	AA	100
9.	BZPA	85
10.	FAK	95
11.	FB	100
12.	FMI	80
13.	FR	100
14.	HBI	80
15.	IMT	90
16.	KH	55
17.	MYT	95
18.	MSA	95
19.	MMA	95
20.	MAAM	80
21.	MADA	85
22.	MRZA	95
23.	MAL	80
24.	NDS	90
25.	NAF	95
26.	NA	80
27.	RDA	60
28.	RBS	80

29.	RDA	90
30.	SAAM	85
31.	SRN	70
32.	TCA	75
33.	TCP	70
34.	ZT	90

Table 4. 3 The Description data of students Post-Test score

After calculating the result of the Pre-Test, the researcher also calculated the data for the Post-Test by using SPSS 21. Below is a histogram graph regarding the Post-test scores after giving treatment.

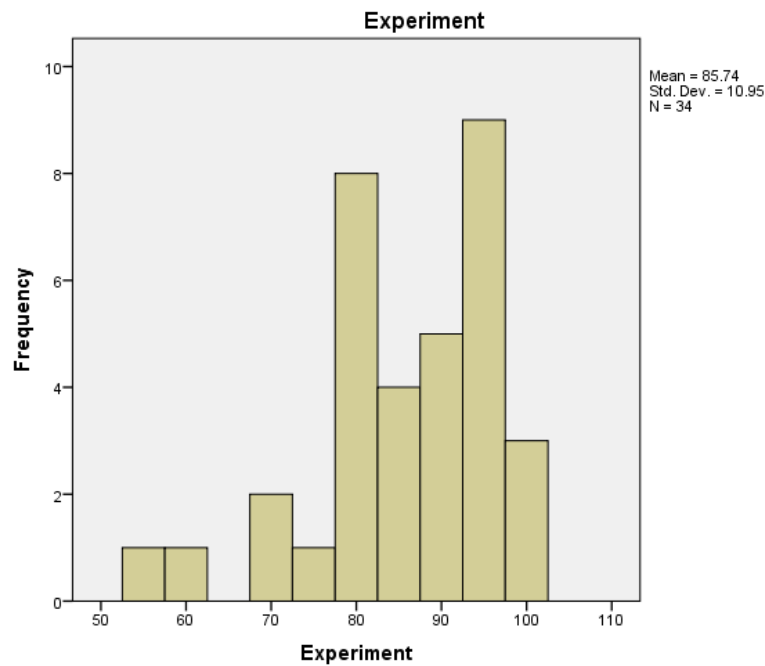


Figure 4.2 The Histogram of Post-Test

From the Histogram Graph picture, it can be seen an overview of the range of grades obtained by students and the frequency of obtaining grades in students. grades obtained by students. From the histogram, data can be obtained, namely: the score



range of 55 to 60 obtained a frequency of 2 students, then in the score range of more than 70 to 80 obtained a frequency of 11 students, then for scores of more than 85 to 90 obtained a frequency of 9 students, and for scores of more than 95 to 100 obtained a frequency of 12 students. It can be concluded that, more students whose scores are above the passing grade or Minimum Completeness Criteria (KKM) on the post-test. To see the details of the Post-Test calculation, it can be seen in the table below:

**Statistics**

Experiment (post-test)

N	Valid	34
	Missing	0
Mean		85.74
Std. Error of Mean		1.878
Median		87.50
Mode		95
Std. Deviation		10.950
Variance		119.898
Range		45
Minimum		55
Maximum		100
Sum		2915

*Table 4. 4 Descriptive Statistics of Post-Test*

Based on the table shows that the average value (mean) for Post-Test items is 85.74, so the median value is 87.50. The minimum value obtained by students in the pre-test is 55 while the maximum value in the pre-test is 100. The standard deviation value is 10.950. And the standard error of Post-Test is 1.878.

### 4.1.3 The Effectiveness of Using Song lyrics as Media

In this research, the effect of song lyrics as media students' vocabulary mastery can be proven by the increase in students' scores from pre-test to post-test. Evidence of this improvement can be seen in the following table:

No	Initial name	Differences		Description
		PreTest	PostTest	
1.	AMFH	55	95	Increase
2.	AHJ	80	85	Increase
3.	AT	80	95	Increase
4.	AP	80	80	-
5.	ACH	85	80	-
6.	AND	75	90	Increase
7.	ANN	75	95	Increase
8.	AA	80	100	Increase
9.	BZPA	70	85	Increase
10.	FAK	85	95	Increase
11.	FB	60	100	Increase
12.	FMI	70	80	Increase
13.	FR	80	100	Increase
14.	HBI	75	80	Increase
15.	IMT	75	90	Increase
16.	KH	60	55	-
17.	MYT	75	95	Increase
18.	MSA	50	95	Increase
19.	MMA	45	95	Increase
20.	MAAM	65	80	Increase
21.	MADA	55	85	Increase
22.	MRZA	60	95	Increase
23.	MAL	50	80	Increase
24.	NDS	85	90	Increase
25.	NAF	60	95	Increase
26.	NA	70	80	Increase
27.	RDA	55	60	Increase
28.	RBS	70	80	Increase
29.	RDA	75	90	Increase
30.	SAAM	75	85	Increase
31.	SRN	75	70	-
32.	TCA	50	75	Increase
33.	TCP	60	70	Increase

34.	ZT	75	90	Increase
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*Table 4. 5 Differences Result*

From the table above, it can be seen that the difference in pre-test and post-test scores among 34 students is quite large. The pretest was conducted before the students were given the treatment using song lyrics as media, and the post-test was conducted after the students were given the treatment using song lyrics as media. From these results, it can be stated that the score (before treatment) is lower than the post-test score (after treatment). Basically, the increase in the average score between the pre-test and post-test can be divided into 4 groups.

The first group of score increases of 5-20 were shown by 21 students (AHJ, AT, AND, ANN, AA, BZPA, FAK, FMI, FR, HBI, IMT, MYT, MAAM, NDS, NA, RDA, RBS, RDA, SAAM, TCP, ZT) where their scores from Pre-Test to Post-Test on average had an increase in scores of 5 shown by one of them by AHJ where he got a score of 80 to 85. an increase in score of 10 was shown by one of them by FAK who got a Pre-Test score of 85 to 95. an increase in score of 15 was shown by one of them by ANN with a score of 75 to 90. an increase in score of 20 was shown by FR with a score of 80 to 100.

The second group increased by 25-50 which was shown by 8 students (AMFH, FB, MSA, MMA, MADA, MRZA, MAL, NAF). an increase in score of 30 was shown by NAF, MAL, MADA, which got a score of 60 to 95, 50 to 80, 55 to 85. an increase in score of 35 was shown by MRZA as much as 60-95. an increase in score of 40 was shown by AMFH, FB. an increase in score of 45 was shown by MSA getting a score of 50-95. the highest increase in score of 50 was shown by MMA as much as 45 to 95.

The next group had no increase in Pre-Test to Post-Test scores indicated by AP getting a score of 80 to 80. and the last group that showed no improvement from Pre-Test to Post-Test was 3 students indicated by ACH with a score of 85 to 80, KH with a score of 60 to 55, and SRN from 75 to 70. where the decrease in score was 5.

To follow up on the decline in scores, the researcher took further steps by collecting additional information through interviews. This interview aimed to dig deeper into the reasons behind the decline in scores experienced by some students. Thus, the researcher can understand factors that affect students' performance, whether in terms of motivation, difficulties faced, or other external factors. The results of the interviews are expected to provide more comprehensive

insights so that they can be used as a basis for improving learning methods in the future.

#### **4.1.4 The Result of interviews**

To answer the second research question, "What are students' perceptions about the use of song lyrics in improving vocabulary?". The researcher conducted interviews with participants to understand their perspectives on how song lyrics contribute to increasing vocabulary. The interviews aimed to explore students' views on the effectiveness and impact of using song lyrics as media for vocabulary mastery.

The first question aimed to explore respondents' general views on the effectiveness of song lyrics as a media to improve students' vocabulary. The first question in this interview was "*What do you think about using song lyrics in learning to improve your vocabulary?*". The researcher asked the same question to the five students the following answers were given by each student:

AHJ: "*I think learn with using the lyrics of a song can help me understand a lot of vocabulary in a good way.*"

MRZA: "*I think the use of song lyrics in learning to increase vocabulary is very effective. Songs not only introduce new vocabulary naturally in a meaningful context, but also make the learning process more interesting and memorable.*"

SAAM: *"I think I like to learn with song lyrics because music is enjoyable and can make learning more engaging and less monotonous."*

ZT: *"I see the use of song lyrics as an effective tool for improving vocabulary. The songs provide rich context for new words and phrases that not only help with memorization, but also enhance my understanding of the language in interesting ways."*

ANN: *"using song lyrics as a media to improve vocabulary is effective. Song lyrics provide a powerful and emotional context for new words, making it easier for me to remember them better."*

For the second question, *"Are there certain words or phrases that you learned from the song lyrics that you didn't know before?"*. This question aims to explore respondents' perceptions of the influence of specific song lyrics in remembering and applying new vocabulary. This helps to understand the mechanisms or reasons behind their positive or negative perceptions towards the use of song lyrics in vocabulary learning. Apart from that, this question can also reveal the extent to which song lyrics are effective in introducing and strengthening respondents' understanding of previously unknown vocabulary. The following are the answers given by the students:

AHJ: *“Yes, from the songs I listened to, I found the word 'swore'. At first I didn't know that 'swore' was actually the 2nd form of the verb 'swear'. I only knew the general meaning of 'swear', but this song helped me understand that 'swore' is used in different contexts and means 'promise' or 'swear' in a more specific context.”*

MRZA: *“Yes, from the song 'Reckless' I learned the word 'reckless' which means gegabah. From 'See You Again', there is the word 'longing' which means rindu yang sangat mendalam. These songs helped me expand my vocabulary with words I might not have encountered in traditional learning.”*

SAAM: *“Yes, I just learned new words like 'reckless' and 'reached', as well as some synonyms and antonyms that actually have general meanings. This made me even more aware of how rich and varied the vocabulary of the language is.”*

ZT: *“I learned a lot of new vocabulary, which I had never heard before, such as reckless, bond, reached, brotherhood and others.”*

ANN: *“Yes there is, besides I got new vocabulary such as reckless, pain, swore, bond and others. I also learned synonyms and antonyms of the vocabulary I just got that I didn't know before.”*

## 4.2 Anylisis The Data

### 4.2.1 The Normality Test

The normality test aims to determine whether the data is normally distributed. Kolmogorov Smirnov is used by researchers as a normality test in this analysis. Data is considered normal if  $p \geq \alpha$ , and  $\alpha$  is a significant level of 0.05. The test results are shown in Table 4.5 below:

		Control	Experiment
N		34	34
Normal Parameters <sup>a,b</sup>	Mean	68.68	85.74
	Std. Deviation	11.502	10.950
Most Extreme Differences	Absolute	.209	.154
	Positive	.128	.111
	Negative	-.209	-.154
Kolmogorov-Smirnov Z		1.217	.899
Asymp. Sig. (2-tailed)		.103	.394

a. Test distribution is Normal.

b. Calculated from data.

*Table 4. 6 Normality Test Result*

Based on the output from SPSS 21 above, the table shows that the significant value of the Pre-test is 0.103 and the significant value of the Post-test is 0.394. Both pre-test and post-test significant values are higher than 0.05. The pre-test significant value is 0.103 and higher than 0.05 ( $0.103 > 0.05$ ). meaning that  $H_a$  is accepted and  $H_0$  is rejected. automatically the pre-test data distribution is normal. Then, the post-test value is 0.394 and greater than 0.05 ( $0.394 > 0.05$ ). This means that  $H_a$  is accepted and  $H_0$  is rejected. Automatically, the data distribution of the



post-test data is normal. Therefore, it can be concluded that both data (pre-test and post-test) are normally distributed.

#### 4.2.2 Homogeneity Test

In this research, the homogeneity test was calculated by the SPSS 21 program. The calculation of the homogeneity test can be seen in the table below:

song lyrics			
Levene Statistic	df1	df2	Sig.
.422	1	60	.518

*Table 4. 7 Homogeneity Test Result*

Based on the results of the table above, it is known that the sig value. 0.518 shows that the sig. value of learning outcomes ( $0.518 > 0.05$ ) which means that the learning outcomes obtained from the results of filling in multiple choice questions on the Pre-Test and Post-Test have the same variation or are homogeneous.

#### 4.2.3 Hypothesis Test

Hypothesis testing is carried out to answer previous research questions which are still conjectural. In this study, the research hypothesis is divided into 2, namely the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ), described as follows:

- a) Null hypothesis ( $H_0$ ): There is no effectiveness between students before being taught using English song lyrics. and students after being taught using English song lyrics.

b) Alternative hypothesis (Ha): There is an effective between the students before taught using English song lyrics and the students after taught English song lyrics to improve students' vocabulary.

Hypothesis testing in this study was carried out using the paired sample t-test. The paired sample t-test test is used to determine whether the independent variable has a significant effect on the dependent variable. The calculation of the paired sample t-test test in this study used SPSS 21. As for the results of the paired sample t-test test, namely:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control	68.68	34	11.502	1.973
	Experiment	85.74	34	10.950	1.878

*Table 4. 8 Descriptive Statistics for Pre-Test and Post-Test*

As mentioned earlier, there were 34 students who became the sample of this study. Students' names are mentioned with initials to maintain students' privacy. The researcher gave a test before being taught by using song lyrics as media. Table 4.7 shows the descriptive statistics of Pre-Test and Post-Test. As mentioned earlier that there are two hypotheses in this study: (1) H0 which states that there is no significant difference in the improvement of students' vocabulary before and after being taught with song lyrics as media. (2) Ha which states that there is a significant difference in the improvement of students' vocabulary before and after being taught using song lyrics as media. For more details can be seen in the following table:

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Control - Experiment	-17.059	14.202	2.436	-22.014	-12.104	-7.004	33	.000

*Table 4. 9 Paired Sample Test*

The table above shows that there is a significant difference in the mean scores between the pre-test and post-test because the Sig. value of 0.000 is smaller than 0.05. Since the Sig value is  $< 0.05$ , then  $H_0$  is accepted. If the Sig value is  $< 0.05$ , then  $H_0$  is rejected. It is clear that the Sig value is 0.000 and lower than 0.05 so that  $H_0$  is rejected and  $H_a$  is accepted. So based on the table above, it can be concluded that the treatment using song lyrics as media in this study has a significant effect in improving students' vocabulary skills. This improvement can be seen from the striking difference in scores between the pre-test and post-test, indicating that this method is effective in helping students improve and deepen their vocabulary understanding.

**4.3 Discussion**

Based on the results of data analysis obtained by pre-experimental method with one group Pre-Test Post-Test design, it can be seen that there are changes in students learning outcomes between Pre-Test and Post-Test both in the experimental class. It is known that the average value of students' cognitive abilities is obtained from the results of the pre-test and post-test.

The use of song lyrics as learning media in vocabulary learning was evaluated by the researcher's using post-test. The post-test was given to the experimental group treatment with song lyrics media and the control group without treatment. To compare the post-test results between the two classes, the researcher used SPSS version 21.

Based on the results of descriptive data analysis, the mean obtained by the experimental group was 85.74, while the control group was 68.68. This shows that there is a mean difference between the experimental group and the control group. Paired Sample T-test was conducted to prove whether the difference was significant or not. Before conducting the paired sample t-test, the data must be confirmed to be normally distributed by conducting a normality test. Based on SPSS 21, the significant values of the experimental group and control group are 0.394 and 0.103. Since both significance levels are higher than 0.05, the data is normally distributed, and the paired sample t-test can be performed. After that, the researcher conducted a homogeneity test.

Based on SPSS 21, it is known that the sig value 0.518 shows that the sig value. learning outcomes  $> 0.05$  or  $> 0.518 > 0.05$  which means that the learning outcomes obtained from the results of filling in multiple choice questions on the Pre-Test and Post-Test have the same variance or are homogeneous.

Using SPSS 21, a paired sample t-test was conducted. The findings showed a significance value of 0.000 for the post-test results for the control groups. This figure is less than 0.05. Therefore, the null hypothesis (H<sub>0</sub>) was

rejected and the alternative hypothesis ( $H_a$ ) was accepted. It can be interpreted that song lyrics media is effective in improving students' vocabulary.

The results of this study are in line with Gushendra (2017). His research shows that song lyrics media is effective in students' vocabulary acquisition. It was proven that the experimental group had a higher average of 82.25 than the control group with a score of 63.25 in understanding the vocabulary taught in the experimental class making students feel motivated to learn vocabulary in a fun way. Based on the results of the independent t-test analysis, there is a significant difference between the average score of the control group and the average score of the experimental group.

Based on research conducted by Rachmawati et al. (2020), which used a qualitative method with an observation and interview design, the results show that teachers use audio techniques such as music to teach vocabulary. Furthermore, from the second and third research questions, it was found that both male and female students agreed that popular song lyrics can improve their vocabulary acquisition. This can be seen from the questionnaire results which show that students acquire new vocabulary after listening, learning and reading the lyrics of popular song lyrics, because the song lyrics contain a lot of new vocabulary that is easy to understand.

This research is in line with previous findings which show that the use of audio media, particularly music, can increase students' motivation and participation in language learning. In addition, the use of music in learning has been proven effective in improving listening skills and understanding of

language context, which in turn enriches students' vocabulary. These findings strengthen the argument that the integration of music, especially popular song lyrics, as a learning aid can have a significant positive impact in the context of language education. Therefore, this study proves that the use of song lyrics lyric as learning media is effective in improving students' vocabulary at MAN 1 Malang.

In addition, the interviews also provided a deeper understanding of students' perceptions of the use of song lyrics as media to improve their vocabulary. The interview results show that the use of song lyrics as a vocabulary learning tool has great potential in improving students' vocabulary. The positive responses from the students indicate that this method can be considered as an effective and interesting approach in the context of language learning.

The use of song lyrics as learning media is effective for improving students' vocabulary because it can increase vocabulary comprehension. In addition to increasing students' interest in learning vocabulary, the use of song lyrics also received a positive response from students in the teaching and learning process. It is not only efficient for teachers in delivering the material, but also fun for students in deepening their vocabulary understanding. Song lyrics allow students to be more emotionally involved in the learning process. When students listen to songs and follow the lyrics, they are more likely to remember new words. Songs that are interesting and relevant to students' interests can make learning more fun and reduce boredom. The process of listening and reading the lyrics repeatedly helps to strengthen the memory and

understanding of new vocabulary. The use of song lyrics can also facilitate contextualized teaching, where students can see how words are used in real sentences, helping them understand the meaning and usage of words more deeply. Thus, song lyrics not only improve students' vocabulary but also enrich their overall learning experience.

## **CHAPTER V**

### **CONCLUSION**

This chapter contains the conclusions from the research conducted by the researcher, besides that the researcher includes several suggestions in order to improve further research.

#### **5.1 Conclusion**

The findings of this study show that the use of song lyrics media has a significant impact on students' vocabulary skills. This is evidenced by the paired t-test results which show a significance value of 0.000 which is lower than 0.05. With these results, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is accepted. This means that there is a significant difference in mean scores between the experimental and control groups. Therefore, it can be said that the use of song lyrics lyrics media can help students to improve their vocabulary as the experimental group achieved higher mean scores than the control group.

The use of song lyrics as a vocabulary learning media helps students in understanding vocabulary better. By using song lyrics to identify verbs and adjectives, as well as finding synonyms and antonyms of these words, students can improve their understanding of the use of words in recount texts. Not only deepens their understanding of how words are used in various contexts, but also supports their vocabulary improvement and strengthens overall language skills.

Furthermore, this conclusion is proven by statistical calculations of some data. The increase in students' scores from the Pre-test and Post-test showed that the post-test scores were higher than the pre-test scores. The highest score of the pre-test was 85, the lowest score was 45. With an average of 68.68, standard



deviation 11.502 and standard error 1.973. While the highest score of the post-test was 100, the lowest score was 55. With an average of 85.74, standard deviation 10.950, and standard error 1.878. The results of hypothesis testing using the paired t-test sample show a significance value of 0.000 for the post-test results for the control groups. This figure is less than 0.05. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It can be interpreted that song lyrics media is effective in improving students' vocabulary. Overall, it can be said that song lyrics are a suitable learning media for vocabulary mastery of grade X students of MAN 1 MALANG in the academic year 2023/2024.

Through interviews with respondents, we obtained additional information about students' experiences during the learning process. The use of song lyrics as media to improve students' vocabulary received positive responses. Most students found the use of song lyrics very effective in expanding their vocabulary. They observed that songs not only introduce new vocabulary in a natural and meaningful way, but also make the learning process more interesting and memorable.

In addition, song lyrics also provide a rich and varied context for new vocabulary. This helps them to understand words and phrases in a deeper and more meaningful context. Some students revealed that learning by using song lyrics feels more fun and interesting than conventional learning methods. This makes the learning process less monotonous and more entertaining.

Almost all students admitted that they had learned new words that were previously unknown through song lyrics. This shows that the use of song lyrics as a vocabulary learning tool is effective in expanding students' understanding of language and enriching their vocabulary significantly.

## 5.2 Suggestions

Based on the results of this study, the researcher provides several suggestions to:

### 1. Students

Students can explore new ways to improve vocabulary by listening to song lyrics, and have the freedom to enjoy the song lyrics they like. A pleasant classroom atmosphere plays an important role in facilitating effective comprehension of English materials. When students feel comfortable and energized in the learning process, they are more able to take in new information easily and engage actively in every lesson.

### 2. Teachers

Teachers can create a fun atmosphere in the classroom when teaching a foreign language to make the material easier for students to understand and increase their enthusiasm in learning English. One way is to use interactive media such as song lyrics to create a more dynamic atmosphere and build an emotional connection with the learning material. However, it is important for educators to understand these differences and provide flexibility in creating a supportive learning environment for each student, so as to create an inclusive learning environment that accommodates students' individual learning styles and preferences.

### 3. Further Researcher

Future researchers can refer to this study as a source of reference. However, the experiment in this study was completed in a short period of time, so future research is recommended to further explore the long-term

impact of vocabulary acquired through song lyrics. It is also suggested that future research can develop new techniques, methods and strategies to support students in improving vocabulary acquisition. In addition, it is important to pay attention to and further investigate students who experience a decline in vocabulary acquisition, by assessing the factors that may contribute to the decline and identifying the most effective interventions to help them.

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## APPENDICES

### *Appendix 1 First Activities*

## MODUL AJAR BAHASA INGGRIS

### A. Informasi Umum

<b>1. Identitas Sekolah</b>	
<b>a. School</b>	Man 1 Malang
<b>b. Class/semester</b>	X/2
<b>c. Subject</b>	English
<b>d. Skill focus</b>	Vocabulary
<b>e. Topik/Materi Pembelajaran</b>	Recount Text
<b>f. Profil Pelajar Pancasila</b>	Siswa mampu bernalar kritis, mandiri dan bergotong royong dalam memahami dan menggunakan recount text ke dalam kalimat sederhana
<b>g. Time allotment</b>	2X60 minutes

### B. Kompetensi Inti

#### 1. Tujuan Pembelajaran

- Mengidentifikasi fungsi social, strutur dan unsur kebahasaan teks recount
- Mengidentifikasi kosa kata verbs and adjectives
- Menyebutan arti kosa kata yang ada dalam lirik lagu
- Menulis kalimat yang didalamnya terdapat verbs and adjectives ‘
- Menulis sinonim atau antonym dari verbs dan adjectives
- Mampu membuat cerita pengalaman sendiri (recount text) dari vocab yang telah di dapat

2. Pemahaman Bermakna

Siswa mampu merangkai dan menyampaikan ide kompleks dengan menggunakan kosa kata dan tata Bahasa dalam tulisan

<b>SARANA DAN PRASARANA</b>	
<b>Fasilitas</b>	1. Power point 2. LKPD 3. Sound system 4. Song lyrics lyric 5. Alat Tulis 6. Laptop  <b>B. PESERTA DIDIK:</b> 1. merespon salam dan berdoa 2. menjawab absensi guru 3. Merespon apa yang disampaikan guru 4. Mendengarkan informasi guru
<b>Model pembelajaran</b>	Discovery Learning
<b>Pengetahuan Prasyarat</b>	Memahami penggunaan Simple Past tense
<b>Persiapan Pembelajaran</b>	1. Menyiapkan lagu yang mengandung simple past tense 2. Membaca materi tentang simple past tense 3. Membaca dan memahami teks yang disediakan guru

3. Kegiatan pembelajaran

**Pertemuan ke-1**

<b>No.</b>	<b>Aktivitas Guru</b>	<b>Waktu</b>
<b>1.</b>	- Guru membuka Pelajaran dengan mengucapkan salam dan menanyakan kabar siswa - guru mengabsen siswa	25 menit



	<ul style="list-style-type: none"> <li>- guru bertanya tentang penyanyi dan lagu kesukaan siswa</li> <li>-guru dan siswa bernyanyi Bersama</li> <li>- guru menyampaikan tujuan pembelajaran</li> </ul>	
	<b>Kegiatan inti</b>	
	<ul style="list-style-type: none"> <li>- guru menjelaskan materi mengenai recount text dan part of speech (verbs and adjective)</li> <li>- guru memutar lagu “Reckless” by Madison Beer tanpa memberikan lirik</li> <li>-guru memberikan printout berisi lirik lagu serta meminta mereka untuk mendengarkan Kembali sambil mengamati lirik serta isi dalam lagu.</li> <li>- guru meminta mereka untuk menacri the meaning of song lyrics</li> </ul>	60 menit
	<b>Kegiatan Akhir</b>	
	<ul style="list-style-type: none"> <li>-guru menanyakan kesulitan selama proses belajar.</li> <li>-guru memberikan kesimpulan tentang materi hari ini</li> <li>-guru menutup pertemuan dengan berdoa dan memberi salam</li> </ul>	5 menit
	Total waktu	90 menit

#### 4. Bentuk Penilaian

Aspek	Skor	Jumlah Skor
Kata ditulis dengan spelling yang tepat	10	
Kata ditulis dengan spelling yang kurang tepat	5	
<b>Kata ditulis salah</b>	0	

Keterangan:

Nilai akhir: jumlah skor X jumlah soal

## Appendix 2 Second Activities

### Pertemuan kedua

No.	Aktivitas Guru	Waktu
1.	<ul style="list-style-type: none"><li>- Guru membuka Pelajaran dengan mengucapkan salam dan menanyakan kabar siswa</li><li>- guru mengabsen siswa</li><li>- Guru mengajak siswa bermain dengan menggunakan kosa kata yang kemarin dipelajari</li><li>-guru memberitahukan tujuan pembelajaran hari ini.</li></ul>	30 menit
	<b>Kegiatan inti</b>	
	<ul style="list-style-type: none"><li>- guru meminta siswa untuk menggaris bawahi verbs dan adjectives yang ada pada lagu tersebut, kemudian menuliskan artinya.</li><li>-guru dan siswa membahas hasil pekerjaan siswa</li><li>- guru meminta siswa mencari sinonim dan antonym dari verbs dan adjectives tersebut</li><li>- guru meminta setiap kelompok membuat 2 kalimat menggunakan kosa kata tersebut</li></ul>	50menit
	<b>Kegiatan Akhir</b>	
	<ul style="list-style-type: none"><li>-guru menanyakan kesulitan selama proses belajar.</li><li>-guru memberikan kesimpulan tentang materi hari ini</li><li>-guru menutup pertemuan dengan berdoa dan memberi salam</li></ul>	10 menit
	<b>Total waktu</b>	90 menit

### Bentuk Penilaian

<b>Aspek</b>	<b>Skor (1-10)</b>	<b>Bobot</b>	<b>Nilai</b>	<b>Keterangan</b>
Siswa menemukan verb dan adjective				
Siswa menemukan sinonim dari kata yang sudah didapatb				

### Appendix 3 Third Activites

#### Pertemuan ketiga

No.	Aktivitas Guru	Waktu
1.	-Guru mengadakan apersepsi berupa games, dimana siswa dibagi menjadi empat kelompok berdasarkan barisan tempat duduk. - Guru meminta siswa menebak judul lagu yang diputar, kelompok yang berhasil menebak judul lagu dengan benar berkesempatan untuk meminta kelompok lain untuk menebak arti / sinonim / antonim kosaka yang telah dipelajari kemarin.	25 menit
	<b>Kegiatan inti</b>	
	- guru memutar lagu “see you again” by Wiz Khalifa dan membahas the meaning of song lyrics. -guru meminta siswa untuk menulis recount text berupa pengalaman sendiri 1 paragraf saja dari vocabulary yang telah di dapat pada pertemuan sebelumnya.	60 menit
	<b>Kegiatan Akhir</b>	
	-guru menanyakan kesulitan selama proses belajar. -guru memberikan kesimpulan tentang materi hari ini -guru menutup pertemuan dengan berdoa dan memberi salam	5 menit
	<b>Total waktu</b>	90 menit

#### Bentuk penilaian

Bentuk instrument	Contoh instrument	Kunci jawaban	Skor
Make a paragraph	Make a paragraph using the words that provided		100

**Reckless**  
**By Madison Beer Twice**

Hey, this is a story I hate  
And telling it \_\_\_\_\_ make me break  
But I'll tell it anyway  
This \_\_\_\_\_ about  
How you said there was nobody else  
Then you got up and went to her house  
You guys always left me out  
I still have the \_\_\_\_\_ you wrote  
When you told me that I was the only girl  
You'd ever want in your life  
I guess my friends were right  
Each day goes by and \_\_\_\_\_, I cry  
Somebody saw you with her last night  
You gave me your word, "Don't worry 'bout her"  
You might love her now, but you loved me first  
Said you'd never hurt me, but here we are  
Oh, you \_\_\_\_\_ on every star  
How could you be so reckless with my heart?  
You \_\_\_\_\_ in and out  
Of my heart like a \_\_\_\_\_  
And she must be perfect, oh well  
I hope you both go to hell  
I still have the letter you \_\_\_\_\_  
When you told me that I was the only girl  
You'd ever want in your life  
I \_\_\_\_\_ my friends were right  
Each day goes by and each night, I cry  
Somebody saw you with her last night

You gave me your word, "Don't worry 'bout her"  
You might love her now, but you loved me first  
Said you'd never \_\_\_\_\_ me, but here we are (here we are)  
Oh, you swore on every star  
How could you be so reckless with my heart? (Heart)  
How could you be so reckless?  
How could you be so reckless?  
How could you be so reckless with someone's heart?

## **See You Again**

**By. Wiz Khalifa**

It's been a long day without you, my friend  
And I'll tell you all about it when I see you again  
We've come a long way from where we began  
Oh, I'll tell you all about it when I see you again  
When I see you again

Damn, who knew?  
All the planes we flew, good things we been through  
That I'd be standing right here talking to you  
'Bout another path, I know we loved to hit the road and laugh  
But something told me that it wouldn't last  
Had to switch up, look at things different, see the bigger picture  
Those were the days, hard work forever pays  
Now I see you in a better place (see you in a better place) Uh

How can we not talk about family when family's all that we got?  
Everything I went through, you were standing there by my side  
And now you gon' be with me for the last ride

It's been a long day without you, my friend  
And I'll tell you all about it when I see you again (I'll see you again)  
We've come a long way (yeah, we came a long way)  
From where we began (you know we started)  
Oh, I'll tell you all about it when I see you again (I'll tell you)  
When I see you again

First, you both go out your way and the vibe is feeling strong  
And what's small turned to a friendship, a friendship turned to a bond

And that bond will never be broken, the love will never get lost  
(The love will never get lost)

And when brotherhood come first, then the line will never be crossed  
Established it on our own when that line had to be drawn  
And that line is what we reached, so remember me when I'm gone  
(Remember me when I'm gone)

How can we not talk about family when family's all that we got?  
Everything I went through you were standing there by my side  
And now you gon' be with me for the last ride

So let the light guide your way, yeah  
Hold every memory as you go  
And every road you take  
Will always lead you home, home

It's been a long day without you, my friend  
And I'll tell you all about it when I see you again  
We've come a long way from where we began  
Oh, I'll tell you all about it when I see you again  
When I see you again

When I see you again (yeah, uh)  
See you again (yeah, yeah, yeah)  
When I see you again



*Appendix 4 Worksheet Pre-Test*



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA  
MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>. email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

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**SOAL PRE TEST**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**A. Choose the correct option from the given choices.**

1. "I've been so reckless with my own heart."  
The underlined word can be replaced with...
  - A. Careful
  - B. Careless
  - C. Thoughtful
  - D. Calm
2. "I should have known better than to let you go."  
What is the meaning of the sentence above?
  - A. Understanding the situation well
  - B. Regretting the decision to release someone
  - C. Happy about letting someone go
  - D. Forgetting about someone easily
3. "But now I see you standing there."  
The underline word is similar in meaning to...
  - A. Sitting
  - B. Running
  - C. Waiting
  - D. Walking
4. "I should have known better than to let you go."  
The underlined phrase can be replaced with...

- A. Keep you
  - B. Leave you
  - C. Understand you
  - D. Ignore you
5. "We've come a long way from where we began."  
The underlined phrase is similar in meaning to...
- A. Moved a little
  - B. Achieved a lot
  - C. Started recently
  - D. Stayed close

**B. Rearrange the following letters to make the right words**

- 6. E – K – C – L – E – S – R – E (ceroboh) \_\_\_\_\_
- 7. N – O – I – T – A – R – E – P (penantian) \_\_\_\_\_
- 8. I – S – S – E – M – I – S – R (kenangan) \_\_\_\_\_
- 9. E – C – A – N – S – I – F – I – G (penting) \_\_\_\_\_
- 10. M – E – N – G – L – O (pergi) \_\_\_\_\_

**C. Write the following words in the right order to form the meaningful sentences**

- 11. There – see – standing – I – you – now  
Answer: \_\_\_\_\_
- 12. Go – you – let – to – than – better – known  
Answer: \_\_\_\_\_
- 13. Again – you – see – when – I  
Answer: \_\_\_\_\_
- 14. Without – you – long – a – day – been – it's  
Answer: \_\_\_\_\_
- 15. Better – have – should – known – I  
Answer: \_\_\_\_\_

**D. Match the words in column A with their synonyms in column B.**

16. Reminisce (...)	a. Ideal
17. Perfect (...)	b. Route
18. Swore (...)	c. Promised
19. Damn (...)	d. Remember
20. Path (...)	e. Blame

*Appendix 5 Worksheet Post-Test*



KEMENTRIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA  
MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>. email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

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**SOAL POST TEST**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**A. Choose the correct option from the given choices.**

1. What is the main theme of the song "Reckless"?
  - A. Friendship and loyalty
  - B. Love and heartbreak
  - C. Adventure and excitement
  - D. Regret and reflection
2. In "Reckless", what does the narrator regret doing with their heart?
  - A. Taking care of it
  - B. Breaking it
  - C. Loving someone
  - D. Ignoring it
3. What does the phrase "long day without you, my friend" suggest in "See You Again"?
  - A. The speaker had a busy day
  - B. The speaker misses their friend
  - C. The speaker is enjoying their solitude
  - D. The speaker is looking forward to meeting their friend
4. What transition words are used in "See You Again" to indicate the passage of time?
  - A. First, next, then
  - B. Yesterday, today, tomorrow
  - C. Long, day, without
  - D. So, let, the
5. What is the purpose of the conclusion in "Reckless"?
  - A. To introduce a new character
  - B. To summarize the regrets

- C. To create suspense  
D. To describe the setting
6. "So let the light guide your way."  
The phrase "let the light guide" is a metaphor for...  
A. Following a physical light  
B. Using hope and positivity  
C. Avoiding darkness  
D. Seeking guidance from a person
7. "I should have known better than to let you go."  
The phrase "should have known better" suggests...  
A. Regret about a past decision  
B. Confidence in a decision  
C. Indifference to an event  
D. Happiness about a choice
8. "It's been a long day without you, my friend."  
The word "long" in this context most likely means...  
A. Short  
B. Tedious  
C. Pleasant  
D. Busy
9. "We've come a long way from where we began."  
The phrase "come a long way" suggests that the speaker:  
A. Hasn't made much progress.  
B. Has achieved everything easily  
C. Has overcome challenges and made significant progress  
D. Is still at the starting point
10. "We've come a long way from where we began."  
What is a synonym for the phrase "come a long way" in this context?  
A. Progressed significantly  
B. Reached the destination  
C. Started anew  
D. Turned around

**B. Match the words in column A with their antonyms in column B.**

11. Known (...)	a. End
12. Begin (...)	b. Weak
13. Hurt (...)	c. Cry
14. Laugh (...)	d. Heal
15. Strong (...)	e. Unknown

**C. Rearrange the following letters to make the right words**

1. D - E - T - S - E - L - A - W (keadilan) \_\_\_\_\_
2. G - I - E - R - H - N - G (memburu) \_\_\_\_\_
3. R - E - T - T - I - B - A (kembali) \_\_\_\_\_
4. P - A - S - N - I - E - O (ketenangan) \_\_\_\_\_
5. S - N - A - T - E - I - L - S (terang) \_\_\_\_\_

*Appendix 6 & Documentation*







## Appendix 7 Students' Work

Aprilia Novita D  
Murul Algia

Reckless  
By Madison Beer Twice

Hey, this is a story I hate  
And telling it is making me break  
But I feel it anyway  
This chatter about  
How you said there was nobody else  
Then you got up and went to her house  
You guys always left me out  
I still have the letter you wrote  
When you told me that I was the only girl  
You'd ever want in your life  
I guess my friends were right  
Each day goes by and night, I cry  
Somebody saw you with her last night  
You saw me your word, "Don't worry  
'bout her"  
You might love her now, but you loved me  
first  
Said you'd never hurt me, but here we are  
Oh, you stare on every star  
How could you be so reckless with my  
heart?  
You check in and out  
Of my heart like a hole  
And she must be perfect, oh well  
I hope you both go to hell  
I still have the letter you wrote  
When you told me that I was the only girl  
You'd ever want in your life

I guess my friends were right  
Each day goes by and each night, I cry  
Somebody saw you with her last night  
You saw me your word, "Don't worry  
'bout her"  
You might love her now, but you loved me  
first  
Said you'd never hurt me, but here we are  
(here we are)  
Oh, you stare on every star  
How could you be so reckless with my  
heart? (Heart)  
How could you be so reckless?  
How could you be so reckless?  
How could you be so reckless with  
someone's heart?

S = 3  
B = 2

Nama kelompok: Ajung Tiara  
Aprilia Novita D  
Murul Algia  
Tarissa Chikita P

No	Verb	Meaning	Synonym	Antonym
1.	Telling	menceritakan	revealing	unimportant
2.	Make	membuat	construct	destroy
3.	Tell	menceritakan	inform	keep a secret
4.	Said	mengatakan	speak	be quiet
5.	got up	bangun	waked	turned in
6.	went	berjalan / pergi	move	arrive
7.	wrote	menulis	put in writing	destroy
8.	Told	bercerita	advise	kept secret
9.	Go to	pergi	proceed	come
10.	saw	melihat	seeing	disbelieve
11.	gave	memberikan	present with	receive
12.	hurt	menyakiti	injure	heal
13.	swore	bertumpah	substantial	good
14.	check in	mendatangi	report	check out
15.	go	pergi	advance / walk / proceed	stay

Contoh kalimat :

- she went to the hospital yesterday
- Let's go across the river!

Nama kelompok: 1. Ajung Tiara  
2. Aprilia Novita Piyana  
3. Murul Algia  
4. Tarissa Chikita Puri

No	Adjective	Meaning	Synonym	Antonym
1.	perfect	sempurna	correct, flawless	imperfect
2.	loved	dicintai	adore	hate, dislike
3.	reckless	ceroboh	hasty, wild, rash	careful, aware
4.	both	keduanya	couple, two, alike, twin	only one, alone
5.	worry	khawatir	fear, doubt, problem	comfort, joy, pleasure

kalimat → she is perfect in every angle  
→ he looks very worried about his exam.



recount text

Afda Hikmah J (X-B)

Last week, I decided to go on a bike ride with Rani. Everything was going well until I carelessly cycled down a steep hill and hit a rock, causing me to lose control and fall. My leg was injured. Rani helped me to a nearby house, and my parents immediately took me to the hospital. The doctor informed me that I had a fractured leg. The incident taught me the importance of being careful and listening to warnings.



*Appendix 8 Research Permission Letter*

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG</b> <b>FAKULTAS ILMU TARBİYAH DAN KEGURUAN</b> Jalan Gajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang <a href="http://fitk.uin-malang.ac.id">http://fitk.uin-malang.ac.id</a> , email: <a href="mailto:fitk@uin-malang.ac.id">fitk@uin-malang.ac.id</a>	
Nomor	: 1439/Un.03.1/TL.00.1/04/2024	26 April 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth. Kepala MAN 1 Malang		
di		
Kabupaten Malang		
<b>Assalamu'alaikum Wr. Wb.</b>		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Dinanil Funun El Milal	
NIM	: 200107110009	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Genap - 2023/2024	
Judul Skripsi	: <b>The Effect of Song Lyrics as Media on Students' Vocabulary Mastery in Language Learning</b>	
Lama Penelitian	: April 2024 sampai dengan Juni 2024 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.		
<b>Wassalamu'alaikum Wr. Wb.</b>		
		
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

## Appendix 9 Letter of Completion of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG  
MADRASAH ALIYAH NEGERI 1 MALANG**

Alamat : Jalan Raya Putatlor Gondanglegi (0341) 879741, Kode Pos 65174  
Website : <http://www.man1malang.sch.id>, Email: [infoman1malang@gmail.com](mailto:infoman1malang@gmail.com)

---

### **SURAT KETERANGAN**

Nomor : B-1356/Ma.13.35.01/PP.00.6/06/2024

Yang bertanda tangan dibawah ini :

Nama : Ahmad Musthofa, M.Pd.  
NIP : 197005292006041006  
Jabatan : Kepala Madrasah  
Unit Kerja : MAN 1 Malang

Surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor : 39/Un.03  
1/TL.00.1/01/2024 perihal : Permohonan Izin Observasi Penelitian mahasiswa program studi  
S1 Pendidikan Bahasa Inggris, dengan ini kami menerangkan dengan sebenarnya bahwa :

Nama : Dinanil Funun El Milal  
NIM : 20010711009  
Program Studi : Pendidikan Bahasa Inggris  
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim  
Malang  
Tema/Judul/Survey/Researsch : ***"The Effect of Song Lyrics as Media  
On Students' Vocabulary Mastery in Language  
Learning"***

Telah Menyelesaikan Survey/Studi Pendahuluan di MAN 1 Malang pada tanggal 25 april s.d  
10 Mei 2024

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 13 Juni 2024  
Kepala,



**Ahmad Musthofa**



Dokumen ini telah ditanda tangani secara elektronik.

## Appendix 10 Validation of Pre-Test Post-Test

- synonym }  
 - antonym }

adv  
 adj  
 Verb  
 Noun.

Receptive = listening  
 Productive : Writing  
 recount text

**SOAL PRE TEST**  
**VOCABULARY TEST**

Name: \_\_\_\_\_

Class: \_\_\_\_\_ give the instruction or direction. Reading

✓ 1. He's really lazy. He always \_\_\_\_\_ doing any of the homework.  
 a. Gets away from  
 b. Gets over  
 c. Gets back from  
 d. Gets out of .

✓ 2. I have been trying to \_\_\_\_\_ my money so that I can take a trip to Japan during my winter vacation in December  
 a. Audience  
 b. Acceptable  
 c. Budget .  
 d. Benefits

✓ 3. The train now standing at \_\_\_\_\_ seven has just arrived from Brighton  
 a. Station  
 b. Lane .  
 c. Platform  
 d. Path

✓ 4. He's always telling <sup>5</sup> me what to do. He's so \_\_\_\_\_  
 a. Cruel  
 b. Helpful .  
 c. Bossy  
 d. charming

✓ 5. One day, I want to climb Mt. Everest. That's a goal I want to \_\_\_\_\_  
 a. Achieve .  
 b. Invent  
 c. Respect  
 d. Acquire

Choose the correct synonym for each underline word below.

✓ 6. This photo-copying machine has several serious defects .  
 a. Errors  
 b. Mistakes  
 c. Faults  
 d. Slips

✓ 7. It is obvious that he is innocent  
 a. Well known  
 b. Doubtful  
 c. Clear  
 d. Certain

*Appendix 11 Thesis Consultation Logbook*



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIMMALANG

**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

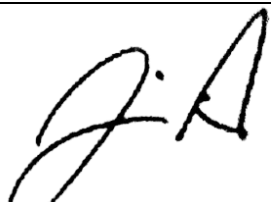
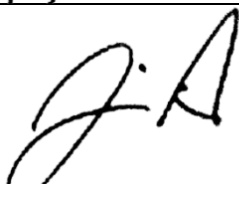

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**BUKTI KONSULTASI SKRIPSI**

**JURUSAN TADRIS BAHASA INGGRIS**

Nama : Dinanil Funun El Milal  
NIM : 200107110009  
Judul : The Effect of Song Lyrics as Media on Students'  
Vocabulary Mastery in Language Learning  
Dosen Pembimbing : Dian Arsitades Wiranegara, M.Pd

No.	Tgl/bln/thn	Materi bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1.	Jum'at, 13 Oktober 2023	Pembahasan mengenai judul - Acc Judul-melanjutkan draft selanjutnya	
2.	Kamis, 11 Januari 2024	Pembahasan judul (Mencari research gap, penulisan sumber)	
3.	Kamis, 18 Januari 2024	Revisi bab 1-2	
4.	Kamis, 25 Januari 2024	Bimbigan pembahasan bab 3	

5.	Senin, 01 April 2024	Revisi bab 1-3 setelah seminar proposal (Penggunaan tense, Null hypothesis among variables)	
6.	Selasa, 28 Mei 2024	Bimbingan pembahasan bab 4 dan bab 5 (description of data dipindah ke appendix, menyiapkan analisi data SPP)	
7.	Senin, 03 Juni 2024	Tanda tangan Approval Sheet	

Malang, 4 Juni 2024

Menyetujui,  
Dosen Pembimbing

Mengetahui

Ketua Jurusan TBI



**Dian Arsitades Wiranegara, M.Pd**

NIDT. 19801230201802011226



**Prof. Dr. H. Langgeng Budianto, M.Pd**

NIP. 197110142003121001

*Appendix 12 Author Biography*

**AUTHOR BIOGRAPHY**

Name : Dinanil Funun El Milal  
NIM : 200107110009  
Date and Place of Birth : Malang, 07 Juli 2002  
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Relligion : Muslim  
Faculty : Tarbiyah and Teacher Training  
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Educational Background :  
1. 205-2006 : PAUD. Dewi Masyitah  
2. 2006-2008 : TK. Dewi Masyitah  
3. 2008-2014 : MI Mambaul Ulum Sepanjang  
4. 2014-2017 : MTSN 3 Malang  
5. 2017-2020 : MAN 1 Malang  
6. 2020- until now : UIN Maulana Malik Ibrahim Malang



**Malang, 04 Juni 2024**

**Dinanil Funun El Milal**

**200107110009**