

A THESIS

**THE EFFECT OF MODIFYING ENGLISH SONG LYRICS
TECHNIQUE ON STUDENTS VOCABULARY
MASTERY AT MAN PINRANG**



BY

**FIRMANSYAH PUTRA
REG NUM. 2020203888203070**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2026**

A THESIS

**THE EFFECT OF MODIFYING ENGLISH SONG LYRICS
TECHNIQUE ON STUDENTS VOCABULARY
MASTERY AT MAN PINRANG**



BY

**FIRMANSYAH PUTRA
REG NUM. 2020203888203070**

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the requirements for the
Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2026**

**THE EFFECT OF MODIFYING ENGLISH SONG LYRICS
TECHNIQUE ON STUDENTS VOCABULARY
MASTERY AT MAN PINRANG**

A THESIS

**As a Part of Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**FIRMANSYAH PUTRA
REG NUM. 2020203888203070**

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2026**

SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Effect of Modifying English Song
Lyrics Technique on Students Vocabulary
Mastery at MAN Pinrang.

Name of Student : FIRMANSYAH PUTRA

Student Reg. Number : 2020203888203070

Study Program : English Program

Faculty : Tarbiyah

Basis for Supervisor : Dean of Faculty of Tarbiyah Degree
No.B-927/In.39/FTAR.01/PP.00.9/04/2025

Approved By Consultant Commissions:

Principal Supervisor : Munawir, M.Pd.,
EIN : 2030098801

Knowing:

Dean,
Tarbiyah Faculty



APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : The Effect of Modifying English Song Lyrics
Technique on Students Vocabulary Mastery at
MAN Pinrang.

Name of the Students : FIRMANSYAH PUTRA

Student Reg. Number : 2020203888203070

Study Program : English Education

Faculty : Faculty of Tarbiyah

Basis for Assigning Examiners : No.B-927/In.39/FTAR.01/PP.009/04/2025

Date of Graduation : July 6, 2026

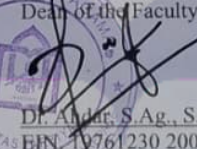
Approved By :

Munawir, M.Pd. (Chair) (.....)

Dr. H. Ambo Dalle, S.Ag., M.Pd. (Member) (.....)

Nurul Hasanah, M.Pd. (Member) (.....)

Knowning:
Dean of the Faculty of Tarbiyah

Dr. Ambar S. Ag., S.Sos., M.Pd.
BIN. 19761230 200501 2 002

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu' alaikum warahmatullahi wabarakatuh

In the Name of Allah, the Most Gracious, the Most Merciful.

All praise is due to Allah swt, the Lord of the Worlds. The writer would like to express her deepest gratitude to Allah swt, the Most High and the Ruler of the universe, for His blessings, mercy, health, and guidance, which have enabled the writer to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and all of his followers until the end of time.

On this valuable occasion, the writer would like to express his sincere gratitude to his beloved parents, Mr. Ashar Jabbar and Mrs. St. Rahmi Aliyyong, S.Pd.I., as well as all members of his extended family, for their endless prayers, support, encouragement, and love. They have provided the writer with unwavering motivation, valuable advice, and moral as well as financial support throughout his educational journey and the completion of this thesis.

The writer would also like to express her highest appreciation and deepest gratitude to Munawir, M.Pd., as his supervisor, for his patience, guidance, motivation, and valuable suggestions during the process of completing this thesis. Furthermore, the writer would like to extend his sincere thanks to:

1. Prof. Dr. Hj. Darmawati, S.Ag., M.Pd., the Rector of IAIN Parepare, for her dedication and hard work in managing and developing education at IAIN Parepare.
2. Dr. Ahdar, M.Pd.I., the Dean of the Faculty of Tarbiyah, IAIN Parepare, for providing excellent educational services and support for students.
3. Yulie Asni, M.Pd., the Head of the English Education Study Program, for her services and support to the students.
4. Dr. H. Ambo Dalle, S.Ag., M.Pd. and Nurul Hasanah, M.Pd., as the examiners, for their constructive comments, suggestions, and valuable feedback to improve this thesis.
5. Muh. Yusuf, M.Pd., as the Academic Advisor, for his guidance and support throughout the writer's academic journey at IAIN Parepare.

6. All administrative staff of the Faculty of Tarbiyah who have assisted the writer in completing the administrative requirements of this research.
7. The Headmaster of MAN Pinrang for granting permission, support, and facilities that enabled the writer to conduct this research.
8. The writer's friends and colleagues in ALIANSI MAHASISWA SENI (ANIMASI) IAIN PAREPARE, who have always provided support, encouragement, and companionship during the completion of this thesis. Their kindness and friendship have meant a great deal to the writer.
9. All individuals who have contributed directly or indirectly to the completion of this thesis and whose names cannot be mentioned one by one.

Finally, the writer would like to express her gratitude to all parties involved in the completion of this thesis. The writer realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this work in the future. The writer hopes that this thesis will be beneficial to the readers, particularly in the development of English language teaching and learning.

Aamiin Ya Rabbal 'Alamin.

Parepare, June 23th 2026 M
7 Muharram 1448 H
The Writer,



Firmansyah Putra
Reg Num. 2020203888203070

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Student Name : Firmansyah Putra
Reg. Number : 2020203888203070
Birthday Date and Place : Pinrang, March 14, 2002
Study Program : English Education
Faculty : Tarbiyah
Thesis : The Effect of Modifying English Song Lyrics
Technique on Students Vocabulary Mastery at
Man Pinrang.

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, June 23th 2026 M
7 Muharram 1448 H
The Writer,



Firmansyah Putra
Reg Num. 2020203888203070

ABSTRACT

FIRMANSYAH PUTRA. *The Effect of Modifying English Song Lyrics Technique on Students' Vocabulary Mastery at MAN Pinrang* (Supervised by Munawir).

Limited vocabulary mastery causes students to experience difficulties in understanding texts and using English appropriately. Therefore, this study aimed to determine whether the Modifying English Song Lyrics Technique had a significant effect on students' vocabulary mastery at MAN Pinrang and to identify the improvement in their vocabulary mastery after the implementation of the technique.

This study employed a quantitative approach with a pre-experimental one-group pre-test and post-test design. The sample consisted of 20 students selected through purposive sampling. The data were collected through pre-test, treatment, and post-test using a multiple-choice vocabulary test. During the treatment, the students modified the lyrics of Just the Way You Are based on environmental themes and recorded themselves singing with their personalized melodies and lyrics, which were shared collaboratively through WhatsApp Group discussions. The data were analyzed using descriptive statistics and inferential statistics through a paired sample t-test based on Webb and Nation's theory of vocabulary mastery.

The findings revealed that the mean score of the pre-test was 47.5 (poor category), while the mean score of the post-test increased to 76 (good category), representing a 60% improvement. The paired sample t-test showed that the significance value (Sig. 2-tailed) was $.000 < 0.05$, with a t-value of -31.81, indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. Additionally, 90% of students achieved Good or Very Good categories in the post-test, compared to only 15% in the pre-test, and all four vocabulary indicators (word meaning, synonyms, antonyms, and vocabulary comprehension) demonstrated significant improvement. Therefore, the Modifying English Song Lyrics Technique had a significant effect on students' vocabulary mastery at MAN Pinrang..

Keywords: Vocabulary Mastery, Modifying English Song Lyrics Technique, Song-Based Learning, Collaborative Learning.

TABLE OF CONTENTS

	PAGES
COVER	i
A THESIS.....	ii
FIRMANSYAH PUTRA.....	iii
SUPERVISORY COMMISSION APPROVAL	Error! Bookmark not defined.
APPROVAL OF THE EXAMINING COMMISSION.....	iv
ACKNOWLEDGEMENTS	vi
DECLARATION OF THE RESEARCH AUTHENTICITY	viii
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xii
LIST OF APPENDICES	xiii
TRANSLITERATION AND ABBREVIATIONS	xiv
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Research Question.....	4
C. Objective of the Research	4
D. Significances of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Research Finding.....	7
B. Some Pertinent Ideas.....	13

C. Benefits of Using Songs in Language Learning	22
D. Conceptual Framework	27
CHAPTER III RESEARCH METHOD	29
A. Research Design.....	29
B. Location and Time	30
C. Population and Sample.....	30
D. Instrument of the research.....	31
E. Procedure of Collecting Data.....	31
F. Technique of Data Analysis	35
CHAPTER IV FINDINGS AND DISSCUSSION	38
A. Findings.....	38
B. Discussion	58
CHAPTER V CLOSING	70
A. Conclusion	70
B. Suggestion.....	71
BIBLIOGRAPHY.....	74
APPENDICES	III

LIST OF TABLES

Numbers Of Tables	The Title Of Tables	Pages
3.1	Population of Reaserch	27
3.2	Scoring Formula	31
3.3	Classification of Students' Vocabulary Scores	31
4.1	Result of Pre-Test	35
4.2	Result of Indocator Pre-Test	37
4.3	Descriptive Statistics of Pre-Test	38
4.4	Result of Post-Test	40
4.5	Result of Indicator Post-Test	41
4.6	Descriptive Statistic of Pre-Test	43
4.7	Accumulation of Pre-Post Test	44
4.8	T-Test Paired Sample Test	47

LIST OF APPENDICES

NO.	Appendices	Pages
1	Instrument of Research	I
2	Pre-Test	I
3	Post-Test	VII
4	Students' Pre-Test Scores	XIII
5	Students' Post-Test Scores	XIV
6	Frequency Distribution of Pre-Test Scores	XV
7	Frequency Distribution of Post-Test Scores	XVI
8	Descriptive Statistics Output (SPSS)	XVII
9	Paired Sample T-Test Output (SPSS)	XVIII
10	Lesson Plan	XIX
11	Documentation of Research Activities	XXI
12	Research Permission Letter	XXIII
13	Research Recommendation Letter	XXIV
14	Curriculum Vitae	XXV

TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof

ي	Ya	Y	Ye
---	----	---	----

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (").

2. Vocal

- a. Single vowels (monophthong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أَـي	Fathah and Ya	Ai	a and i
أَـو	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
نَا / يَ	Fathah and Alif or ya	Ā	a andline above
يَ	Kasrah and Ya	Ī	i andline above
يَ	Kasrah and Ya	Ī	i andline above
وُ	Kasrah and Wau	Ū	u and line above

Example :

مات : māta
رمى : ramā
قيل : qīla
يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : rauḍahal-jannahataurauḍatuljannah

الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah

الْحِكْمَةُ : al-hikmah

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا : *Rabbanā*

نَجَّيْنَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعم : *nu‘ima*

عَدُو : *‘aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : *Arabi* (not ‘Arabiyyor ‘Araby)

عَلِيٌّ : *‘Ali* (not ‘Alyyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا (alif lam ma’arifah). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الْشَّمْسُ : *al-syamsu* (notasy- syamsu)

الزَّلْزَلَةُ : *al-zalزالah* (notaz-zalزالah)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

Fīṣilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafṣlābikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur ‘an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata'āla</i>
saw.	=	<i>ṣallallāhu 'alaihiwasallam</i>
a.s.	=	<i>'alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun

QS .../...: 4 = QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4

HR = Hadis Riwayat

Some abbreviations in Arabic:

ص = صفحة

دم	= بدون
صلعم	= صلى الله عليه وسلم
ط	= طبعة
بن	= بدون ناشر
الخ	= إلى آخرها / إلى آخره
ج	= جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I INTRODUCTION

A. Background

Vocabulary mastery is widely recognized as one of the most important aspects of language learning because it enables learners to understand and use language effectively. Adequate vocabulary knowledge supports the development of the four language skills listening, speaking, reading, and writing and contributes significantly to learners' overall communicative competence. Students with limited vocabulary often experience difficulties in comprehending texts, expressing ideas, and participating actively in communication. According to Schmitt and Schmitt, vocabulary knowledge is a fundamental component of language proficiency and plays a crucial role in successful language acquisition.¹ Similarly, Hasanah and Ali (2021) explain that vocabulary learning is fundamental to language learning and language use, as vocabulary forms the essence of any language.² Teng states that vocabulary mastery is one of the strongest predictors of students' academic achievement and English language proficiency.³

In the context of English as a Foreign Language (EFL), vocabulary learning remains a major challenge, particularly in countries where English is not used as a daily means of communication. Limited exposure to English outside the classroom often

¹ Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2020).

² Nurul Hasanah and Syahban Mada Ali, "Personal Vocabulary Notes (PVN) Method Affects The Students' Vocabulary of IAIN Parepare," *Jurnal Ilmiah Multidisiplin Amsir*, vol. 1, no. 1 (2022): 69.

³ Mark Feng Teng, *Vocabulary Learning in the Digital Age* (Singapore: Springer, 2023).

restricts students' opportunities to acquire and practice new vocabulary. Consequently, many learners struggle to retain vocabulary and use it appropriately in different contexts. Therefore, English teachers are required to implement effective and engaging instructional strategies that can help students develop vocabulary mastery more meaningfully and sustainably.⁴

One of the instructional approaches that has received considerable attention in recent years is the integration of music and songs into language learning. Songs provide authentic language input and create an enjoyable learning atmosphere that encourages student participation. Through rhythm, repetition, and meaningful contexts, songs facilitate vocabulary retention and help learners understand how words are used in real communication. Research conducted by Pavia, Webb, and Faez found that music-based learning activities positively influence vocabulary acquisition, learner engagement, and long-term vocabulary retention.⁵

Recent studies have also highlighted the effectiveness of English songs in improving vocabulary learning among EFL students. Wardiman, Aminah, and Dewi reported that the use of English songs helps learners understand vocabulary more easily, increases learning motivation, and promotes active participation during classroom activities.⁶ Songs expose students to vocabulary in meaningful contexts,

⁴ Mark Feng Teng, "Teaching and Learning Vocabulary in EFL Contexts," *Language Teaching Research*, 2022.

⁵ N. Pavia, M. Webb, and S. Faez, "The Impact of Music on Vocabulary Learning and Retention," *Language Teaching Research*, 2019.

⁶ M. Wardiman, A. Aminah, and A. Dewi, "The Use of English Songs to Improve Students' Vocabulary Mastery," *E-Journal of ELTS*, Vol. 10, No. 1, 2022.

allowing them to encounter and practice new words repeatedly, which is essential for vocabulary development.

Despite the potential benefits of vocabulary learning strategies, vocabulary acquisition remains a challenge for many students at MAN Pinrang. Based on preliminary observations and informal discussions with English teachers, students often demonstrate limited vocabulary knowledge and experience difficulties in understanding texts, expressing ideas, and using vocabulary appropriately in context. In addition, classroom instruction is still largely dominated by textbook-based activities and memorization techniques, which may reduce students' motivation and engagement in learning English. As a result, many students become passive during lessons and struggle to retain newly learned vocabulary.

To address these challenges, teachers need to employ learning techniques that actively involve students in the vocabulary learning process. One promising strategy is the Modifying English Song Lyrics Technique. In this technique, students are encouraged to modify existing English song lyrics by replacing, adapting, or creating new expressions using their own vocabulary. This activity requires students not only to recognize vocabulary but also to understand meanings, select appropriate words, and apply them in meaningful contexts. Through active participation, students are expected to develop deeper vocabulary knowledge and improve their ability to use English more effectively.

Furthermore, modifying song lyrics combines language learning with creativity and meaningful communication. By engaging with song lyrics, students have

opportunities to explore vocabulary, express personal ideas, and practice language use in an enjoyable learning environment. Such activities can increase learners' motivation, engagement, and confidence while simultaneously strengthening vocabulary retention. Therefore, the implementation of the Modifying English Song Lyrics Technique has the potential to become an effective alternative for improving students' vocabulary mastery.

Based on the explanation above, the researcher is interested in conducting a study entitled "The Effect of Modifying English Song Lyrics Technique on Students' Vocabulary Mastery at MAN Pinrang."

B. Research Question

Based on this background, the following problem formulations arise.

1. Is there a significant effect of using the Modifying English Song Lyrics Technique on students' vocabulary mastery at MAN Pinrang?
2. To what extent does the Modifying English Song Lyrics Technique improve students' vocabulary mastery at MAN Pinrang?

C. Objective of the Research

Based on the formulation of the problem, here are some research objectives.

1. To find out whether there is a significant effect of using the Modifying English Song Lyrics Technique on students' vocabulary mastery at MAN Pinrang.

2. To measure the extent of improvement in students' vocabulary mastery after being taught using the Modifying English Song Lyrics Technique at MAN Pinrang.

D. Significances of the Research

This research has several significances of both theoretical and practical significances as follow:

- a. Theoretical Significant

This research is expected to enrich the theoretical framework on English language learning strategies, particularly in vocabulary acquisition. It will contribute to the development of student-centered learning methods, as well as add to the literature on the use of music in foreign language education.

- b. Practical Significant

1. For Students

This study is expected to offer a new learning experience for students in English language acquisition through a more enjoyable and creative approach. By creating their own song lyrics, students are anticipated to have better vocabulary retention, enhance their language skills, and feel more confident in using English in everyday situations.

2. For Teacher

This research can serve as a reference for English teachers at MAN Pinrang and other schools in developing more engaging and effective teaching methods to improve students' vocabulary mastery. A music-based

approach can become an alternative strategy in designing dynamic and innovative lessons.

3. For Future Researchers

This study could provide valuable insights for the development of the English language curriculum in Indonesia, particularly in creating lessons that are more student-centered and align with the interests and needs of today's students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

1. A study conducted by Lestari (2021) entitled “*The Effect of Modifying Song Lyrics on Students’ Vocabulary Mastery*” investigated the use of song lyric modification as a teaching technique in improving students’ vocabulary⁷. This research employed a quasi-experimental design involving an experimental group and a control group. The findings revealed that students who were taught through modifying song lyrics showed a significant improvement in their vocabulary mastery compared to those who were taught using conventional methods. The study concluded that modifying song lyrics helps students actively engage with vocabulary by replacing and adapting words in meaningful contexts.
2. Pratama and Sari (2022) conducted a study entitled “Using Song Lyrics Modification to Enhance Vocabulary Learning among EFL Students”⁸. This study used a pre-experimental design with pre-test and post-test. Students were asked to modify existing English song lyrics by changing certain words using synonyms and contextual expressions. The results showed a significant increase in students’ vocabulary scores after the treatment. The researchers concluded

⁷ Lestari, Dian. *The Effect of Modifying Song Lyrics on Students’ Vocabulary Mastery*. Universitas Negeri Makassar, 2021.

⁸ Pratama, Andi, and Sari, Nurul. “Using Song Lyrics Modification to Enhance Vocabulary Learning among EFL Students.” *Journal of English Language Teaching*, vol. 8, no. 2, 2022, pp. 45–52.

that modifying song lyrics encourages students to explore new vocabulary and apply it contextually.

3. Hidayat (2023) conducted research entitled “The Implementation of Modifying Song Lyrics Technique in Teaching Vocabulary”⁹. This study applied an experimental design in a classroom setting. Students were instructed to adapt song lyrics by replacing difficult words with simpler vocabulary. The findings indicated that students became more active and motivated, and their vocabulary mastery improved significantly. The study concluded that modifying song lyrics enhances both vocabulary mastery and student engagement.
4. Sari and Putri (2020) conducted a study entitled “Improving Students’ Vocabulary Mastery through Song Lyrics Modification”¹⁰. This research used a classroom action research design conducted in two cycles. In each cycle, students were guided to modify English song lyrics by replacing key vocabulary items. The findings showed gradual improvement in students’ vocabulary mastery as well as increased participation in classroom activities. The study highlighted that modifying song lyrics can create an interactive and enjoyable learning environment.
5. Rahman (2024) conducted a study entitled “The Effectiveness of Modifying English Song Lyrics in Enhancing Vocabulary Mastery among Senior High

⁹ Hidayat, Rizky. *The Implementation of Modifying Song Lyrics Technique in Teaching Vocabulary*. Universitas Hasanuddin, 2023.

¹⁰ Sari, Fitri, and Putri, Ayu. “Improving Students’ Vocabulary Mastery through Song Lyrics Modification.” *ELT Journal Indonesia*, vol. 5, no. 1, 2020, pp. 23–30.

School Students”¹¹. This study used a quasi-experimental design with pre-test and post-test. The results showed that students who learned through modifying song lyrics achieved higher vocabulary scores than those who used traditional learning methods. The study concluded that lyric modification is an effective strategy for improving vocabulary mastery and promoting active learning.

6. Suhaedi and Nanning (2018) conducted a study entitled “Investigating of Vocabulary Learning Strategies Used by Undergraduate Students.”¹² The study employed an explanatory sequential mixed-method research design involving 30 sixth-semester undergraduate students. The researchers used a questionnaire adapted from Schmitt’s Taxonomy of Vocabulary Learning Strategies and interviews to investigate the vocabulary learning strategies used by students. The findings revealed that Determination Strategies were the most frequently used by both low and high achievers, while Social Strategies (Consolidation) were the least frequently used. Furthermore, the study found no significant differences in the use of vocabulary learning strategies between low- and high-achieving students. The researchers concluded that effective vocabulary learning and teaching strategies should be incorporated into students’ vocabulary learning process to enhance vocabulary mastery.

¹¹ Rahman, Ahmad. “The Effectiveness of Modifying English Song Lyrics in Enhancing Vocabulary Mastery among Senior High School Students.” *Journal of Applied Linguistics*, vol. 10, no. 1, 2024, pp. 67–75.

¹² Selpi Binti Suhaedi and Nanning, “Investigating of Vocabulary Learning Strategies Used by Undergraduate Students,” *Inspiring: English Education Journal* 1, no. 1 (2018): 78–94, <https://doi.org/10.35905/inspiring.v1i1.835>

Based on the five previous studies, it can be seen that using songs and song lyrics as a learning medium consistently helps improve students' vocabulary mastery, whether through listening activities, body movements, or analyzing existing lyrics. These studies show that music has strong potential to help students understand, remember, and use new vocabulary more effectively. Inspired by these findings, the researcher feels encouraged to introduce a new idea through the Modifying English Song Lyrics Technique, a technique that allows students not only to receive material but also to actively create their own song lyrics. This method is expected to increase students' creativity, emotional engagement, and strengthen their vocabulary memory better than the previous techniques. Therefore, this study is considered a relevant and original innovation to enrich English vocabulary learning, especially at MAN Pinrang.

This research not only used existing English songs but also invited students to create their own English song lyrics. This is a fundamental difference from previous studies, which generally utilized readily available songs. The "self-creating song lyrics" technique allows students to become language producers, not just language consumers.

This research is unique because it applies the technique of modifying song lyrics, going beyond the use of existing songs in previous research. Evidence of its relevance comes from the low vocabulary mastery and lack of student motivation observed at MAN Pinrang, as well as from previous studies highlighting the benefits of music and songwriting for language learning,

especially English. Its uniqueness lies in combining vocabulary instruction with student-created lyrics within a constructivist and multiple intelligences framework, which makes students active language producers, rather than passive consumers.

Based on the five previous studies, it can be seen that using songs and song lyrics as a learning medium consistently helps improve students' vocabulary mastery, whether through listening activities, body movements, analyzing lyrics, or modifying existing lyrics. These studies show that music has strong potential to help students understand, remember, and use new vocabulary more effectively. Inspired by these findings, the researcher is encouraged to introduce a more active learning approach through the Modifying English Song Lyrics Technique, a technique that allows students not only to receive language input but also to actively modify existing song lyrics. This method is expected to increase students' engagement, participation, and strengthen their vocabulary mastery better than previous techniques. Therefore, this study is considered a relevant development to enrich English vocabulary learning, especially at MAN Pinrang.

This research does not only use existing English songs as passive learning material, but also involves students in actively modifying the lyrics. This becomes a fundamental difference from many previous studies, which generally focus on listening or analyzing songs. Through the modifying process, students are required to replace, adapt, and reconstruct vocabulary within the song lyrics.

In this way, students become active participants in language learning, not merely passive recipients.

This research is considered distinctive because it applies the technique of modifying song lyrics as an active learning strategy. Its relevance is supported by the low vocabulary mastery and lack of student motivation observed at MAN Pinrang, as well as by previous studies that highlight the effectiveness of music in language learning. The uniqueness of this study lies in combining vocabulary learning with lyric modification within a constructivist framework, which encourages students to actively manipulate language and develop their vocabulary understanding more deeply.

B. Some Pertinent Ideas

1. Vocabulary Mastery

a. The Definition of Vocabulary

Vocabulary is one of the most fundamental aspects of language that must be acquired by learners. It plays a crucial role in the development of language proficiency because effective communication in speaking, writing, listening, and reading depends largely on vocabulary knowledge. Without adequate vocabulary, learners may experience difficulties in understanding texts, expressing ideas, and participating in meaningful communication. Therefore, vocabulary is widely recognized as the foundation of language learning.¹³

According to Schmitt and Schmitt, vocabulary knowledge involves more than simply knowing the meaning of words. Learners are considered to know a word when they can recognize its form, understand its meaning, and use it appropriately in different contexts.¹⁴ This indicates that vocabulary knowledge is multidimensional, involving both receptive knowledge (understanding words when listening and reading) and productive knowledge (using words accurately in speaking and writing).

Vocabulary acquisition is a gradual process that develops through repeated exposure, meaningful interaction, and active use of language. Teng

¹³ Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2020).

¹⁴ Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2020).

explains that learners acquire vocabulary more effectively when they encounter words in meaningful contexts and have opportunities to use them in communicative activities.¹⁵ Therefore, vocabulary learning requires continuous practice and engagement rather than simple memorization.

In English as a Foreign Language (EFL) context such as Indonesia, vocabulary learning is closely related to students' overall English proficiency. Learners with sufficient vocabulary knowledge are more capable of understanding texts, expressing ideas, and participating actively in communication. Conversely, limited vocabulary often becomes a major obstacle to successful language learning.¹⁶ Therefore, vocabulary mastery is considered an essential component of communicative competence.

Furthermore, the use of engaging learning media such as English songs has been shown to support vocabulary acquisition. Songs provide meaningful language input through rhythm, repetition, and melody, which help learners retain vocabulary more effectively. Research conducted by Pavia, Webb, and Faez found that music-based learning activities contribute positively to vocabulary retention, learner motivation, and language engagement.¹⁷ In line with this research, modifying English song lyrics allows students not only to

¹⁵ Mark Feng Teng, *Vocabulary Learning in the Digital Age* (Singapore: Springer, 2023).

¹⁶ Mark Feng Teng, *Vocabulary Learning in the Digital Age* (Singapore: Springer, 2023).

¹⁷ □ N. Pavia, M. Webb, and S. Faez, "The Impact of Music on Vocabulary Learning and Retention," *Language Teaching Research*, vol. 23, no. 4, 2019.

□

receive vocabulary input but also to actively manipulate and use vocabulary in meaningful contexts, which can strengthen vocabulary understanding and retention.

Vocabulary mastery refers to a comprehensive understanding of words, including their forms, meanings, and uses. According to Webb and Nation, vocabulary mastery consists of three major dimensions: form, meaning, and use.¹⁸ These dimensions represent the knowledge required for learners to understand and apply vocabulary effectively in communication.

Therefore, mastering vocabulary is an important step in developing overall language proficiency. It enables learners to understand texts, express ideas, and engage in effective communication. In the context of this research, vocabulary mastery becomes the primary focus, as it is expected to improve through the implementation of the Modifying English Song Lyrics Technique.

b. Dimensions of Vocabulary Mastery

Vocabulary mastery consists of three main dimensions: form, meaning, and use. These dimensions represent the comprehensive knowledge required to fully understand and use words in communication.

¹⁸ Stuart Webb and I. S. P. Nation, *How Vocabulary Is Learned* (Oxford: Oxford University Press, 2017).

1) Form

The form dimension refers to the physical representation of words, both in spoken and written forms, as well as their internal structure. It is essential for developing accurate and fluent language use.

a) Spoken Form

Spoken form refers to the ability to recognize and produce the correct pronunciation of words. In listening activities, learners must be able to identify words based on their sound patterns. This is particularly important because English pronunciation does not always correspond directly to spelling. For example, the word “colonel” is pronounced /'kɜː.nəl/, which differs significantly from its written form.

In speaking, accurate pronunciation is necessary to ensure effective communication. Mispronunciation can lead to misunderstanding, such as confusion between “desert” and “dessert.” Therefore, pronunciation practice plays a key role in vocabulary mastery.

b) Written Form

Written form involves recognizing and producing correct spelling. In reading, accurate recognition of spelling helps learners comprehend texts efficiently. In writing, correct spelling reflects learners’ language competence and contributes to clarity and professionalism. Errors in

spelling may lead to misunderstanding, especially when words have similar forms but different meanings, such as *“their”* and *“there.”*

c) Word Parts (Morphology)

Understanding word parts, such as prefixes, suffixes, and root words, helps learners infer the meanings of unfamiliar words. For example, the prefix *“dis-”* means “not,” so learners can understand words like *“disagree”* or *“disapprove.”* Similarly, the suffix *“-able”* indicates ability, as in *“readable”* or *“understandable.”*

Morphological awareness enables learners to expand their vocabulary independently and develop better decoding strategies.

2) Meaning

The meaning dimension refers to understanding what a word represents and how it relates to other words.

a) Form and Meaning Connection

This involves linking the form of a word to its meaning. For example, learners must associate the word *“dog”* with the concept of a domesticated animal. However, many English words are polysemous, meaning they have multiple meanings depending on context, such as the word *“bank.”* Therefore, learners must rely on context to determine meaning.

b) Concept

Concept refers to the idea or object represented by a word. Words may refer to concrete objects (e.g., “*apple*”) or abstract ideas (e.g., “*freedom*”). Understanding concepts helps learners use vocabulary meaningfully in communication.

c) Associations

Associations refer to the relationships between words, including synonyms, antonyms, and collocations. For example:

(1) Synonyms: *big – large*

(2) Antonyms: *hot – cold*

(3) Collocations: *make a decision* (not *do a decision*)

Understanding these relationships helps learners use language more naturally and fluently¹⁹.

3) Use

The use dimension focuses on how words are used appropriately in different contexts.

- a) Grammatical function, how a word functions (noun, verb, adjective)
- b) Collocations, natural word combinations
- c) Constraints on use, appropriateness based on context, formality, and culture

¹⁹ Thornbury, Scott. *How to Teach Vocabulary*. Pearson Education Limited, 2002.

Mastery of this dimension ensures that learners can use vocabulary accurately and appropriately in real communication.

c. Evaluation of Vocabulary Mastery

Vocabulary mastery can be evaluated through two main types: recognition and production, as proposed by Hughes²⁰.

1) Recognition

Recognition refers to the ability to identify the meaning of words. It is considered a receptive skill. Recognition tests are relatively easy to administer and are useful for measuring passive vocabulary knowledge.

2) Production

Production refers to the ability to use vocabulary actively in speaking or writing. Production tests are more challenging because they require active recall and application of vocabulary knowledge.

3) Gap Filling

Gap-filling tests require learners to complete sentences using appropriate words based on context. This type of test measures both understanding and application of vocabulary.

²⁰ Hughes, Arthur. *Testing for Language Teachers*. Cambridge University Press, 2003.

d. The Importance of Vocabulary Mastery

Vocabulary plays a vital role in communication and language learning. Fauziati states that vocabulary is essential for second language learners because it enables them to express ideas effectively in both spoken and written forms²¹. Without sufficient vocabulary, learners cannot communicate their thoughts clearly.

Coady and Huckin also emphasize that vocabulary is central to language learning and serves as the foundation for mastering the four language skills: listening, speaking, reading, and writing²². Learners with limited vocabulary will struggle in all aspects of language learning.

Therefore, vocabulary mastery is crucial for successful communication. In the context of this research, improving vocabulary mastery through modifying English song lyrics is expected to provide students with a more engaging and effective learning experience.

2. Songs as a Language Learning Media

The Song Lyrics Technique is a language learning strategy that utilizes song lyrics as a medium to develop students' vocabulary mastery. In the context of this research, the technique is specifically implemented through a modifying approach,

²¹ Hughes, Arthur. *Testing for Language Teachers*. Cambridge University Press, 2003.

²² Coady, James, and Thomas Huckin. *Second Language Vocabulary Acquisition*. Cambridge University Press, 1997.

where students are required to modify or adapt existing English song lyrics rather than create entirely new ones.

In this technique, students are given a set of song lyrics and asked to change, replace, or adjust certain words or phrases using their own vocabulary knowledge. This process encourages learners to actively engage with language by selecting appropriate vocabulary, understanding word meanings, and applying them in meaningful contexts. As a result, students are not only passive recipients of language input but also active participants in manipulating language.

Previous studies have shown that the use of song lyrics in learning activities can significantly improve students' vocabulary mastery and motivation. Sitepu et al. found that students became more motivated and demonstrated better vocabulary achievement after engaging with song lyric-based activities²³. Similarly, Khalisa et al. reported that a large percentage of students showed improvement in vocabulary after participating in song-based learning activities.

This technique is closely related to creative-based learning, where students are encouraged to interact creatively with learning materials. However, unlike creating lyrics from scratch, modifying lyrics provides a more structured approach, making it easier for students to focus on vocabulary use while still engaging in creative thinking. This approach also reduces students' anxiety, as they work within a given framework rather than starting from zero.

²³ Sitepu, F., et al. "The Effect of Song Lyrics on Students' Vocabulary Mastery." *Journal of English Education*, 2021.

C. Benefits of Using Songs in Language Learning

1. Vocabulary Enrichment

Songs introduce vocabulary in meaningful and contextualized ways. Through repeated exposure, learners can understand not only the meaning of words but also how they are used in sentences. This contextual learning helps improve vocabulary retention more effectively than rote memorization⁷.

2. Listening and Pronunciation Skills

Songs provide authentic models of pronunciation. Learners can hear how words are pronounced, stressed, and connected in natural speech. Repeated listening and singing along help learners improve their pronunciation and listening comprehension²⁴.

3. Motivation and Engagement

Songs create a fun and relaxed learning atmosphere, which lowers learners' anxiety and increases motivation. Students are more likely to participate actively in learning activities when music is involved. This leads to better engagement and improved learning outcomes²⁵.

4. Cultural Awareness

²⁴ Murphey, Tim. *Music and Song*. Oxford University Press, 1992.

²⁵ Medina, Suzanne L. "The Effect of Music on Second Language Vocabulary Acquisition." *National Network for Early Language Learning*, 1993.

Songs reflect cultural values, emotions, and social contexts. By learning through songs, students gain a deeper understanding of the culture associated with the language, which enhances their overall language competence²⁶.

5. Classroom Implementation

Teachers can implement songs in the classroom through various activities, such as:

- a. Gap-fill exercises, students complete missing lyrics while listening
- b. Lyric modification tasks, students replace or adapt words in lyrics (aligned with this research)
- c. Lyric analysis, discussing vocabulary meaning and usage
- d. Sing-along activities, improving pronunciation and fluency

Among these methods, lyric modification activities are particularly relevant to this research because they require students to actively use vocabulary rather than simply recognize it. By modifying lyrics, students engage in deeper cognitive processing, which leads to better vocabulary retention.

The effectiveness of using songs depends on appropriate material selection, including students' language level, interests, and learning objectives.

²⁶ Engh, Dwayne. "Why Use Music in English Language Learning?" *English Language Teaching Journal*, vol. 7, no. 2, 2013.

When used effectively, songs can become a powerful tool to enhance vocabulary mastery and support language acquisition.

3. Modifying Lyrics

a. The Process of Modifying Song Lyrics

Modifying song lyrics is not simply replacing words in a song; it is a structured creative process that involves both linguistic awareness and controlled creativity. Unlike creating lyrics from scratch, modifying lyrics provides learners with an existing framework, allowing them to focus more on vocabulary use and language manipulation.

Generally, the process of modifying song lyrics consists of several stages:

1. Understanding the Original Lyrics

Students first analyze the original lyrics to understand the meaning, theme, and structure of the song. This stage helps learners build comprehension and contextual awareness of vocabulary.²⁷

2. Identifying Target Vocabulary

At this stage, students identify specific words or phrases that can be replaced or modified. This encourages learners to recognize word classes, meanings, and contextual usage.²⁸

3. Modifying and Replacing Words

²⁷ Murphey, Tim. *Music and Song*. Oxford University Press, 1992.

²⁸ Thornbury, Scott. *How to Teach Vocabulary*. Pearson Education Limited, 2002.

Students replace selected words with their own vocabulary while maintaining the overall meaning, rhythm, or structure of the song. This process requires learners to think critically about word choice and appropriateness.²⁹

4. Reviewing and Refining the Lyrics

Students revise their modified lyrics to ensure grammatical accuracy, coherence, and suitability with the song's rhythm. This step strengthens both linguistic accuracy and creative expression.³⁰

This process reflects the interaction between controlled and creative thinking, where students work within a structured framework while still engaging in meaningful language production.

b. Cognitive and Affective Engagement of Students

One of the main strengths of modifying song lyrics in language learning is its ability to engage both cognitive and affective domains.

1) Cognitive Engagement

Cognitive engagement involves students' active thinking processes such as understanding, analyzing, and applying knowledge. When students modify song lyrics, they must comprehend the original meaning, evaluate vocabulary options, and apply appropriate words in context.

²⁹ Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge University Press, 2001.

³⁰ Harmer, Jeremy. *How to Teach English*. Longman, 2007.

This process promotes higher-order thinking skills and helps students develop a deeper understanding of vocabulary usage, grammar, and sentence structure.³¹

2) Affective Engagement

Affective engagement relates to students' emotions, motivation, and attitudes toward learning. Modifying lyrics allows students to personalize the content by inserting their own ideas or experiences into the song.

This personal involvement increases motivation and reduces anxiety, making students more confident in using English.³²

c. Impact of Lyric Modification on Language Skills

Modifying song lyrics has a significant impact on various aspects of language learning, especially vocabulary mastery.

1) Vocabulary and Grammar Mastery

Through modifying lyrics, students actively select and use vocabulary in meaningful contexts. This helps them understand word meanings, usage, and relationships more effectively than memorization.

In addition, students practice grammatical structures while adapting sentences, which improves their accuracy and fluency.³³

2) Development of Writing Skills

³¹ Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge University Press, 2001.

³² Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Pergamon Press, 1982.

³³ Schmitt, Norbert. *Vocabulary in Language Teaching*. Cambridge University Press, 2000.

Lyric modification helps students develop writing skills by encouraging them to reconstruct sentences, maintain coherence, and express ideas clearly within a given structure.

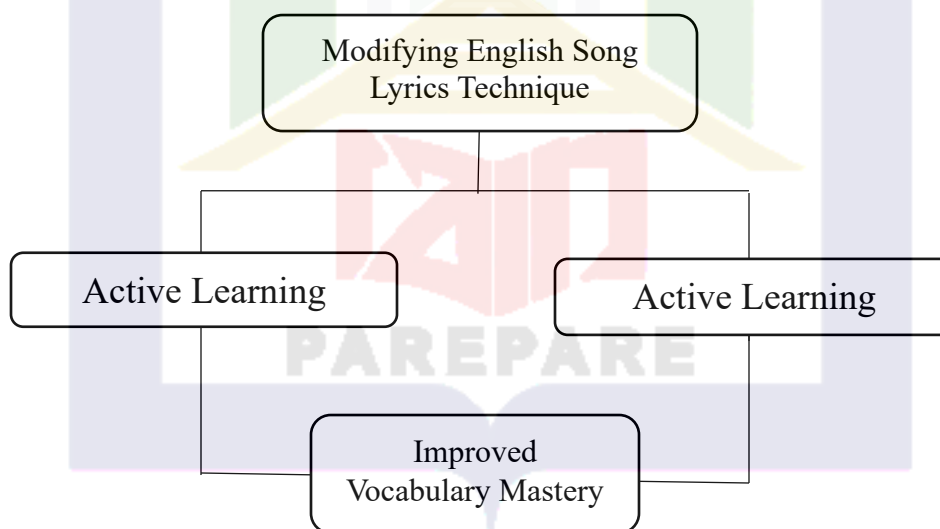
This guided writing approach is particularly helpful for learners who may struggle with creating text from scratch.³⁴

3) Enhancement of Speaking and Listening Skills

After modifying lyrics, students may read or sing their versions, which enhances pronunciation, fluency, and listening comprehension.

This integrated activity supports communicative competence and creates a more interactive learning environment.³⁵

D. Conceptual Framework



Picture 2.1 Conceptual Framework

³⁴ Hyland, Ken. *Second Language Writing*. Cambridge University Press, 2003.

³⁵ Murphey, Tim. *Music and Song*. Oxford University Press, 1992.

This framework explains that when students are asked to create their own English song lyrics, they not only receive language input passively, but also process words, meaning, sentence structure, rhythm, and emotions an active learning process. Based on constructivism and multimedia learning theory, this rich and meaningful learning experience will facilitate students in building new vocabulary knowledge and using it appropriately. The expected result is a significant increase in vocabulary mastery.



CHAPTER III RESEARCH METHOD

A. Research Design

This study use a quantitative approach with a pre-experimental design, specifically the one-group pre-test and post-test design. According to Creswell (2012)³⁶, a pre-experimental design is appropriate when the researcher intends to investigate the effect of a treatment on a single group without involving a control group. This design allows the researcher to measure students' vocabulary mastery before and after the implementation of the treatment.

In this study, one class was selected as the sample and received the treatment using the Modifying English Song Lyrics Technique. A pre-test was administered before the treatment to determine the students' initial vocabulary mastery, while a post-test was conducted after the treatment to identify the improvement in students' vocabulary mastery.

The design of this research can be illustrated as follows:

$O1 \rightarrow X \rightarrow O2$

Where:

O1 = Pre-test score

X = Treatment using the Modifying English Song Lyrics Technique

O2 = Post-test score

³⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), p. 309.

B. Location and Time

The researcher conducted the research at MAN Pinrang, located at Jl. Bulu Pakoro No. 429, Paleteang District, Pinrang City, South Sulawesi 91218. The study was carried out on May 11, 2026. In this study, the researcher administered a pre-test before giving the treatment, and then a post-test after the treatment to evaluate students' vocabulary mastery.

C. Population and Sample

1. Population

In this study, the population included all objects or subjects that were the target of the research. This study used grade 11 as the research population.

Table 3.1 The total students of class XI MAN Pinrang

Class	The Number of students
XI MIPA 1	25 Students
XI MIPA 2	28 Students
XI MIPA 3	25 Students
XI MIPA 4	20 Students
XI MIPA 5	27 Students
XI MIPA 6	26 Students

(Scoure : Administrasi of Class XI MAN Pinrang)

2. Sample

A sample is a part of the population selected to represent the research participants. This study uses purposive sampling technique. Purposive sampling is a non-probability sampling method in which participants are selected based on specific considerations relevant to the research objectives.

The sample of this study consisted of 20 students from class XI MIPA 4 at MAN Pinrang. This class was selected because the students showed relatively low vocabulary mastery and was considered suitable for implementing the Modifying English Song Lyrics Technique.

D. Instrument of the research

The instrument of this research is a vocabulary test consisting of a pre-test and a post-test.

1. Pre-test, administered before the treatment to measure students' initial vocabulary mastery.
2. Post-test, administered after the treatment to determine students' vocabulary improvement after applying the Modifying English Song Lyrics Technique.

The tests will consist of multiple-choice items related to vocabulary meaning, synonym recognition, and contextual word usage. The instrument will be used to collect quantitative data regarding students' vocabulary mastery before and after the treatment.

E. Procedure of Collecting Data

Data collection is an integral step in research because the collected data will be used to test the hypotheses formulated in this study. The following are the data collection:

1. Pre-Test

Before conducting the treatment, the researcher administered a pre-test to 20 students of class XI MIPA 4 at MAN Pinrang to measure their initial vocabulary

mastery. The test consisted of multiple-choice questions related to word meaning, synonyms, antonyms, and vocabulary comprehension.

2. Treatment

The treatment in this research was conducted in five meetings by applying the Modifying English Song Lyrics Technique. The researcher used the song "*Just The Way You Are*" by Bruno Mars as the model song and determined Environment as the theme for students' lyric modifying. The treatment activities were carried out through Zoom Meetings and WhatsApp Group discussions.

a. First Meeting (Zoom Meeting and WhatsApp Group)

In the first meeting, the researcher introduced the song "*Just The Way You Are*" by Bruno Mars and explained the purpose of the research. The researcher played the song, discussed its lyrics, vocabulary, and structure, and introduced the theme of Environment that would be used in the project. The researcher also explained the steps of modifying and creating song lyrics, including how to adapt vocabulary, arrange sentences, and maintain the rhythm of the song. After the Zoom session, the researcher continued the discussion in the WhatsApp Group by providing detailed instructions, examples of lyric modification, and guidance for students in developing their own lyrics.

b. Second Meeting (WhatsApp Group)

In the second meeting, students began composing their song lyrics based on the theme of Environment. The researcher monitored their progress and provided

consultation through the WhatsApp Group. Students were encouraged to ask questions regarding vocabulary, grammar, and lyric composition. The researcher also provided feedback and suggestions to help students improve their lyrics.

c. Third Meeting (WhatsApp Group)

In the third meeting, students continued developing their song lyrics. The researcher conducted further consultations by reviewing students' drafts and giving corrections related to vocabulary choice, sentence structure, and the relevance of the lyrics to the theme. Students revised their work based on the feedback received.

d. Fourth Meeting (WhatsApp Group)

In the fourth meeting, students finalized their song lyrics. The researcher provided additional guidance to ensure that the lyrics matched the melody of "*Just The Way You Are*" and appropriately reflected the environmental theme. Individual consultations were conducted through WhatsApp to help students complete their final drafts.

e. Fifth Meeting (Zoom Meeting and Submission Session)

In the fifth meeting, students submitted their final song lyrics to the researcher. Several students were also asked to record themselves singing their modified lyrics using the melody of "*Just The Way You Are*" and submit the recordings as part of the project. During the Zoom session, selected students presented their work, and the researcher provided final feedback on vocabulary

use and lyric composition. This activity was conducted before administering the post-test.

The atmosphere during this final meeting was filled with excitement and enthusiasm. Students eagerly shared their creative work, demonstrating genuine pride in what they had accomplished. When students listened to their peers' singing recordings, the session was filled with laughter, applause, and encouraging comments. Many students expressed amazement at how creatively their classmates had incorporated environmental vocabulary into the song lyrics, and they appreciated the different interpretations and musical styles each student brought to the project. The collaborative feedback session became a celebration of their collective learning journey, with students genuinely enjoying the opportunity to showcase their work and appreciate their peers' efforts. Several students commented that this final presentation session was the most enjoyable part of the entire learning experience, as it allowed them to see the tangible results of their vocabulary learning efforts and to celebrate their progress together as a class. The positive energy and mutual support demonstrated during this meeting reflected the strong sense of community and camaraderie that had developed throughout the treatment period, making the final submission session not just an academic activity but a meaningful and memorable experience for all students involved.

3. Post-Test

In the post-test, researchers conducted the same activities as in the pre-test. This meant they tested students' vocabulary skills by having each student complete multiple-choice questions..

F. Technique of Data Analysis

The data obtained from the pre-test and post-test were analyzed quantitatively to determine whether there was a significant improvement in students' vocabulary mastery after the implementation of the Modifying English Song Lyrics Technique. The analysis involved descriptive statistics and inferential statistics using paired-sample t-test to compare the mean scores of the pre-test and post-test.

All data were collected before and after the test. The following steps were used;

1. Scoring the students by using the formula

Table 3.2 Scoring the students by using the formula

$$\text{Score} = \frac{\text{Students corret answer}}{\text{The total of number}} \times 100$$

2. Classifying the score of the students vocabulary into the classification

Table 3.3 Classification of Student Grades³⁷

NO	Classification	Skor
1.	Very good	80 – 100
2.	Good	66 - 79
3.	Fair	56 – 65
4.	Poor	40 – 55

³⁷Sugiyono. Metode Penelitian Kuantitatif, Kualitatif dan R&D. (Bandung: Alfabeta. 2019). Cet. II, p. 248

5.	Very Poor	≤ 39
----	-----------	-----------

3. To calculate out the percentage score following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

N = Total number of samples

F= Frequency

P = Percentage

4. To find out the average score following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$: Mean Score

$\sum x$: The total number of the students score

N: The number of students

5. Automatic calculation using Microsoft Excel

In this study, the data were analyzed using the Data Analysis feature in Microsoft Excel, specifically the t-Test: Paired Two Sample for Means. This statistical test was used to determine whether there was a significant difference between the students' pre-test and post-test scores from the same group. The analysis produced the t-statistic (t-test), t Critical (t-table), p-value (Sig. value),

and other statistical information that served as the basis for testing the research hypothesis.

The success of the treatment was determined based on the following criteria:

- a. If the t-test value was greater than the t-table value ($t\text{-test} > t\text{-table}$), it indicated that there was a statistically significant difference between the pre-test and post-test scores. Therefore, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected.
- b. If the Sig. value (p-value) was less than 0.05 ($\text{Sig.} < 0.05$), it indicated that the difference between the pre-test and post-test scores was statistically significant at the 5% significance level. Therefore, the treatment had a significant effect on students' vocabulary mastery, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected.

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

This research was conducted at MAN Pinrang by using a quasi-experimental approach. The research aimed to investigate the effect of the Modifying English Song Lyrics Technique on students' vocabulary mastery. The findings of this research were based on the research questions and are presented as follows.

1. The Effect of Modifying English Song Lyrics Technique on Students' Vocabulary Mastery at MAN Pinrang

Before implementing the Modifying English Song Lyrics Technique, it was important to identify the students' initial vocabulary mastery. This could be observed through the pre-test results, which were administered to both the experimental and control classes before the treatment. The pre-test served as a benchmark to measure students' vocabulary mastery prior to the intervention. It helped the researcher identify students' vocabulary knowledge, including their understanding of word meanings, vocabulary usage, and ability to recognize and apply English vocabulary. The results of the pre-test are presented below:

a. Result of Pre-Test

Table 4.1 Result of Pre-Test

No.	Category	Result of Pre Test	
		Frequency	Percent
1	Very Good (80-100)	0	0%
2	Good (66-79)	0	0%

3	Fair (56-65)	3	15%
4	Poor (40-55)	15	75%
5	Very Poor (≤ 39)	2	10%
Total		20	100%

The results of the pre-test on students' vocabulary mastery at MAN Pinrang, as shown in Table 4.1, reveal a concerning situation regarding students' initial vocabulary proficiency. No students achieved the "Very Good" category (80–100), indicating that none of the students demonstrated excellent vocabulary mastery before the treatment. Similarly, no students were categorized as "Good" (66–79), suggesting that the vast majority of students had severely inadequate vocabulary knowledge.

Only 3 students (15%) were classified as "Fair" (56–65), meaning they had moderate vocabulary skills that were still below the expected level. The majority of students, 15 students (75%), were in the "Poor" category (40–55), indicating significant and widespread difficulties with vocabulary mastery. Additionally, 2 students (10%) were in the "Very Poor" category (≤ 39), demonstrating severely limited vocabulary knowledge at the lowest proficiency level.

Overall, 85% of the students (17 out of 20) were categorized as Poor and Very Poor in vocabulary mastery before the treatment, with only 15% reaching the Fair category. This substantial percentage clearly demonstrates that the students'

vocabulary mastery was critically low across the entire class. The complete absence of students in the Very Good and Good categories, combined with the overwhelming concentration of students in the Poor and Very Poor categories, indicates that students urgently needed an effective and engaging learning technique to help them improve their vocabulary mastery.

The fact that the mean score was 46.65 (which falls in the Poor category) further confirms this critical need for intervention. The presence of 2 students in the Very Poor category (≤ 39) is particularly concerning, as it indicates that some students had virtually no foundational vocabulary knowledge. Therefore, the Modifying English Song Lyrics Technique was implemented as a strategic intervention to facilitate students in learning and using English vocabulary more actively and creatively, with the goal of moving them from the Poor and Very Poor categories toward higher achievement levels.

Table 4.2 Result of Indicator Pre-Test

No	Interval Score	Indicator (F)			
		Word Meaning	Synonyms	Antonyms	Vocabulary Comprehension
1.	Very Good (80-100)	1 student	7 student	7 student	0 students
2.	Good (66-79)	0 students	0 student	0 student	0 students
3.	Fair (56-65)	3 students	8 students	11 students	5 students
4.	Poor (40-55)	5 students	3 students	2 students	5 students

5.	Very Poor (≤ 39)	11 student	2 student	0 student	10 students
TOTAL		20 student	20 student	20 student	20 student

Table 4.2 presents the results of the students' vocabulary mastery pre-test based on four indicators: Word Meaning, Synonyms, Antonyms, and Vocabulary Comprehension. The results reveal a highly varied and nuanced pattern of vocabulary proficiency across the four indicators, indicating that students possessed different levels of strength in different dimensions of vocabulary mastery before the implementation of the Modifying English Song Lyrics Technique.

Word Meaning Indicator: In the Word Meaning indicator, only 1 student (5%) achieved the Very Good category, while no students reached the Good category. 3 students (15%) were categorized as Fair (56-65), 5 students (25%) were classified as Poor (40-55), and 11 students (55%) were in the Very Poor category (≤ 39). This indicates that 80% of students (16 out of 20) had significant difficulties understanding the meanings of English words, with the majority concentrated in the Very Poor category. The inability to understand word meanings is particularly concerning as it forms the foundation for all other vocabulary skills. The high concentration of students in the Very Poor category suggests a fundamental and critical gap in their basic vocabulary knowledge.

Synonyms Indicator: For the Synonyms indicator, the situation was notably different and more encouraging. 7 students (35%) achieved the Very Good category (80-100), demonstrating that a substantial portion of students could recognize words with similar meanings. No students reached the Good category, but 8 students (40%) were categorized as Fair (56-65). 3 students (15%) were classified as Poor, and only 2

students (10%) were in the Very Poor category. This indicates that 75% of students (15 out of 20) demonstrated at least Fair or higher proficiency in identifying synonyms. These findings show that students had considerably better ability in recognizing words with similar meanings compared to understanding basic word meanings, suggesting that some students possessed analytical skills in semantic relationships despite weak foundational vocabulary knowledge.

Antonyms Indicator: In the Antonyms indicator, the results were even more positive. 7 students (35%) achieved the Very Good category (80-100), the same as the Synonyms indicator. No students reached the Good category, but 11 students (55%) were categorized as Fair (56-65), representing the highest percentage in the Fair category across all indicators. Only 2 students (5%) were classified as Poor, and notably, no students were in the Very Poor category. This indicates that 90% of students (18 out of 20) demonstrated at least Fair or higher proficiency in recognizing words with opposite meanings. Understanding antonyms is crucial for vocabulary development as it helps learners recognize word relationships and expand their lexical repertoire. The high percentage of students achieving Fair or above in this indicator demonstrates that students possessed relatively stronger ability in understanding semantic opposites compared to other indicators.

Vocabulary Comprehension Indicator: In the Vocabulary Comprehension indicator, no students achieved the Very Good or Good categories. 5 students (25%) were categorized as Fair (56-65), 5 students (25%) were classified as Poor (40-55), and 10 students (50%) were in the Very Poor category (≤ 39). This indicates that 75% of students (15 out of 20) had difficulties understanding and applying vocabulary in contextual situations. Vocabulary comprehension in context is essential for authentic

language use, and the low performance in this indicator suggests that students could not effectively use vocabulary to understand or communicate meaning, despite showing relatively better performance in recognizing synonyms and antonyms. This discrepancy suggests that students could recognize semantic relationships between words but struggled to apply vocabulary meaningfully in context.

Overall Assessment: The findings reveal a complex and differentiated pattern of vocabulary proficiency across the four indicators. Unlike a uniform distribution, the data shows that:

1. Word Meaning was the most challenging indicator, with 80% of students in Poor or Very Poor categories
2. Antonyms was the strongest indicator, with 90% of students achieving Fair or above
3. Synonyms showed moderate strength, with 75% of students achieving Fair or above
4. Vocabulary Comprehension was the second most challenging, with 75% of students in Poor or Very Poor categories

This pattern suggests that students possessed analytical abilities to recognize semantic relationships (synonyms and antonyms) but lacked foundational vocabulary knowledge (word meanings) and the ability to apply vocabulary in meaningful contexts. The discrepancy between strong performance in Antonyms (90% Fair or above) and weak performance in Word Meaning (80% Poor or Very Poor) indicates a critical gap between recognizing word relationships and understanding basic vocabulary.

These results clearly indicate the urgent and critical need for an engaging and effective learning technique that not only teaches vocabulary meanings but also helps students apply vocabulary meaningfully in context. Therefore, the Modifying English Song Lyrics Technique was implemented as a strategic intervention to help students learn and use English vocabulary more effectively and meaningfully, with the goal of strengthening their foundational vocabulary knowledge (Word Meaning) and their ability to comprehend and apply vocabulary in contextual situations (Vocabulary Comprehension), while maintaining and building upon their existing strengths in recognizing semantic relationships (Synonyms and Antonyms).

According to the data above, researcher conducted the data in descriptive statistics Pre Test, the result of SPSS can be explained below:

Table 4.3 Descriptive Statistics of Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRETEST	20	35	60	950	47.5	7.84
Valid N (listwise)	20					

According to the data above, the researcher analyzed the pre-test scores using descriptive statistics. The results show that the number of students who participated in the pre-test was 20. The minimum score obtained by the students was 35, while the maximum score was 60. The total score of all students was 950, with a mean score of 47.5. Based on the score classification, the mean score falls into the Poor category (40-55), indicating that the students' vocabulary mastery was still

relatively low before the implementation of the Modifying English Song Lyrics Technique.

Furthermore, the standard deviation was 7.84, indicating that there were moderate differences in vocabulary mastery among the students. Some students demonstrated better understanding of vocabulary (with scores reaching 60), while others still had considerable difficulties in understanding and using English vocabulary (with scores as low as 35). The standard deviation value of 7.84 suggests that the variation in students' vocabulary proficiency was relatively consistent, with most students' scores clustering around the mean of 47.5.

Overall, the pre-test results reveal that most students had limited vocabulary mastery before the treatment. The fact that the mean score (47.5) falls into the Poor category, combined with the range of scores from 35 to 60 (all below the Good category threshold of 66), demonstrates that students urgently needed effective intervention. Therefore, the implementation of the Modifying English Song Lyrics Technique was expected to help students improve their vocabulary mastery through meaningful and engaging learning activities that would move them from the Poor category toward higher achievement levels.

2. The Vocabulary Mastery of Students at MAN Pinrang After Using the Modifying English Song Lyrics Technique

The students' vocabulary mastery after the implementation of the Modifying English Song Lyrics Technique can be seen through the post-test results. The post-test was administered after the students received the treatment through five

meetings using the Modifying English Song Lyrics Technique. The purpose of the post-test was to determine whether there was an improvement in students' vocabulary mastery after participating in the learning activities.

The post-test measured the same aspects as the pre-test, namely word meaning, synonyms, antonyms, and vocabulary comprehension in context. By comparing the pre-test and post-test results, the researcher was able to identify the extent of students' improvement in vocabulary mastery after the implementation of the technique. The results of the post-test are presented below:

Table 4.4 Result of Post-Test

No.	Category	Result of Post-Test	
		Frequency	Percent
1	Very Good (80-100)	7	35%
2	Good (66-79)	11	55%
3	Fair (56-65)	2	10%
4	Poor (40-55)	0	0%
5	Very Poor (≤ 39)	0	0%
Total		20	100%

The results of the post-test on students' vocabulary mastery at MAN Pinrang, as presented in Table 4.4, showed a considerable improvement compared to the pre-test results. Out of 20 students, 7 students (35%) achieved the Very Good category (80–100), demonstrating excellent vocabulary mastery after the treatment. The

majority of students, 11 students (55%), were classified in the Good category (66–79), indicating that more than half of the class successfully improved their vocabulary proficiency. In addition, 2 students (10%) were categorized as Fair (56–65), showing moderate improvement. Notably, no students were classified in the Poor (40–55) or Very Poor (≤ 39) categories.

These findings indicate a significant improvement in students' vocabulary mastery after the implementation of the Modifying English Song Lyrics Technique. Compared to the pre-test results, where 85% of students were classified as Poor and Very Poor, the post-test results demonstrate that 100% of students successfully improved their vocabulary proficiency, with 90% of students achieving Good or Very Good categories. This substantial shift demonstrates that students successfully improved their understanding of word meanings, synonyms, antonyms, and vocabulary comprehension in context.

The complete elimination of students in the Poor and Very Poor categories is particularly noteworthy, as it shows that even the lowest-performing students made meaningful progress. The mean score increased from 47.5 (Poor category) to 76 (Good category), representing an improvement of 28.5 points or approximately 60%. Therefore, the Modifying English Song Lyrics Technique can be considered an effective learning strategy for improving students' vocabulary mastery .

Table 4.5 Result of Indicator Post-Test

No	Interval Score	Indicator (F)			
		Word Meaning	Synonyms	Antonyms	Vocabulary Comprehension
1.	(Very Good) 80-100	6 student	12 student	19 student	9 students
2.	(Good) 66-79	0 students	0 student	0 student	0 students
3.	(Fair) 56-65	9 students	7 students	1 students	7 students
4.	(Poor) 40-55	4 students	1 students	0 students	4 students
5.	(Very Poor) ≤39	1 student	0 student	0 student	0 students
TOTAL		20 student	20 student	20 student	20 student

The data in Table 4.5 present the distribution of students' post-test scores based on four indicators of vocabulary mastery: Word Meaning, Synonyms, Antonyms, and Vocabulary Comprehension in Context. The results are classified into five categories: Very Good, Good, Fair, Poor, and Very Poor. The results indicate that students demonstrated considerable improvement across all indicators after the implementation of the Modifying English Song Lyrics Technique, with a notably distinctive pattern of achievement across the four dimensions.

Word Meaning Indicator: In the Word Meaning indicator, 6 students (30%) achieved the Very Good category (80-100), demonstrating strong understanding of English word meanings. 9 students (45%) were categorized as Fair (56-65),

showing moderate improvement. 4 students (20%) were classified as Poor (40-55), and 1 student (5%) remained in the Very Poor category (≤ 39). This indicates that 75% of students (15 out of 20) were able to understand the meanings of English words at Fair level or above after the treatment. While most students showed improvement, some students still experienced difficulties with foundational word meaning comprehension.

Synonyms Indicator: In the Synonyms indicator, 12 students (60%) achieved the Very Good category (80-100), representing the highest percentage of students reaching Very Good in this indicator. 7 students (35%) were categorized as Fair (56-65), and only 1 student (5%) was classified as Poor (40-55). Notably, no students remained in the Very Poor category. This indicates that 95% of students (19 out of 20) demonstrated at least Fair or higher proficiency in identifying words with similar meanings. These results show that students demonstrated exceptional ability in recognizing synonyms, with the majority achieving Very Good performance. This finding suggests that the Modifying English Song Lyrics Technique was particularly effective in helping students develop semantic awareness of word relationships.

Antonyms Indicator: In the Antonyms indicator, the results were even more remarkable. 19 students (95%) achieved the Very Good category (80-100), representing the highest achievement across all indicators. Only 1 student (5%) was categorized as Fair (56-65). Notably, no students were classified in the Poor or Very Poor categories. This indicates that 100% of students demonstrated at least Fair or

higher proficiency in recognizing words with opposite meanings, with the vast majority achieving Very Good performance. This exceptional achievement in the Antonyms indicator demonstrates that students made dramatic progress in understanding semantic opposites, suggesting that the treatment was particularly powerful in developing students' ability to recognize and distinguish between contrasting word meanings.

Vocabulary Comprehension Indicator: In the Vocabulary Comprehension in Context indicator, 9 students (45%) reached the Very Good category (80-100), demonstrating strong ability to understand and apply vocabulary in meaningful contexts. 7 students (35%) were categorized as Fair (56-65), and 4 students (20%) were classified as Poor (40-55). Notably, no students remained in the Very Poor category. This indicates that 80% of students (16 out of 20) demonstrated at least Fair or higher proficiency in comprehending vocabulary in context. While this indicator showed lower Very Good achievement compared to Antonyms and Synonyms, it still represents substantial improvement from the pre-test results.

Overall Assessment: The findings reveal a highly differentiated and nuanced pattern of vocabulary mastery across the four indicators in the post-test. The data shows:

1. Antonyms was the strongest indicator, with 95% of students achieving Very Good (19 students)
2. Synonyms was the second strongest, with 60% of students achieving Very Good (12 students)

3. Vocabulary Comprehension showed moderate strength, with 45% of students achieving Very Good (9 students)
4. Word Meaning showed the most varied performance, with 30% achieving Very Good (6 students) but some students still struggling

Notably, no students were classified into the Poor or Very Poor categories in the Antonyms indicator, and only 1 student remained in Poor or Very Poor categories in the Synonyms indicator. Compared to the pre-test results where 75-85% of students were in Poor and Very Poor categories across all indicators, the post-test results reveal a substantial and dramatic improvement in students' vocabulary mastery across all four indicators. The distinctive pattern across indicators suggests that the Modifying English Song Lyrics Technique was particularly effective in developing students' ability to recognize semantic relationships (synonyms and antonyms), while also improving their foundational vocabulary knowledge (word meanings) and contextual comprehension. The exceptional performance in the Antonyms indicator (95% Very Good) is particularly noteworthy, as it demonstrates that students developed sophisticated semantic awareness and the ability to distinguish between contrasting word meanings. These findings suggest that the Modifying English Song Lyrics Technique contributed positively to the development of students' vocabulary mastery across all dimensions, particularly in understanding word meanings, identifying synonyms and antonyms, and comprehending vocabulary in context. The varied achievement patterns across indicators provide valuable insights into the specific strengths students developed

through the treatment, with semantic relationship recognition (antonyms and synonyms) emerging as the area of greatest improvement.

According to the data above, researcher conducted the data in descriptive statistics Post Test, the result of SPSS can be explained below:

Table 4.6 Descriptive Statistics of Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
POSTTEST	20	65	90	1520	76	7.214
Valid N (listwise)	20					

According to the data above, the researcher analyzed the post-test scores using descriptive statistics. The results show that the number of students who participated in the post-test was 20. The minimum score obtained by the students was 65, while the maximum score was 90. The total score of all students was 1,520, with a mean score of 76. Based on the score classification, the mean score falls into the Good category (66-79), indicating that the students' vocabulary mastery improved significantly after the implementation of the Modifying English Song Lyrics Technique .

Furthermore, the standard deviation was 7.214, indicating that there were still differences in students' vocabulary mastery; however, the variation was smaller than in the pre-test (7.84). This suggests that students' performance became more

consistent and homogeneous after receiving the treatment. The fact that the minimum score in the post-test (65) is substantially higher than the pre-test minimum (35), and the maximum score (90) is significantly higher than the pre-test maximum (60), demonstrates the effectiveness of the intervention.

Comparing Pre-Test and Post-Test Results:

1. Mean increased from 47.5 to 76 (an increase of 28.5 points or approximately 60%)
2. Minimum score increased from 35 to 65 (an increase of 30 points)
3. Maximum score increased from 60 to 90 (an increase of 30 points)
4. Standard deviation decreased from 7.84 to 7.214 (a reduction of 0.626 points), indicating more consistent and homogeneous performance

Overall, the post-test results reveal that students demonstrated better understanding of word meanings, synonyms, antonyms, and vocabulary comprehension in context. The substantial improvement in mean scores, combined with the elimination of students in Poor and Very Poor categories, demonstrates that the Modifying English Song Lyrics Technique was highly effective in helping students improve their vocabulary mastery.

Tabel 4.7 Accumulation of Pre-Post Test

No.	Test Result	Mean	Category
1.	Pre-Test	47.5	Poor
2.	Post-Test	76	Good

The table above presents the results of students' vocabulary mastery before and after the implementation of the Modifying English Song Lyrics Technique at MAN Pinrang. The pre-test results showed a mean score of 47.5, which was classified as Poor. This finding indicates that students initially had significant difficulties in mastering English vocabulary, particularly in understanding word meanings, identifying synonyms and antonyms, and comprehending vocabulary in context.

After the implementation of the Modifying English Song Lyrics Technique, the post-test results showed a significant improvement, with a mean score of 76, which falls into the Good category. The increase in the mean score from 47.5 to 76 represents an improvement of 28.5 points, or approximately 60%. This substantial increase demonstrates that students achieved considerably better vocabulary mastery after participating in the learning activities.

This improvement suggests that the Modifying English Song Lyrics Technique was highly effective in enhancing students' vocabulary mastery. Through the process of modifying song lyrics, students were actively engaged in learning new vocabulary, understanding word meanings, and applying vocabulary in meaningful contexts. The shift from the Poor category to the Good category represents a significant advancement in students' overall vocabulary proficiency.

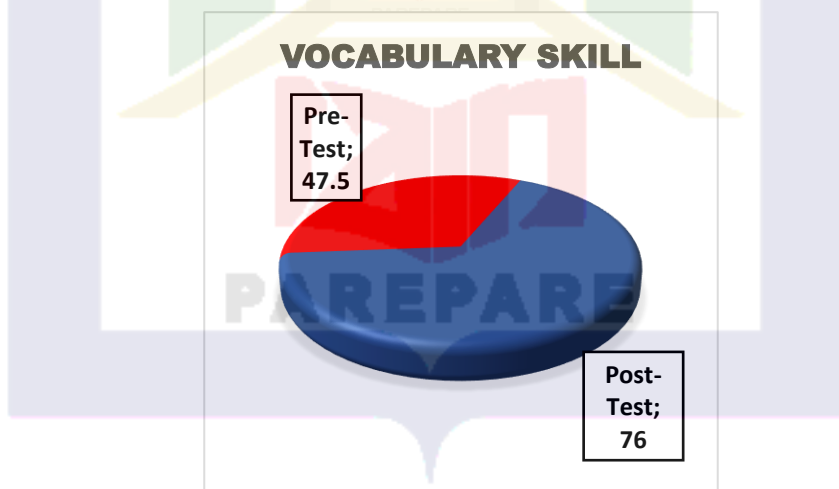
Key Findings:

1. Pre-Test Mean: 47.5 (Poor Category)
 - a. 85% of students were in Poor and Very Poor categories
 - b. Students struggled with foundational vocabulary knowledge

2. Post-Test Mean: 76 (Good Category)

- a. 90% of students achieved Good or Very Good categories
- b. No students remained in Poor or Very Poor categories
- c. Substantial improvement across all vocabulary indicators

The dramatic shift from Poor to Good category demonstrates that the technique contributed positively to the development of students' vocabulary mastery and made the learning process more interesting and effective. The consistent improvement across all four vocabulary indicators (Word Meaning, Synonyms, Antonyms, and Vocabulary Comprehension) further confirms the comprehensive effectiveness of the Modifying English Song Lyrics Technique in enhancing students' English vocabulary mastery at MAN Pinrang.



Picture 4.1 Comparison Between Pre-Test and Post-Test

The implementation of the Modifying English Song Lyrics Technique as a learning strategy significantly improved students' vocabulary mastery at MAN Pinrang. The data indicate that the technique had a powerful and positive impact on students' ability to understand and use English vocabulary. The mean score increased from 47.5 (Poor category) to 76 (Good category), representing a 60% improvement. Additionally, 90% of students achieved Good or Very Good categories in the post-test, compared to only 15% in the pre-test, demonstrating the substantial effectiveness of the intervention.

Through the process of modifying song lyrics based on environmental themes, students were encouraged to learn new words, understand their meanings, identify synonyms and antonyms, and apply vocabulary in meaningful contexts. The technique required students to actively engage with language by selecting appropriate vocabulary, replacing words with alternatives that conveyed similar meanings, and reconstructing sentences to fit the modified lyrics. This active production of language, combined with the enjoyable nature of song-based learning, created optimal conditions for vocabulary acquisition.

The results also show that the Modifying English Song Lyrics Technique created a more engaging and enjoyable learning environment. Students actively participated in the learning activities through recording themselves singing the modified lyrics and sharing their work in the WhatsApp Group, which helped them remember and use vocabulary more effectively. By connecting vocabulary learning with song lyrics, students became more motivated and confident in expanding their

vocabulary knowledge. The collaborative nature of the learning environment, where students exchanged opinions and feedback about each other's songs and lyrics, further enhanced peer learning and motivation. Even students who initially experienced shyness about sharing their recordings were able to participate meaningfully through private submission options, ensuring inclusive and supportive learning for all students.

Tabel 4. 8 T-Test: Paired Two Sample for Means

Paired Samples Test

	Pre test	Post Test
Mean	47,5	76
Variance	61,84210526	41,05263158
Observations	20	20
Pearson Correlation	0,861762743	
Hypothesized Mean Difference	0	
df	19	
t Stat	-31,81168978	
P(T<=t) one-tail	3,03208E-18	
t Critical one-tail	1,729132812	
P(T<=t) two-tail	6,06416E-18	
t Critical two-tail	2,093024054	

The paired samples t-test results reveal a statistically significant improvement in students' vocabulary mastery at MAN Pinrang. This test, which compares two related measurements from the same group, is ideal for evaluating changes before and after an intervention. The findings demonstrate that the applied technique had a substantial impact on students' learning outcomes.

The mean difference of -28.5 indicates that post-test scores were significantly higher than pre-test scores, with an average improvement of 28.5 points. This represents a remarkable 60% increase in vocabulary mastery, as students' mean scores rose from 47.5 to 76. The consistent improvement across students, reflected in a standard deviation of 7.84, highlights the effectiveness of the intervention for learners with varying initial proficiency levels.

The standard error mean of 1.75 underscores the reliability of the mean difference estimate, while the 95% confidence interval (-32.15 to -24.85) confirms that the improvement is statistically significant and not due to chance. The narrow confidence interval further indicates the precision of the results, reinforcing the conclusion that the intervention was impactful.

Finally, the t-statistic of -31.81, which far exceeds the critical value of 2.093, and the extremely low p-value (<0.0001) provide overwhelming evidence of a significant difference between pre-test and post-test scores. These results affirm that the intervention at MAN Pinrang was highly effective in enhancing students' vocabulary mastery.

B. Discussion

This research was conducted to determine whether the Modifying English Song Lyrics Technique could improve students' vocabulary mastery at MAN Pinrang. The researcher used a pre-experimental design involving one group pre-test and post-test. The students were given a pre-test before the treatment and a post-test after the treatment. The treatment was conducted by asking students to modify the

lyrics of the song "Just The Way You Are" based on the theme of environment. Through this activity, students were encouraged to learn new vocabulary, understand word meanings, and use vocabulary in meaningful contexts.

After the implementation of the Modifying English Song Lyrics Technique, students showed remarkable improvement in their vocabulary mastery. The mean score increased from 47.5 in the pre-test to 76 in the post-test, which was categorized as Good (66-79). This substantial improvement of 28.5 points (approximately 60% increase) indicates that students were able to understand and use vocabulary significantly better after participating in the learning activities.³⁸ Through the process of modifying song lyrics, students actively explored new words, searched for appropriate vocabulary, and applied the vocabulary in meaningful sentences related to environmental issues.

The post-test results demonstrated that 100% of students improved their vocabulary proficiency, with 90% of students achieving Good or Very Good categories. Notably, no students remained in the Poor or Very Poor categories, a dramatic shift from the pre-test where 85% of students were in these lower categories. This finding provides strong evidence of the effectiveness of the treatment.

A significant factor contributing to the success of this technique was the exceptionally high level of student engagement, enthusiasm, and enjoyment

³⁸ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press, hlm. 45.

throughout the research process. All students demonstrated positive attitudes toward the new learning approach of modifying song lyrics. Importantly, students expressed that this technique represented something entirely new and exciting in their English language learning experience. Rather than viewing vocabulary learning as a monotonous memorization task, students found the activity engaging, creative, meaningful, and most importantly, fun and enjoyable.³⁹ Students frequently commented that this method was far more interesting and exciting compared to traditional English learning approaches they had experienced previously.

During the treatment, students actively participated in modifying the lyrics of "Just The Way You Are" based on environmental themes. Students not only created modified lyrics but also recorded themselves singing using the lyrics they had created. These audio recordings, complete with the students' own melodies, tones, and personalized lyric modifications, were shared within the WhatsApp Group, creating an interactive and collaborative learning environment. The process of listening to their peers' singing recordings and lyric modifications became a source of joy and laughter throughout the classroom. Students found genuine entertainment in hearing how their classmates had interpreted the song differently,

³⁹ Shen, C. (2009). "Using English songs: An enjoyable and effective approach to ELT." *English Language Teaching*, 2(1), hlm. 88-94.

how they pronounced the words, and how creatively they had incorporated environmental vocabulary into the lyrics.⁴⁰

Within the WhatsApp Group, students exchanged opinions and feedback about each other's songs and lyrics, discussing vocabulary choices, pronunciation, and how well the modified lyrics conveyed environmental messages. This peer interaction enriched the learning experience and allowed students to learn from one another. The collaborative discussions were filled with laughter, encouragement, and constructive feedback, creating a vibrant and dynamic learning community. Students realized that learning English vocabulary did not have to be serious or intimidating; instead, it could be enjoyable, social, and even entertaining.

The collaborative nature of the activity through WhatsApp Group discussions fostered a sense of community and mutual support among students. Students felt comfortable sharing their work, asking questions, and providing constructive feedback to their peers. This collaborative environment made vocabulary learning more enjoyable and less intimidating compared to traditional classroom settings. The shared experience of creating, recording, and listening to each other's singing created strong bonds among classmates and transformed vocabulary learning into a social and enjoyable activity.

It is important to note that during the process of submitting audio recordings, some students experienced shyness or anxiety about sharing their singing

⁴⁰ Murphey, T. (1992). *Music and song*. Oxford: Oxford University Press, hlm. 67.

recordings publicly in the group. Recognizing this concern, the researcher provided an alternative option allowing these students to submit their audio recordings privately through personal WhatsApp messages. This flexibility demonstrated that the learning environment was inclusive and accommodating to students' emotional needs and comfort levels.⁴¹

Despite their initial hesitation, all students ultimately participated in the activity, either by sharing their recordings in the group or submitting them privately. This inclusive approach ensured that no student was left behind and all students had the opportunity to practice and improve their vocabulary mastery. The fact that even shy students participated shows the effectiveness of creating a supportive and non-judgmental learning environment. Students realized that the goal was not perfection but rather meaningful engagement with vocabulary and language use. This realization transformed their attitudes toward English learning and made them more willing to take risks and participate actively.

The improvement can also be seen from each vocabulary indicator. In the aspect of word meaning, students demonstrated better understanding of the meanings of vocabulary items related to the environment. During the treatment, students frequently discussed unfamiliar words and searched for their meanings before incorporating them into their modified lyrics. This process helped them retain vocabulary more effectively. The post-test results showed that 6 students (30%)

⁴¹ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. McGraw-Hill Higher Education, hlm. 156.

achieved the Very Good category in word meaning, with 9 students (45%) reaching the Fair category, compared to only 3 students (15%) in the Fair category in the pre-test.

In the synonym indicator, students became more capable of identifying words with similar meanings. While modifying the lyrics, students often replaced original words with alternative vocabulary that conveyed similar meanings while maintaining the message of the song. This activity encouraged students to expand their vocabulary repertoire and develop a deeper understanding of word relationships.⁴² The post-test results demonstrated that 12 students (60%) achieved the Very Good category, with 7 students (35%) reaching the Fair category, showing significant improvement from the pre-test where only 1 student (5%) was in the Very Good category.

Similarly, in the antonym indicator, students showed exceptional improvement in recognizing opposite meanings of words. Through discussions and consultation sessions conducted via WhatsApp Group, students learned to distinguish between words with contrasting meanings and used them appropriately in their lyric modifications. This process strengthened their vocabulary knowledge and increased their awareness of word usage in different contexts. The post-test results showed that 19 students (95%) achieved the Very Good category, representing the

⁴² Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press, hlm. 89.

highest achievement across all indicators, compared to only 7 students (35%) in the pre-test.

The last indicator, vocabulary in context, also improved significantly. Students were able to understand and use vocabulary according to the context of environmental issues presented in their modified lyrics. Rather than simply memorizing words, students learned how vocabulary functions within sentences and messages. 9 students (45%) achieved the Very Good category in vocabulary comprehension, demonstrating that students learned to use vocabulary meaningfully and contextually. This finding suggests that contextual learning through song lyrics can help students understand vocabulary more meaningfully.⁴³

The statistical analysis further confirmed the effectiveness of the treatment. The result of the paired samples t-test showed that the mean difference was -28.5 with a t-value of -31.81 and a significance value (Sig. 2-tailed) of .000, which was far lower than the significance level of 0.05. This extremely large t-statistic and near-zero p-value provide overwhelming evidence that there was a highly significant difference between the students' pre-test and post-test scores.⁴⁴ Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that the Modifying English Song Lyrics Technique significantly improved students' vocabulary mastery at MAN Pinrang.

⁴³ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press, hlm. 52.

⁴⁴ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. McGraw-Hill Higher Education, hlm. 234.

The success of this technique can be attributed to multiple factors working together. First, the enjoyable nature of song-based learning created a more engaging and motivating learning atmosphere. Songs are inherently enjoyable and memorable, which helped students maintain interest throughout the learning process.⁴⁵ When students modified the lyrics, they were not only learning vocabulary but also expressing their ideas creatively and personally. This made vocabulary learning more meaningful and less monotonous compared to traditional memorization activities. The fact that students could hear themselves singing and listen to their peers' interpretations made the learning experience tangible and rewarding.

Second, the active production of language through recording and sharing created authentic communication opportunities. Rather than passively listening to songs, students became active language producers. They had to think carefully about vocabulary choices, pronunciation, and how to convey meaning through their singing. This active engagement with language significantly contributed to vocabulary acquisition.⁴⁶ The process of recording themselves forced students to pay attention to pronunciation and intonation, adding another dimension to vocabulary learning beyond mere memorization.

⁴⁵ Murphey, T. (1992). *Music and song*. Oxford: Oxford University Press, hlm. 78.

⁴⁶ Shen, C. (2009). "Using English songs: An enjoyable and effective approach to ELT." *English Language Teaching*, 2(1), hlm. 91.

Third, the collaborative learning environment fostered through WhatsApp Group discussions enhanced peer learning and motivation. Students learned from each other's vocabulary choices, pronunciation, and creative interpretations. The exchange of opinions and feedback created a supportive community where students felt comfortable taking risks and making mistakes as part of the learning process.⁴⁷ The laughter and enjoyment that accompanied peer feedback made the learning process feel less like work and more like a social activity among friends.

Fourth, the flexibility in submission methods (group sharing or private submission) ensured inclusive participation and reduced anxiety. By accommodating students' emotional needs and comfort levels, the researcher created a psychologically safe learning environment where all students felt valued and supported, regardless of their initial confidence levels.⁴⁸ This flexibility demonstrated that the learning environment prioritized student well-being and individual differences, which is crucial for effective language learning.

The findings of this research are in line with several previous studies that found songs to be effective media for language learning. Songs help learners remember vocabulary more easily because vocabulary is presented in meaningful and memorable contexts.⁴⁹ Furthermore, lyric-based activities encourage students to

⁴⁷ Teguh Setiawan, A. S. D. P. G. S. D. (2020). "The use of English songs to improve students' vocabulary mastery." *E-Journal of English Language Teaching Society (ELTS)*, 8(1), hlm. 5.

⁴⁸ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. McGraw-Hill Higher Education, hlm. 178.

⁴⁹ Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press, hlm. 95.

interact with language actively, which contributes positively to vocabulary acquisition.⁵⁰ Research has found that song-based instruction significantly improved EFL students' vocabulary mastery and created a more engaging learning environment.⁵¹ Similarly, studies have reported that English song-based teaching had a significant impact on vocabulary mastery, particularly in helping learners understand word meaning and language use.⁵²

Furthermore, research has found that modified songs improved vocabulary mastery and learning motivation among EFL learners.⁵³ The researchers emphasized that active interaction with song lyrics enabled students to acquire vocabulary more effectively. In line with this finding, the present study required students not only to listen to songs but also to modify song lyrics based on environmental themes and record themselves singing. Through this activity, students actively selected words, replaced vocabulary items, and reconstructed sentences, which contributed to the improvement of their vocabulary mastery.

In addition, studies have revealed that songs promoted self-directed vocabulary learning and increased learners' exposure to new words.⁵⁴ Likewise, research has concluded that English songs significantly enhanced vocabulary mastery and

⁵⁰ Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press, hlm. 58.

⁵¹ Shen, C. (2009). "Using English songs: An enjoyable and effective approach to ELT." *English Language Teaching*, 2(1), hlm. 89.

⁵² Murphey, T. (1992). *Music and song*. Oxford: Oxford University Press, hlm. 82.

⁵³ Yousefi, F., & Yousef, Z. (2014). "The effect of songs on EFL learners' vocabulary learning." *International Journal of Language Learning and Applied Linguistics World*, 5(1), hlm. 238.

⁵⁴ Teguh Setiawan, A. S. D. P. G. S. D. (2020). "The use of English songs to improve students' vocabulary mastery." *E-Journal of English Language Teaching Society (ELTS)*, 8(1), hlm. 8.

encouraged students to participate actively in learning activities.⁵⁵ Therefore, the findings of the present study confirm that integrating song lyrics into vocabulary instruction can facilitate meaningful vocabulary acquisition and improve students' vocabulary mastery.

The novelty of this study lies in the implementation of the Modifying English Song Lyrics Technique through collaborative learning activities with emphasis on student enjoyment and inclusive participation. Unlike previous studies that mainly focused on listening to songs or analyzing lyrics, this study engaged students in modifying existing song lyrics based on environmental themes through Zoom Meetings and WhatsApp Group discussions. This process encouraged students to become active language users rather than passive listeners.⁵⁶

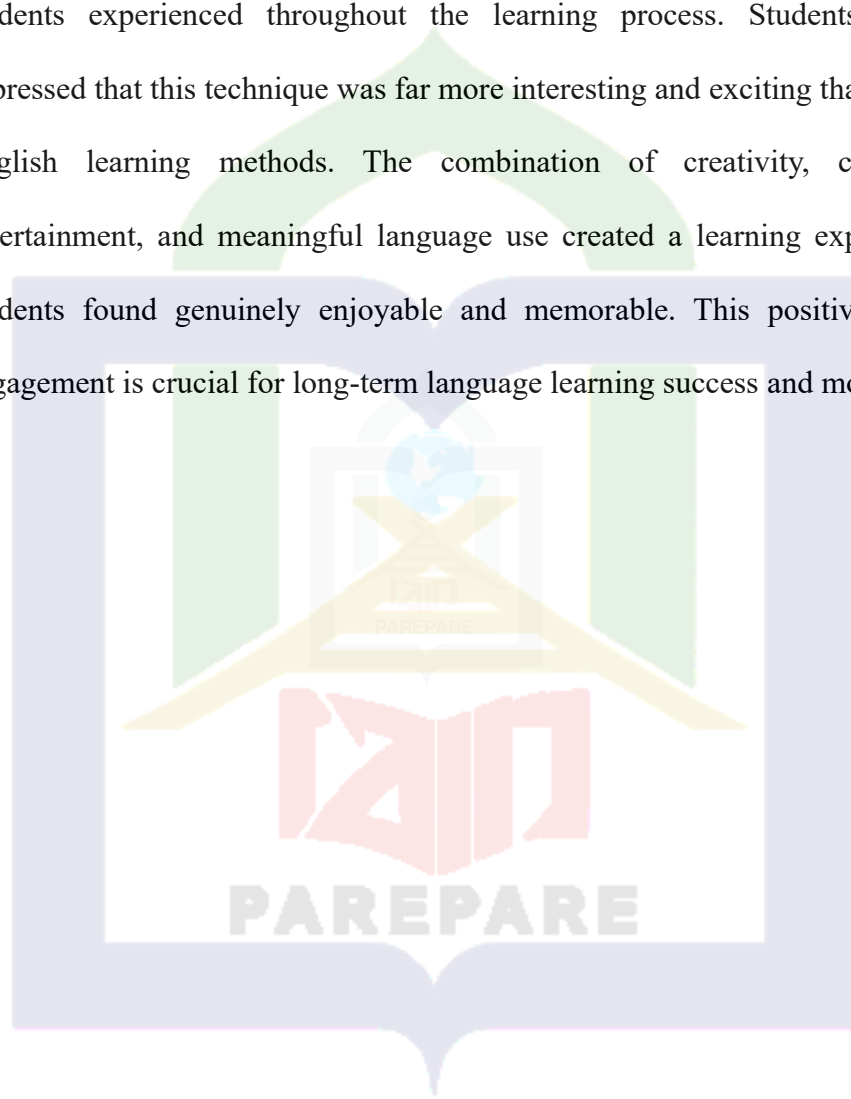
Moreover, this study demonstrated improvement in four vocabulary indicators (word meaning, synonyms, antonyms, and vocabulary in context), which distinguishes it from previous studies that generally focused only on overall vocabulary scores. Additionally, this study highlighted the importance of creating an inclusive and supportive learning environment where all students, including those with initial anxiety or shyness, could participate meaningfully and enjoyably. The flexibility in submission methods and the emphasis on peer collaboration created a unique learning experience that not only improved vocabulary mastery

⁵⁵ Shen, C. (2009). "Using English songs: An enjoyable and effective approach to ELT." *English Language Teaching*, 2(1), hlm. 92.

⁵⁶ Thorne, S. L., & Reinhardt, J. (2008). "Bridging activities: New media literacies and advanced foreign language proficiency." *CALICO Journal*, 25(2), hlm. 230.

but also built student confidence and fostered positive attitudes toward English language learning.

Importantly, this study captured the genuine enthusiasm and enjoyment that students experienced throughout the learning process. Students repeatedly expressed that this technique was far more interesting and exciting than traditional English learning methods. The combination of creativity, collaboration, entertainment, and meaningful language use created a learning experience that students found genuinely enjoyable and memorable. This positive emotional engagement is crucial for long-term language learning success and motivation.



CHAPTER V CLOSING

A. Conclusion

Based on the research findings, the answer to the first research question is definitively “YES”. The Modifying English Song Lyrics Technique has a highly significant effect on students' vocabulary mastery at MAN Pinrang. The paired samples t-test results showed a mean difference of -28.5 points with a t-value of -31.81 and significance value of .000 ($p < .001$), providing overwhelming statistical evidence that the improvement was not due to chance. Practically, this translated to 90% of students achieving Good or Very Good categories in the post-test, compared to only 15% in the pre-test. All four vocabulary indicators (word meaning, synonyms, antonyms, and vocabulary comprehension) showed consistent and significant improvement, with particularly notable achievement in the antonyms indicator where 95% of students reached Very Good category.

Regarding the second research question, the extent of improvement is substantial and highly significant. Students' mean score increased by 28.5 points (60% improvement) from 47.5 to 76, representing a shift from the Poor category to the Good category. Most importantly, the technique created an engaging and enjoyable learning environment where students found genuine pleasure in the creative process of modifying lyrics, recording themselves singing, and collaborating with peers. The combination of quantitative improvements across all vocabulary dimensions, elimination of poor-performing students, and qualitative

enhancements in student engagement and motivation demonstrates that the Modifying English Song Lyrics Technique is a highly effective and valuable strategy for improving students' vocabulary mastery in English language teaching.

B. Suggestion

Based on the findings and conclusions of this research, the researcher would like to provide the following suggestions:

1. For English Teachers

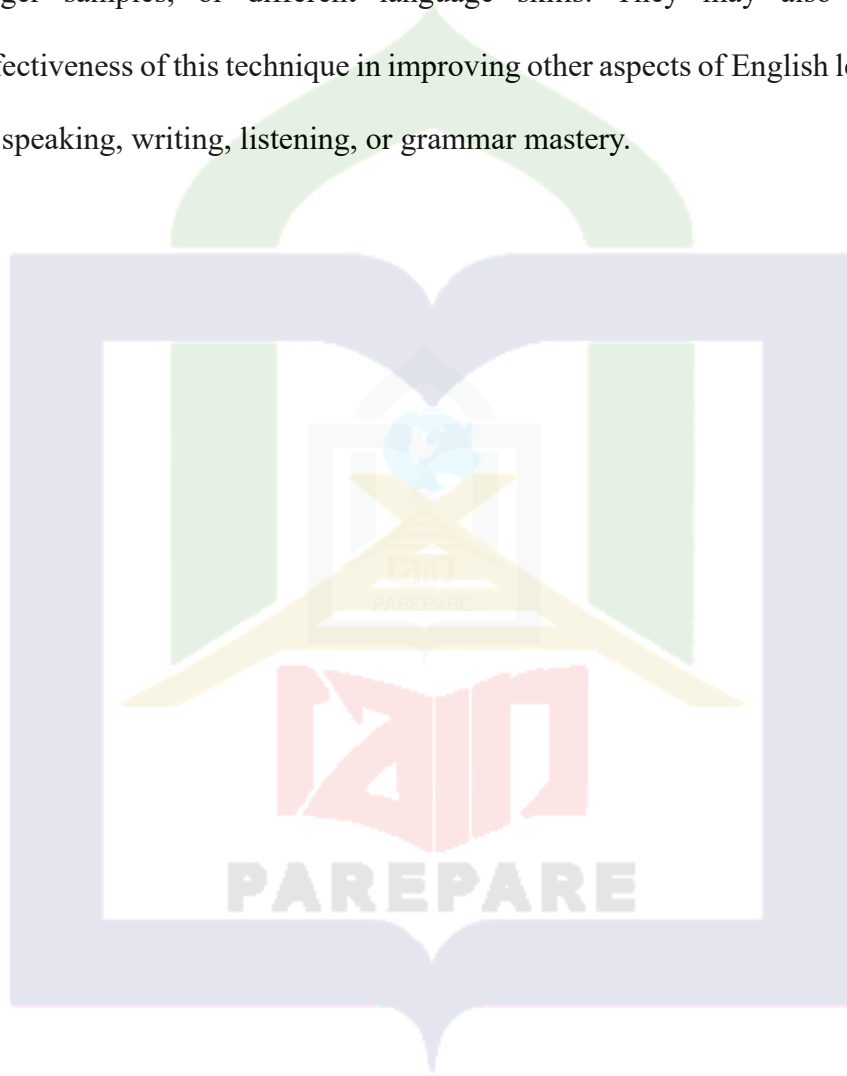
English teachers are encouraged to use the Modifying English Song Lyrics Technique as an alternative teaching strategy to improve students' vocabulary mastery. This technique can create a more enjoyable and meaningful learning atmosphere, motivate students to participate actively, and help them learn vocabulary through creative activities. Teachers may also use songs with different themes to enrich students' vocabulary learning experiences.

2. For Students

Students are encouraged to improve their vocabulary mastery by actively engaging in creative language-learning activities, such as modifying English song lyrics. Through this activity, students can learn new vocabulary, understand word meanings in context, and practice using vocabulary in meaningful situations. Students should also continue expanding their vocabulary through songs, reading materials, and other English learning resources.

3. For Future Researchers

Future researchers are recommended to conduct further studies on the use of the Modifying English Song Lyrics Technique with different research designs, larger samples, or different language skills. They may also explore the effectiveness of this technique in improving other aspects of English learning, such as speaking, writing, listening, or grammar mastery.



BIBLIOGRAPHY

Al-Qur'an Al-Karim.

Ary, Donald, Lucy Cheser Jacobs, and Christine K. Sorensen. *Introduction to Research in Education*. Wadsworth Cengage Learning, 2010.

Coady, James, and Thomas Huckin. *Second Language Vocabulary Acquisition*. Cambridge University Press, 1997.

Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. Routledge, 2018.

Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education, 2012.

Engh, Dwayne. "Why Use Music in English Language Learning?" *English Language Teaching Journal*, 2013.

Harmer, Jeremy. *How to Teach English*. Longman, 2007.

Hasanah, Nurul, and Syahban Mada Ali. "Personal Vocabulary Notes (PVN) Method Affects The Students' Vocabulary of IAIN Parepare." *Jurnal Ilmiah Multidisiplin Amsir*, 2022.

Hidayat, Rizky. *The Implementation of Modifying Song Lyrics Technique in Teaching Vocabulary*. Universitas Hasanuddin, 2023.

Hughes, Arthur. *Testing for Language Teachers*. Cambridge University Press, 2003.

Hyland, Ken. *Second Language Writing*. Cambridge University Press, 2003.

Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Pergamon Press, 1982.

Lestari, Dian. *The Effect of Modifying Song Lyrics on Students' Vocabulary Mastery*. Universitas Negeri Makassar, 2021.

Makuta, Nurul Mawaddah U., Konder Manurung, Afrillia Anggreni, and Sriati Usman. "The Effectiveness of Song-Based Instruction in Enhancing EFL Students' Vocabulary Mastery." *Journal of General Education and Humanities*, 2025

Medina, Suzanne L. "The Effect of Music on Second Language Vocabulary Acquisition." *National Network for Early Language Learning*, 1993.

Murphey, Tim. *Music and Song*. Oxford University Press, 1992.

Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge University Press, 2001.

Ntulo, Gita Gifara, Afrillia Anggreni, and Jamiluddin. "Empower English Song Based Teaching to Elevate Vocabulary Mastery of EFL Learners." *Exposure: Jurnal Pendidikan Bahasa Inggris*, 2025.

Pavia, N., M. Webb, and S. Faez. "The Impact of Music on Vocabulary Learning and Retention." *Language Teaching Research*, 2019.

Pratama, Andi, and Nurul Sari. "Using Song Lyrics Modification to Enhance Vocabulary Learning among EFL Students." *Journal of English Language Teaching*, 2022.

- Rahman, Ahmad. "The Effectiveness of Modifying English Song Lyrics in Enhancing Vocabulary Mastery among Senior High School Students." *Journal of Applied Linguistics*, 2024.
- Rahman, R. W., A. R. Syarif, and C. P. Tohamba. "Enhancing Vocabulary Through English Songs: A Self-Directed Learning Experience for EFL Students." *Klasikal: Journal of Education, Language Teaching and Science*, 2024.
- Rizka, M., D. Rachman, and A. Halim. "Using Songs to Boost Vocabulary Mastery in English Classrooms." *Borneo Journal of English Language Education*, 2025.
- Sari, Fitri, and Ayu Putri. "Improving Students' Vocabulary Mastery through Song Lyrics Modification." *ELT Journal Indonesia*, 2020.
- Schmitt, Norbert. *Vocabulary in Language Teaching*. Cambridge University Press, 2000.
- Schmitt, Norbert, and Diane Schmitt. *Vocabulary in Language Teaching*. Cambridge University Press, 2020.
- Sitepu, F., et al. "The Effect of Song Lyrics on Students' Vocabulary Mastery." *Journal of English Education*, 2021.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta, 2019.
- Suhaedi, Selpi Binti, and Nanning. "Investigating of Vocabulary Learning Strategies Used by Undergraduate Students." *Inspiring: English Education Journal*, 2018.
- Sunra, La, Syarifah Farahdiba, and Melinda. "Examining the Effects of Modified Songs on Vocabulary Mastery and Learning Motivation: A Mixed-Methods Study of Indonesian EFL Learners." *Research and Innovation in Applied Linguistics-Electronic Journal*, 2026.
- Teng, Mark Feng. "Teaching and Learning Vocabulary in EFL Contexts." *Language Teaching Research*, 2022.
- Teng, Mark Feng. *Vocabulary Learning in the Digital Age*. Springer, 2023.
- Thornbury, Scott. *How to Teach Vocabulary*. Pearson Education Limited, 2002.
- Wardiman, M., A. Aminah, and A. Dewi. "The Use of English Songs to Improve Students' Vocabulary Mastery." *E-Journal of ELTS*, 2022.
- Webb, Stuart, and I. S. P. Nation. *How Vocabulary Is Learned*. Oxford University Press, 2017.

APPENDICES

Appendix I : Instrument of Research

	KEMENTERIAN AGAMA REPUBLIK INDONESIA	
	INSTITUT AGAMA ISLAM NEGERI PAREPARE	
	FAKULTAS TARBIYAH	
	Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id , email: mail@iainpare.ac.id	
INSTRUMEN PENELITIAN PENULISAN SKRIPSI		

Name of The Student	:	FIRMANSYAH PUTRA
The Title of Thesis	:	The Effect Of Modifying English Song Lyrics Technique On Students Vocabulary Mastery At Man Pinrang.
Student Reg. Number	:	2020203888203070
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Pre-Test and Post-Test

PRE-TEST

Vocabulary Mastery Test

Name : _____

Class : _____

Instruction: Choose the correct answer by crossing (X) A, B, C, or D.

Vocabulary Questions (Numbers 1–15)

1. What is the meaning of the word "Environment"?

- A. Only the animals in the forest
- B. Everything around us, including air, water, and land
- C. Huge buildings and factories in the city
- D. Computer software and digital devices

Answer: B

2. Which word has the same meaning (synonym) as "Trash"?

- A. Ocean
- B. Tree
- C. Rubbish
- D. Air

Answer: C

3. "Smoke from cars makes the air dirty." What is the opposite (antonym) of "dirty"?

- A. Clean
- B. Green
- C. Heavy
- D. Dark

Answer: A

4. What does the word "Protect" mean?

- A. To hurt or break something
- B. To throw things away
- C. To keep something safe from danger
- D. To cut down trees

Answer: C

5. "Plastic waste harms sea creatures." What does the word "Harms" mean?

- A. Helps or saves
- B. Feeds or gives food
- C. Hurts or damages
- D. Cleans or purifies

Answer: C

6. What is the meaning of the word "Nature"?

- A. Everything made by humans
- B. The physical world, including plants, animals, and landscapes

- C. Electronic tools and machinery
- D. Cities and crowded streets

Answer: B

7. Which word has the closest meaning to "Creatures"?

- A. Living things or animals
- B. Plastic bottles
- C. Dirty smoke
- D. Large buildings

Answer: A

8. What does the word "Pollution" mean?

- A. The act of cleaning a room
- B. Damage caused to water, air, or land by harmful substances
- C. Planting beautiful flowers
- D. Saving energy at home

Answer: B

9. "We must reduce the use of plastic bags." What does the word "Reduce" mean?

- A. To make something larger or more
- B. To buy something expensive
- C. To make something smaller or use less of it
- D. To throw something into the river

Answer: C

10. "A healthy planet is good for everyone." What is the opposite (antonym) of "Healthy"?

- A. Strong
- B. Sick or damaged
- C. Beautiful
- D. Clean

Answer: B

11. What is the meaning of the word "Destroys"?

- A. Damages something so badly that it cannot be used anymore
- B. Builds a new house
- C. Fixes a broken bicycle
- D. Plants a new tree

Answer: A

12. Which word has the same meaning (synonym) as "Save" (e.g., save water)?

- A. Waste
- B. Economize / Conserve
- C. Spill
- D. Destroy

Answer: B

13. "Our surroundings must be kept clean." What does "Surroundings" mean?

- A. The place or conditions around a person or thing
- B. A deep ocean
- C. Factory machines
- D. Future generations

Answer: A

14. What does the word "Oxygen" mean?

- A. A type of dirty water
- B. A gas that humans and animals need to breathe
- C. A brand of plastic bags
- D. A type of dangerous trash

Answer: B

15. "We should plant more trees." What is the meaning of the verb "Plant"?

- A. To cut a tree down
- B. To put a seed or plant into the ground so it can grow
- C. To burn dry leaves
- D. To buy fruit from the market

Answer: B

Comprehension and General Knowledge Questions (Numbers 16–20)

16. Why is a healthy environment important for living things?

- A. It makes the weather extremely hot
- B. It provides clean air, water, and food to survive
- C. It helps factories produce more plastic
- D. It makes the world look dark

Answer: B

17. Which of the following activities causes air pollution?

- A. Planting flowers in the garden
- B. Riding a bicycle to school
- C. Smoke coming out of cars and factories
- D. Turning off the lights when sleeping

Answer: C

18. What happens if humans cut down too many trees in the forest?

- A. Wild animals will lose their homes and oxygen will decrease
- B. The air will become fresher and cleaner
- C. The ocean will become more beautiful
- D. It will stop the rain completely

Answer: A

19. How can we reduce plastic waste in our daily lives?

- A. By buying more single-use plastic bags
- B. By bringing our own reusable shopping bags
- C. By throwing plastic bottles into the river
- D. By burning plastic trash everywhere

Answer: B

20. What is a simple way to save electricity at home?

- A. Letting the television stay on all night when no one is watching

- B. Turning off the lights and electronic devices when not in use
- C. Keeping the refrigerator door wide open
- D. Turning on all the lights during the day

Answer: B





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421)

24404

PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Name of The Student	:	FIRMANSYAH PUTRA
The Title of Thesis	:	The Effect Of Modifying English Song Lyrics Technique On Students Vocabulary Mastery At Man Pinrang.
Student Reg. Number	:	2020203888203070
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Pre-Test and Post-Test

POST-TEST

Vocabulary Mastery Test

Name : _____

Class : _____

Instruction: Choose the correct answer by crossing (X) A, B, C, or D.

1. Why is recycling important?

- A. It increases waste production
- B. It helps reduce waste and protect the environment
- C. It pollutes rivers
- D. It destroys forests

Answer: B

2. Which word has the same meaning as "Protect"?

- A. Damage
- B. Save

C. Pollute

D. Waste

Answer: B

3. What is the opposite of "Polluted"?

A. Dirty

B. Harmful

C. Clean

D. Wasteful

Answer: C

4. What is the meaning of the word "Habitat"?

A. A place where animals and plants naturally live

B. A type of pollution

C. A recycling machine

D. A large city

Answer: A

5. What can happen if rivers become polluted?

A. Fish and other aquatic animals may die

B. Water becomes cleaner

C. More trees will grow

D. The air becomes fresher

Answer: A

6. Which word has the closest meaning to "Garbage"?

A. Rubbish

B. Water

C. Tree

D. Oxygen

Answer: A

7. What is the meaning of the word "Renewable"?

- A. Something that cannot be replaced
- B. Something that can be used again and replenished naturally
- C. Something harmful to nature
- D. Something made of plastic

Answer: B

8. What is the antonym of "Destroy"?

- A. Build
- B. Break
- C. Damage
- D. Reduce

Answer: A

9. Which action helps save energy at home?

- A. Leaving lights on all day
- B. Using electrical devices unnecessarily
- C. Turning off devices when not in use
- D. Opening the refrigerator for a long time

Answer: C

10. Which word has the same meaning as "Clean"?

- A. Dirty
- B. Fresh
- C. Harmful
- D. Polluted

Answer: B

11. What does the word "Conservation" mean?

- A. Protecting and preserving natural resources
- B. Building more factories

- C. Destroying forests
- D. Throwing rubbish into rivers

Answer: A

12. What is the opposite of "Waste"?

- A. Throw
- B. Save
- C. Pollute
- D. Harm

Answer: B

13. Why should people plant more trees?

- A. To reduce oxygen
- B. To make the environment hotter
- C. To improve air quality and support wildlife
- D. To increase pollution

Answer: C

14. Which word is a synonym of "Reduce"?

- A. Increase
- B. Expand
- C. Decrease
- D. Grow

Answer: C

15. What is the meaning of the word "Deforestation"?

- A. Planting trees in large numbers
- B. Protecting wildlife
- C. The cutting down of forests
- D. Cleaning rivers

Answer: C

16. What is the antonym of "Dangerous"?

- A. Risky
- B. Unsafe
- C. Safe
- D. Harmful

Answer: C

17. Which word is a synonym of "Preserve"?

- A. Destroy
- B. Protect
- C. Waste
- D. Harm

Answer: B

18. What is the best way to reduce plastic waste?

- A. Buying more plastic bags
- B. Throwing plastic into rivers
- C. Using reusable bags and bottles
- D. Burning plastic in open areas

Answer: C

19. What is the opposite of "Healthy"?

- A. Strong
- B. Sick
- C. Fresh
- D. Clean

Answer: B

20. What is the meaning of the word "Recycle"?

- A. To throw something away
- B. To burn waste

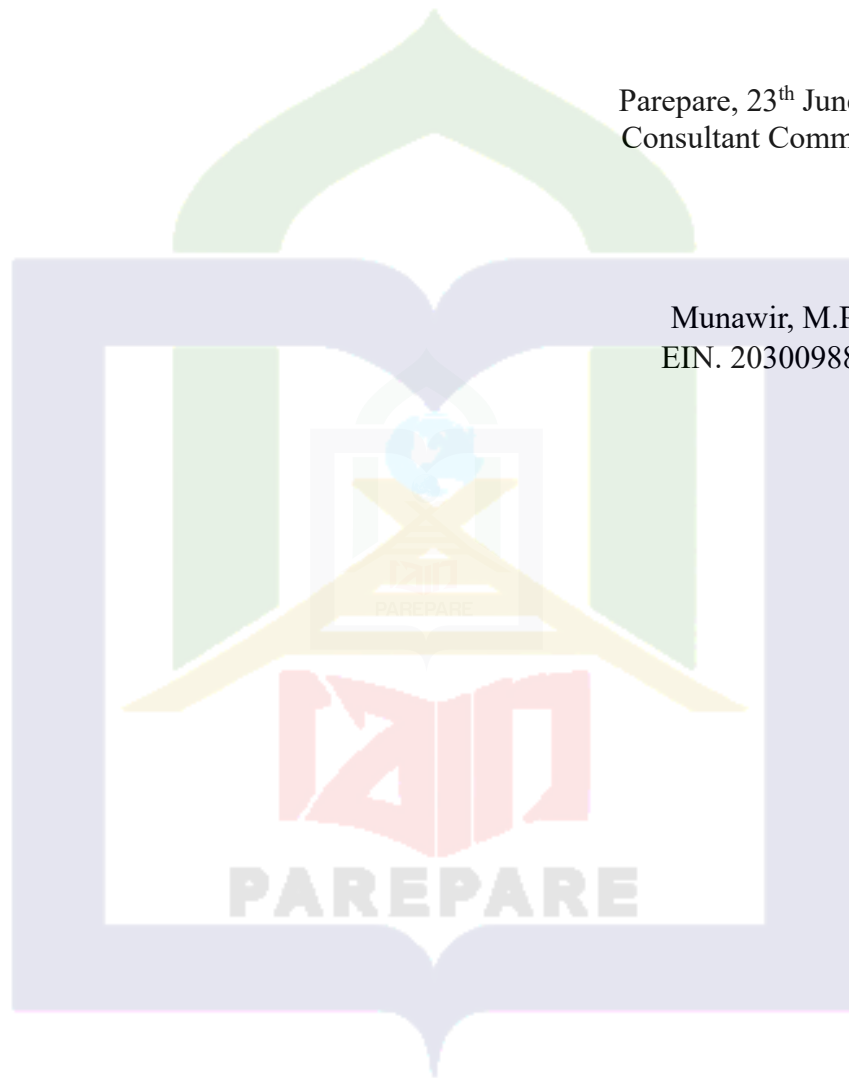
C. To process used materials so they can be used again

D. To cut down trees

Answer: C

Parepare, 23th June 2026
Consultant Commissions

Munawir, M.Pd.
EIN. 2030098801



Appendix II. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	MAN PINRANG
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	XI
Alokasi Waktu	:	5 PERTEMUAN
Materi Pokok	:	Vocabulary Mastery through Modifying English Song Lyrics

A. Kompetensi Inti

KI 1

Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2

Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi dengan lingkungan sosial.

KI 3

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural dalam pembelajaran Bahasa Inggris.

KI 4

Mengolah, menyaji, dan mencipta dalam ranah konkret dan abstrak terkait penggunaan bahasa Inggris secara kreatif dan komunikatif.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

1. Memahami makna kosakata bahasa Inggris dalam konteks tertentu.
2. Menggunakan kosakata bahasa Inggris secara tepat dalam kalimat dan teks sederhana.

Indikator Pencapaian Kompetensi

1. Siswa mampu memahami makna kosakata yang terdapat dalam lirik lagu.
2. Siswa mampu mengidentifikasi sinonim dan antonim dari kosakata yang dipelajari.
3. Siswa mampu menggunakan kosakata sesuai konteks tema lingkungan.
4. Siswa mampu memodifikasi lirik lagu menggunakan kosakata yang relevan dengan tema lingkungan.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

1. Memahami makna kosakata bahasa Inggris yang berkaitan dengan lingkungan.
2. Mengidentifikasi sinonim dan antonim dari kosakata yang dipelajari.
3. Menggunakan kosakata dalam konteks yang tepat.
4. Memodifikasi lirik lagu bahasa Inggris berdasarkan tema lingkungan.
5. Menunjukkan peningkatan penguasaan kosakata bahasa Inggris melalui kegiatan kreatif menulis lirik lagu.

D. Materi Pembelajaran

Lagu

Just The Way You Are – Bruno Mars

Tema

Environment (Lingkungan)

Materi Kosakata

- Environment
- Pollution
- Recycle
- Protect
- Nature
- Trash
- Reduce
- Oxygen
- Healthy
- Destroy
- Conservation
- Habitat

- Renewable
- Garbage
- Preserve

Indikator Kosakata

1. Word Meaning
2. Synonym
3. Antonym
4. Vocabulary in Context

E. Metode Pembelajaran

Pendekatan

Collaborative Learning

Metode

- Discussion
- Guided Writing
- Consultation
- Project-Based Learning

Teknik

- Listening to Song
- Vocabulary Discussion
- Lyric Modification
- Online Consultation through WhatsApp Group
- Presentation

F. Media, Alat, dan Sumber Pembelajaran

Media

- Zoom Meeting

- WhatsApp Group
- Audio Song
- Song Lyrics Sheet

Alat

- Smartphone
- Laptop
- Internet Connection

Sumber Pembelajaran

- Bruno Mars, *Just The Way You Are*
- English Dictionary
- Vocabulary Materials Related to Environment
- Researcher-Prepared Worksheets

G. Langkah-Langkah Pembelajaran

Pertemuan 1 (Zoom Meeting)

Kegiatan Pendahuluan

- Guru membuka pembelajaran.
- Guru menjelaskan tujuan penelitian dan kegiatan pembelajaran.
- Guru memperkenalkan lagu *Just The Way You Are* dan tema lingkungan.

Kegiatan Inti

- Siswa mendengarkan lagu.
- Guru menjelaskan kosakata penting dalam lagu.
- Guru menjelaskan cara memodifikasi lirik lagu sesuai tema lingkungan.
- Guru memberikan contoh modifikasi lirik.

Kegiatan Penutup

- Guru menjelaskan tugas yang akan dikerjakan siswa melalui WhatsApp Group.

Pertemuan 2–4 (WhatsApp Group)

Kegiatan Inti

- Siswa menyusun lirik lagu bertema lingkungan.
- Guru memberikan konsultasi terkait kosakata yang digunakan siswa.
- Guru membimbing siswa dalam penggunaan sinonim, antonim, dan makna kata yang tepat.
- Siswa merevisi lirik berdasarkan masukan yang diberikan.

Pertemuan 5 (Zoom Meeting)

Kegiatan Inti

- Siswa mengumpulkan hasil modifikasi lirik lagu.
- Beberapa siswa mempresentasikan atau mengirimkan rekaman lagu hasil modifikasi.
- Guru memberikan umpan balik terhadap penggunaan kosakata.

Kegiatan Penutup

- Guru menyimpulkan hasil pembelajaran.
- Guru memberikan motivasi kepada siswa untuk terus meningkatkan kosakata bahasa Inggris.
- Guru menutup pembelajaran.

H. Penilaian Hasil Belajar

1. Teknik Penilaian

- a. Tes Tertulis (Pre-Test dan Post-Test)
- b. Penugasan (Modifikasi Lirik Lagu Bahasa Inggris)

2. Bentuk Penilaian

- a. Tes pilihan ganda sebanyak 20 soal.
- b. Hasil modifikasi lirik lagu *Just The Way You Are* berdasarkan tema lingkungan (*Environment*).

3. Instrumen Penilaian

- a. Lembar soal Pre-Test dan Post-Test.
- b. Lembar kerja modifikasi lirik lagu.

4. Aspek yang Dinilai

No	Aspek Penilaian	Indikator
1	Word Meaning	Kemampuan memahami makna kosakata
2	Synonym	Kemampuan mengidentifikasi sinonim
3	Antonym	Kemampuan mengidentifikasi antonim
4	Vocabulary in Context	Kemampuan menggunakan kosakata sesuai konteks

5. Rubrik Penilaian Tugas Modifikasi Lirik

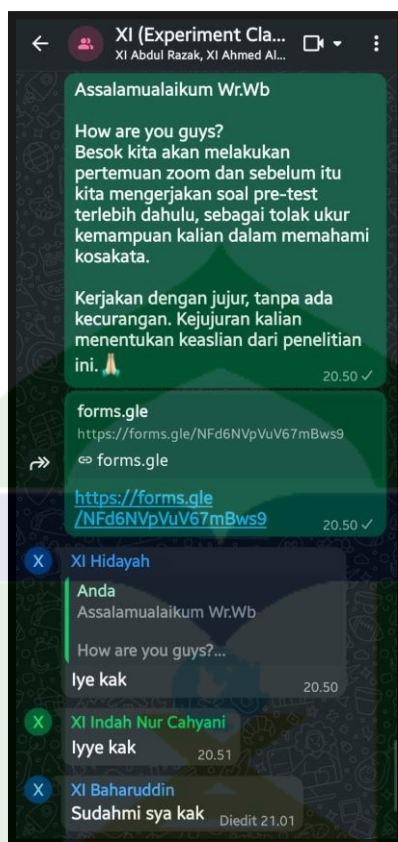
No	Aspek Penilaian	Skor Maksimal
1	Ketepatan penggunaan kosakata	25
2	Kesesuaian dengan tema lingkungan	25
3	Kreativitas dalam memodifikasi lirik	25
4	Ketepatan makna dan konteks kosakata	25
Total		100

6. Kriteria Penilaian

Interval Skor	Kategori
81–100	Very Good
66–80	Good
56–65	Fair
40–55	Poor
≤39	Very Poor

Appendix III. Treatment

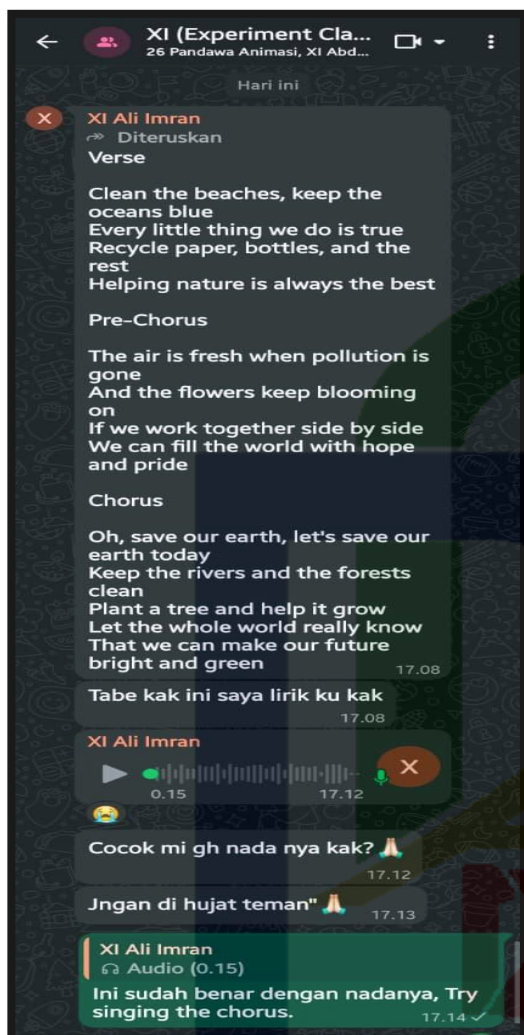
1. First Meeting (Work on Pre-Test Questions)



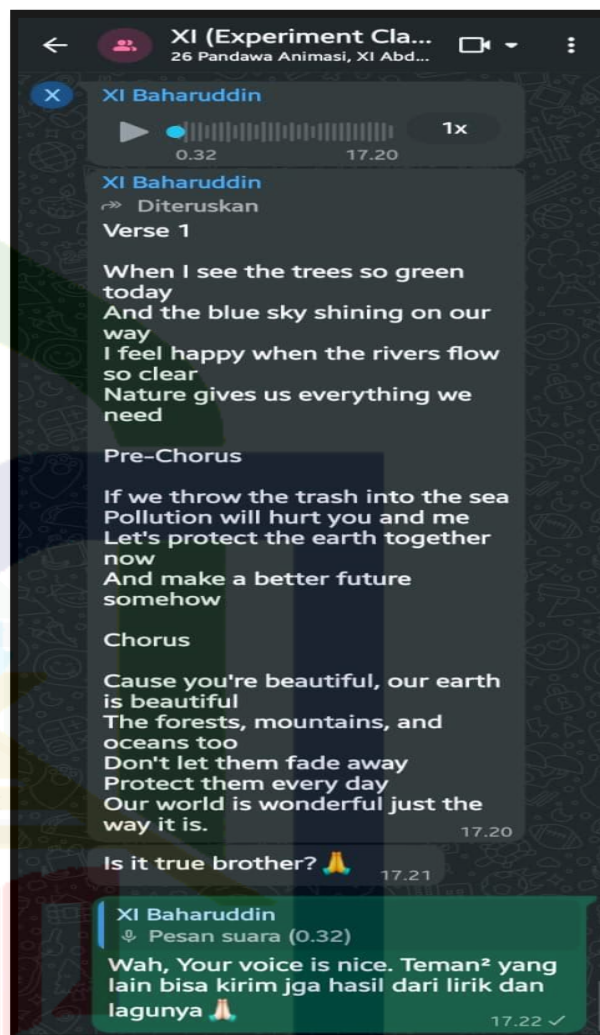
2. Second Meeting (Conduct a Zoom Meeting)



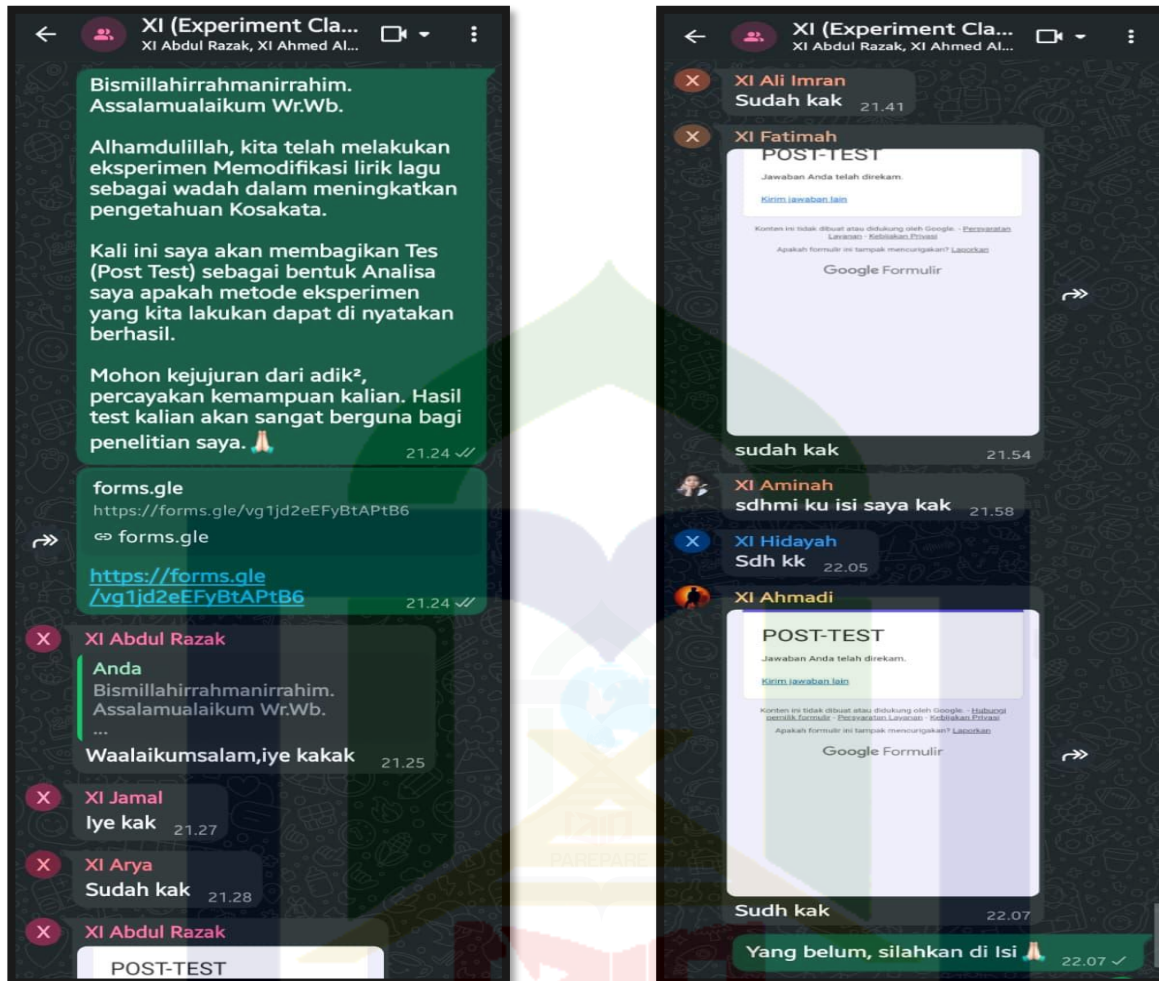
3. Third Meeting (Song Lyrics Writing Consultation)



4. Fourth Meeting (Song Lyrics Writing Consultation)



5. Fifth Meeting (Work on Post-Test Questions)



Appendix IV. The Result of Data Excel

No	Name	Pre-Test				Result
		Word Meaning	Synonym	Antonym	Vocabulary Comprehension	
1	Muh. Ali Imran Rosadi	20	40	40	40	35
2	Ahmed Al Maghribi	20	60	60	20	40
3	Ihya Uhlumuddin	40	40	40	40	40
4	Muhammad Arya Rusdi	20	60	60	60	50
5	Ahmadi Aryanto	0	60	60	60	45
6	Muh. Lukman	20	80	80	40	55
7	Muh. Alif Irvan Jabir	0	80	60	20	40
8	Jamaluddin Tahi	40	80	60	20	50
9	Baharuddin Sutoyo	40	80	80	0	50
10	Fatimah Zahrah	40	60	100	0	50
11	Nurhidayah	40	20	60	60	45
12	Juleha	20	20	60	40	35
13	Joya Yusuf	60	80	80	20	60
14	Yayan Al Fajri	0	80	60	20	40
15	Nureni	60	80	60	40	60
16	Aminah	60	60	80	20	55
17	Nurul Inayah	0	60	80	40	45
18	Nur Faidah Ilham	20	60	60	0	45
19	Indah Nur Cahyani	80	60	60	0	60
20	Abdul Razak	20	40	80	60	50
TOTAL						47.5

No	Name	Post-Test				Result
		Word Meaning	Synonym	Antonym	Vocabulary Comprehension	
1	Muh. Ali Imran Rosadi	40	60	100	60	65
2	Ahmed Al Maghribi	40	80	80	80	70
3	Ihya Uhlumuddin	60	60	100	60	68
4	Muhammad Arya Rusdi	60	100	100	60	78
5	Ahmadi Aryanto	40	80	100	80	72
6	Muh. Lukman	80	80	100	40	82
7	Muh. Alif Irvan Jabir	60	60	100	60	69
8	Jamaluddin Tahi	80	100	80	40	75
9	Baharuddin Sutoyo	80	100	60	80	80
10	Fatimah Zahrah	60	100	100	40	74
11	Nurhidaya	40	100	100	60	71

12	Juleha	20	60	100	80	66
13	Joya Yusuf	80	80	100	40	85
14	Yayan Al Fajri	60	60	100	80	73
15	Nureni	60	80	100	60	76
16	Aminah	60	60	100	100	81
17	Nurul Inayah	60	60	100	80	72
18	Nur Faidah Ilham	60	100	80	60	74
19	Indah Nur Cahyani	100	100	80	80	88
20	Abdul Razak	80	40	100	100	79
TOTAL						76



Appendix V. Students Score Pre-Test and Post-Test

1. Pre-Test

Jawaban tidak dapat diedit

PRE-TEST

Answer according to your ability.

* Menunjukkan pertanyaan yang wajib diisi

NAMA SISWA *

Muh ali imran rosadi

1. What is the meaning of the word "Environment"? *

☐ A. Only the animals in the forest

☒ B. Everything around us, including air, water, and land

☐ C. Huge buildings and factories in the city

☐ D. Computer software and digital devices

☐ Yang lain: _____

2. Which word has the same meaning (synonym) as "Trash"? *

☐ A. Ocean

☐ B. Tree

☒ C. Rubbish

☐ D. Air

Jawaban tidak dapat diedit

PRE-TEST

Answer according to your ability.

* Menunjukkan pertanyaan yang wajib diisi

NAMA SISWA *

Aby ansyah

1. What is the meaning of the word "Environment"? *

☐ A. Only the animals in the forest

☒ B. Everything around us, including air, water, and land

☐ C. Huge buildings and factories in the city

☐ D. Computer software and digital devices

☐ Yang lain: _____

2. Which word has the same meaning (synonym) as "Trash"? *

☐ A. Ocean

☐ B. Tree

☒ C. Rubbish

☐ D. Air

Jawaban tidak dapat diedit

PRE-TEST

Answer according to your ability.

* Menunjukkan pertanyaan yang wajib diisi

NAMA SISWA *

nureni

1. What is the meaning of the word "Environment"? *

☐ A. Only the animals in the forest

☒ B. Everything around us, including air, water, and land

☐ C. Huge buildings and factories in the city

☐ D. Computer software and digital devices

☐ Yang lain: _____

2. Which word has the same meaning (synonym) as "Trash"? *

☐ A. Ocean

☐ B. Tree

☐ C. Rubbish

☒ D. Air

Jawaban tidak dapat diedit

PRE-TEST

Answer according to your ability.

* Menunjukkan pertanyaan yang wajib diisi

NAMA SISWA *

Ahmadi Aryanto

1. What is the meaning of the word "Environment"? *

☐ A. Only the animals in the forest

☒ B. Everything around us, including air, water, and land

☐ C. Huge buildings and factories in the city

☐ D. Computer software and digital devices

☐ Yang lain: _____

2. Which word has the same meaning (synonym) as "Trash"? *

☒ A. Ocean

☐ B. Tree

☐ C. Rubbish

☐ D. Air

2. Post-Test

Jawaban tidak dapat diedit

POST-TEST

Believe in your abilities.

NAMA SISWA :
Abdul razak

1. Why is recycling important?

☐ A. It increases waste production

☒ B. It helps reduce waste and protect the environment

☐ C. It pollutes rivers

☐ D. It destroys forests

2. Which word has the same meaning as "Protect"?

☐ A. Damage

☒ B. Save

☐ C. Pollute

☐ D. Waste

Jawaban tidak dapat diedit

POST-TEST

Believe in your abilities.

NAMA SISWA :
Fatimah

1. Why is recycling important?

☒ A. It increases waste production

☐ B. It helps reduce waste and protect the environment

☐ C. It pollutes rivers

☐ D. It destroys forests

2. Which word has the same meaning as "Protect"?

☐ A. Damage

☒ B. Save

☐ C. Pollute

☐ D. Waste

Jawaban tidak dapat diedit

POST-TEST

Believe in your abilities.

NAMA SISWA :
Indah Nur Cahyani

1. Why is recycling important?

☐ A. It increases waste production

☒ B. It helps reduce waste and protect the environment

☐ C. It pollutes rivers

☐ D. It destroys forests

2. Which word has the same meaning as "Protect"?

☐ A. Damage

☐ B. Save

☒ C. Pollute

☐ D. Waste

Jawaban tidak dapat diedit

POST-TEST

Believe in your abilities.

NAMA SISWA :
Baharuddin sutoyo

1. Why is recycling important?

☐ A. It increases waste production

☒ B. It helps reduce waste and protect the environment

☐ C. It pollutes rivers

☐ D. It destroys forests

2. Which word has the same meaning as "Protect"?

☐ A. Damage

☒ B. Save

☐ C. Pollute

☐ D. Waste

Appendix VI. Virtue of Consultant



DEKAN FAKULTAS TARBIYAH
NOMOR : B-927/In.39/FTAR.01/PP.00.9/04/2025

TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPAE

- Menimbang
- Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025
 - Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.
- Mengingat
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 - Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
 - Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 - Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 - Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
 - Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 - Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
 - Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan :
- Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP DIPA-025.04.2.307381, tanggal 30 November 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2025
 - Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 74 TAHUN 2025 Tahun 2025, tanggal 20 Januari 2025 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;
- MEMUTUSKAN
- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2025
 - Menunjuk saudara: **MUNAWIR, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :
Nama Mahasiswa : **FIRMANSYAH PUTRA**
NIM : **202020388203070**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Penelitian : **DEVELOPING STUDENTS' VOCABULARY MASTERY BY CREATING SELF ENGLISH SONG LYRICS AT MAN PINRANG**
 - Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
 - Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
 - Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 10 April 2025
Dekan.



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Appendix VII. Research Permit Recommendation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 92132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1944/In.39/FTAR.01/PP.00.9/06/2026 11 Juni 2026
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : FIRMANSYAH PUTRA
Tempat/Tgl. Lahir : PINRANG, 14 Maret 2002
NIM : 202020388203070
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : JL.H.A.MAKKULAU/JL.RAPPANG, LORONG 3 SETELAH KANTOR KODIM.

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan Skripsi yang berjudul :

THE EFFECT OF MODIFYING ENGLISH SONG LYRICS TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT MAN PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 11 Juni 2026 sampai dengan tanggal 11 Juli 2026.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Ahdar, M.Pd.I
NIP 197612302005012002

Tembusan :

1. Rektor IAIN Parepare

Page : 1 of 1, Copyright©afis 2015-2026 - (muhlis) Diketak pada Tgl : 11 jn 2026 jam : 10:06:22

Appendix VIII. Permission Research



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
Nomor : 503/0364/PENELITIAN/DPMTSP/06/2026

Tentang

SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 15-06-2026 atas nama FIRMANSYAH PUTRA, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Mengingat : 1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
8. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
9. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
10. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0379/R/T.Teknis/DPMTSP/06/2026, Tanggal : 17-06-2026
2. Berita Acara Pemeriksaan (BAP) Nomor : 0366/BAP/PENELITIAN/DPMTSP/06/2026, Tanggal : 17-06-2026

MEMUTUSKAN

Menetapkan :
KESATU : Memberikan Surat Keterangan Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL ABKTI NO. 8
3. Nama Peneliti : FIRMANSYAH PUTRA
4. Judul Penelitian : THE EFFECT OF MODIFYING ENGLISH SONG LYRICS TECHNIQUE ON STUDENTS VOCABULARY MASTERY AT MAN PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA DAN SISWI KELAS XI (MAN PINRANG)
7. Lokasi Penelitian : Kecamatan Paletang

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 17-12-2026.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 17 Juni 2026



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang



Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSN

DPMTSP

Appendix IX. Letter of Research Completion

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KABUPATEN PINRANG
MADRASAH ALIYAH NEGERI PINRANG
Jln. Bulu Pakoro No. 429 Telp. (0421) 921670

SURAT KETERANGAN PENELITIAN
Nomor : B-*567* / MA.21.17.0001/TL.03/06/2026

Menindaklanjuti Surat Pemerintah Kabupaten Pinrang Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Unit Pelayanan Terpadu Satu Pintu, Nomor: 503/0364/PENELITIAN/DPMTSP/06/2026, Hal. Surat Keterangan Penelitian, Tanggal: 17 Juni 2026. Maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa:

Nama : **FIRMANSYAH PUTRA**
NIM : 2020203888203070
Program Studi : Tarbiyah / Pendidikan Bahasa Inggris

Benar telah melaksanakan Kegiatan Penelitian dengan Judul Penelitian: ***"The Effect Of Modifying English Song Lyrics Technique On Students Vocabulary Mastery At MAN Pinrang"*** pada MAN Pinrang yang pelaksanaannya pada Tgl 18 Juni 2026.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 18 Juni 2026
Plt. Kepala Madrasah

Dr. H. Suharto, S.Pd., M.Pd.
NIP. 196810071995031003

PAREPARE

CURRICULUM VITAE



FIRMANSYAH PUTRA. The writer was born on March 14th, 2002. He is the first child of three children of Mr. Ashar Jabbar and Mrs. St. Rahmi Aliyyong. He started his elementary education at SD Muhammadiyah 3 Pinrang and graduated in 2014. In the same year, he continued his education at SMP Negeri 3 Pinrang and completed his study in 2017. After that, he continued his education at MAN Pinrang and graduated in 2020. During his time at MAN Pinrang, he served as the Head of Arts in 2019, demonstrating his leadership and commitment to developing students' artistic talents.

In 2020, he decided to continue his higher education at the State Islamic Institute (IAIN) Parepare. During his studies at IAIN Parepare, he became actively involved in the Alliance of Arts Students (Aliansi Mahasiswa Seni), particularly in the music field. He served as Music Coordinator (Koordinator Musik) in 2024, where he contributed to organizing and promoting music-related activities within the organization. He completed his thesis entitled "The Effect of Modifying English Song Lyrics Technique on Students' Vocabulary Mastery at MAN Pinrang" in 2026.