

**A THESIS**  
**USING ENGLISH SONG IN IMPROVING STUDENTS' VOCABULARY**  
**AT SMPN 7 POLEWALI MANDAR**



**BY**

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**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2023**

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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 (IAIN)  
PAREPARE**

**2023**

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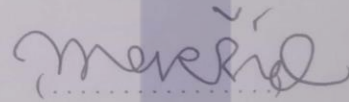
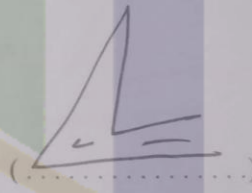
Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty No. 2290 Tahun 2021

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Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty No. 2290 Tahun 2021

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah Robbil ‘Aalamiin, the researcher expressed his heartfelt gratitude to the almighty God, Allah SWT for the guidance, mercy, and good health, so that the researcher could finish this final project. Salam and Shalawat are addressed to the final chose religious messenger, the prophet Muhammad SAW.

Doing a research and writing skripsi, in such a limited time was one of the most challenging things that the researcher ever gone through. In this demanding process, she was lucky enough to have the support of several people.

First of all, the research wants to say his greatest gratitude to this beloved parents, Jamal and Samsia for their endless love and support also always pray for her until Degree of Strata-I (S1), her beloved brothers and sisters Rizka Zakia, Rizaldi and Reza Saputra who help her study and always give the researcher a support, love, and vice and motivation to be a patient person to get all of her dreams.

Then the researcher would like to say thank you Dra. Hj. Nanning, M.Pd as the first consultant and Dr. Arqam, M.Pd as the second consultan who patiently guided and given their construction, suggestion, motivation and correction to the researcher in finishing this skripsi. Also the researcher would like to say thanks to :

1. Dr. Hannani, M.Ag. as the Rektor of State Islamic Institute (IAIN) Parepare.
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare.
3. Dr. Arqam, M.Pd. as the Chairman of English Program of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare.
4. All lecturers in the English Education Department of State Islamic Institute (IAIN) Parepare. Thanks you for all the guidance, knowledge, support, motivation, suggestion, attention, insights, values, etc. you provide.

5. Sutartoyo, S.Pd as the head of SMP Negeri 7 Polewali Mandar has given permission and assistance in the implementation of thesis research.
6. Bakri, S.PdI as an English teacher for class VII at SMP Negeri 7 Polewali Mandar who has provide guidance and assistance during the implementation of this thesis research.
7. Sukur abdillah for her supportive friendship always helps me in providing preparations for all activities related to this thesis.
8. Friends of the PBI 4 class of 2018 English education majors who have formed and provided support in the process of preparing this thesis.
9. All parties that author cannot mention by name who helped and prayed for in completing this thesis.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopfullt, this thesis will be useful for all od us and for the development of English teaching and learning, Aamiin

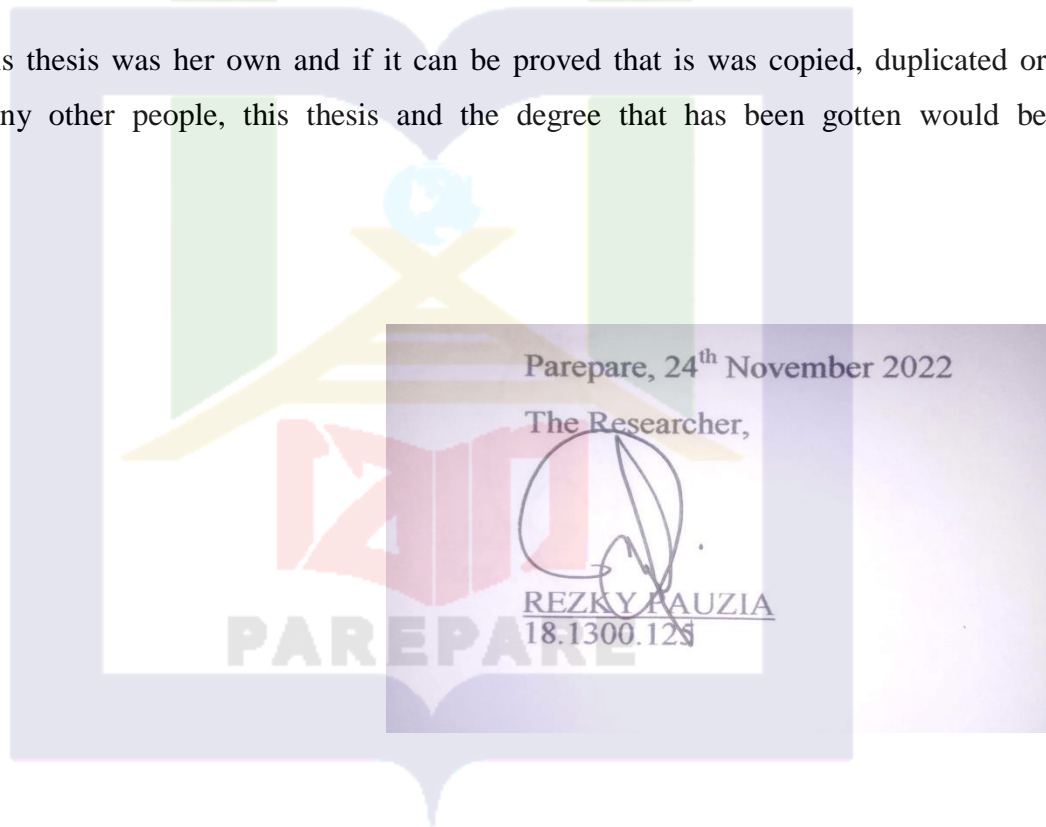


## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own and if it can be proved that is was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.



## ABSTRACT

Rezky Pauzia. *Using English Song in Improving Students' Vocabulary at SMPN 7 Polewali Mandar* ( Supervised by Nanning and Arqam)

This research was carried out at SMP Negeri 7 Polewali Mandar, In teaching vocabulary, the teacher can use this activity to make the students understand the meaning of words that students taught by the teachers. So that they can use vocabulary in their daily lives and they can communicate with immediate environment. However, in reality, based on my experience when doing research at seventh grade student's of SMPN 7 Polewali Mandar, the researcher found that most of students had many problems in mastering vocabulary and this situation make them feel lazy to study English. Namely, the students' have low ability in memorize vocabulary, the students' have less practice their vocabulary, the teacher still applies a traditional method. One of the methods that can be used to solve this problem is by using song. By using song in teaching English, it is hoped that students will learn joyfully, enjoy, and interest in learning English especially in mastering the vocabularies and of course it will help the learning purposes reached optimally.

This research is pre-experimental research with one group pre-test post-test research design. In this study, the authors compiled lesson plans as material for applying treatment to students during the learning process. The subjects of this study were students of class VII A SMP Negeri 7 Polewali Mandar. This research was conducted by giving a pre-test to students before giving treatment, giving treatment for fifth days, and finally giving a post-test.

The results of this study indicate an increase in students' vocabulary. This is indicated by the students' post-test average score of 77.00 which is greater than the students' pre-test score of 55.33. For the significance level ( $p$ ) 5% and ( $df$ ) =  $N-1 = 30- 1 = 29$ , and the t-table value is 2.05 while the t-test value is 10.93. That is, the t-test value is greater than the t-table value ( $10.93 > 2.05$ ). Thus, this study concludes that students' vocabulary are better after receiving treatment than before being given treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Keyword : Song, Vocabulary, Media



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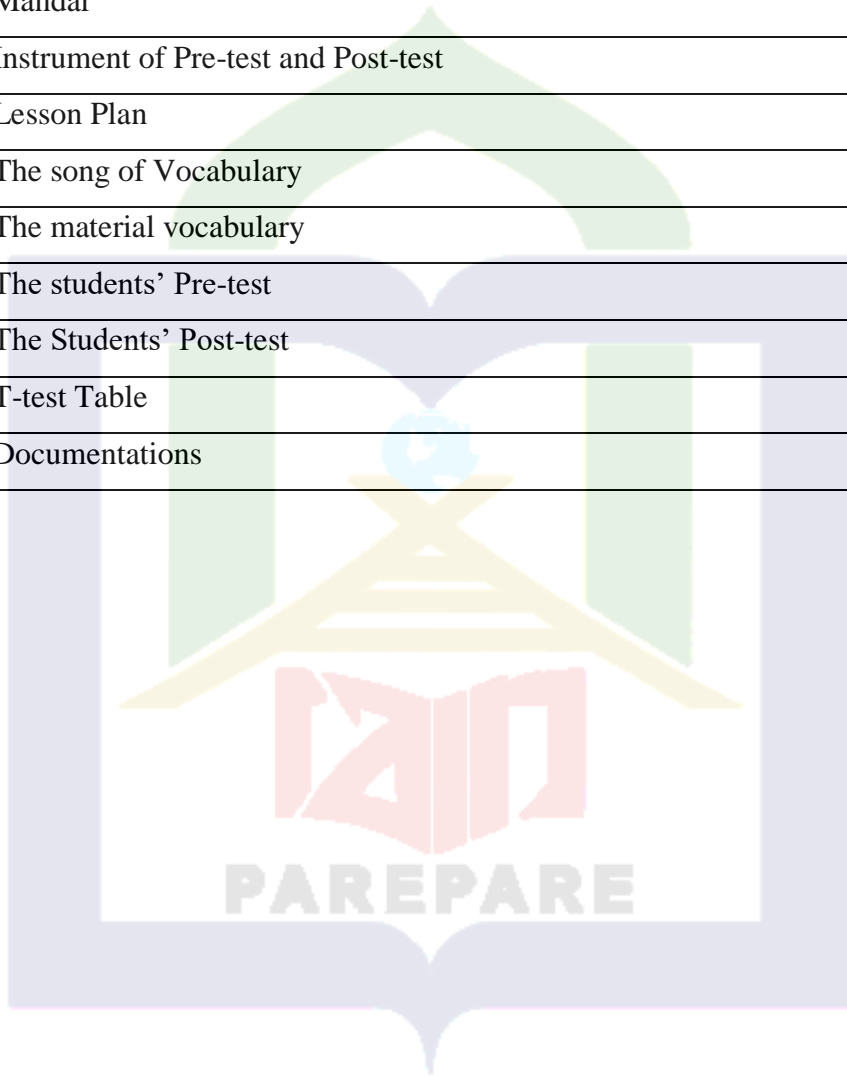
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# CHAPTER I

## INTRODUCTION

### A. Background

Language is mean of communication. Creating good communication means having an ability to enrich herself/himself with many knowledges about language. In global era, English language becomes the most important language for communication. As we know that almost all aspects of life use English in terms of communication. Therefore, it really needed to master English for better communication. In junior high school, English is one of compulsory subject that must be learned. To support the mastery of English skills, the students should learn vocabulary as basic of communication. Vocabulary also means the stock of words used by a person. Reading and writing vocabulary is larger than our spoken vocabulary because there is time to make an effort to recall words when one reads or writes; speech flows faster and there is less time to recall words. So, reading vocabulary (passive one) is the largest and spoken vocabulary (active one) is the smallest; one uses all the words one knows when one is reading and uses the fewest of the words. Vocabulary is essential element to construct sentences. In order to be able to construct sentences, it needs for students to improve their vocabulary. However, most students of class VII A SMP Negeri 7 Polewali Mandar, faced problems in vocabulary mastery especially for understanding the meaning of the words, identifying the words and using the words. The students could not speak English well because of their limited vocabularies. Referring to the problem above, teacher should provide the best solution to accomodate the students problem by using media. One of the media in teaching vocabulary is song. Song is an interesting media that can help the students to memorize the words, beside that, song also can motivate the students to know the meaning of the words further. Considering the appropriate song is very important, because it will influence the students motivation to study. It assumed that if the students are motivated to learn vocabulary, they will enjoy in following the study process. So, they will be easy and fun to communicate with other people. Media provides an enjoyable situation for students. From various songs, the students can learn many vocabulary. Songs is a useful means to facilitate in learning of vocabulary, sentence structure, and sentence patterns, not to mention their reflectivity of mother tongue culture. When the teacher will apply songs in her

learning process, she has to know what kinds of song and what contribution of to the her learning material.<sup>1</sup>

The objective of teaching vocabulary is that the students are expected to be able to use vocabulary with appropriate of contexts. In order the students can produce many sentences in written or spoken form. The students also could be able to pronounce the vocabulary correctly. So, the teacher must anticipate how much vocabulary can be taught. In teaching vocabulary, the teacher can use this activity to make the students understand the meaning of words that students taught by the teachers. So that they can use vocabulary in their daily lives and they can communicate with immediate environment. However, in reality, based on my experience when doing research at seventh grade student's of SMPN 7 Polewali Mandar, the researcher found that most of students had many problems in mastering vocabulary and this situation make them feel lazy to study English. Namely, the students' have low ability in memorize vocabulary, the students' have less practice their vocabulary, the teacher still applies a traditional method. The limited numbers of vocabulary mastered by the students are caused by many factors : internal and external factors. The internal factors are students' motivation, interest, IQ (Intelligence Question ) and others. The external factors are teaching method, parents, friends, facility, environment, including game. One of the methods that can be used to solve this problem is by using song. By using song in teaching English, it is hoped that students will learn joyfully, enjoy, and interest in learning English especially in mastering the vocabularies and of course it will help the learning purposes reached optimally.<sup>2</sup>

Especially for students, most of them learn English just because it is a compulsory subject in their school or even they are told that learning English is very useful for the future. Even most students who want to learn English only for reasons such as reinforcement of their parents, encouragement of teachers and real rewards. So after they study English for the next few years, it is easy for them to lose motivation to learn English because English is only a

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<sup>1</sup> Ilinawati Ilinawati and Yokie Prasetya Dharma, "Improving Students' Vocabulary Through Songs," *JEES: Journal of English Educational Study* 1, no. 2 (2019): 66–70, <https://doi.org/10.31932/jees.v1i2.329>.

<sup>2</sup> 2017 lestari wanda, "It Is Widely Accepted That Motivation Has an Important Role in Success in Learning. Especially for Students, Most of Them Learn English Just Because It Is a Compulsory Subject in Their School or Even They Are Told That Learning English Is Very Useful For ," *Improving Students' Vocabulary Mastery by Using Text Twist Game at Private Islamic Junior High School Al – Hijrah 2 Lau Dendang 2016 / 2017 Academic Year* 15, no. 1 (2016).

subject in school, not part of their daily life. it can be worrying for English teachers to know what they can do to increase or maintain students' motivation to learn English.<sup>3</sup>

Songs can be used as a valuable teaching and learning tool. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Nowadays, foreign language teachers find using songs and music is beneficial, because songs are perceived as motivating sources, thus beneficial in language learning. The benefit of teaching and learning via songs is it can enrich students' English vocabulary. Teachers play a meaningful role while teaching vocabulary. Songs allow for interesting changes in the classroom, thus energizes learning activities. Since people find listening to songs as a good technique for learning a foreign language, especially English, thus in order to know what a song is about, they listen and translate lyrics on their own. Additionally, many words in songs are repetitive and this makes them stay in mind. Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and catchy tunes help to remember them.<sup>4</sup>

Students can also get more vocabulary from the song lyrics. Furthermore, students' interest in listening English songs also has benefits to motivate students in learning English.<sup>5</sup> Music using English lyrics turns out to have the potential for entertainment but also for teaching and education. Song lyrics in music can also be used as one of the materials for teaching and learning resources that can foster student interest in listening in a fun way. Therefore, in choosing song lyrics on music that students can understand. This consideration is important and can overcome student learning strategies that only make students bored.

Based on the explanation in the background of the problem above, the researcher interested in conducting research with the title "Using English Song in Improving Students Vocabulary at Smpn 7 Polewali Mandar".

## B. Research Questions

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<sup>3</sup> Yi-Chun Chen and Pi-Ching Chen, "The Effect of English Popular Songs on Learning Motivation and Learning Performance," *WHAMPOA - An Interdisciplinary Journal* 56 (2009): 13–28.

<sup>4</sup> Ni Wayan Satri Adnyani and A.A.I. Bulan Fitria Dewi, "Teaching English Vocabulary Using Song," *Yavana Bhasha : Journal of English Language Education* 1, no. 1 (2020): 88, <https://doi.org/10.25078/yb.v1i1.1381>.

<sup>5</sup> Dwi Dimas Aditya Atmaja, Ngadiso, and Setyaningsih Endang, "Relationship Between Interest In Listening English Songs, Vocabulary Mastery Toward Listening Skill," *Relationship Between Interest In Listening English Songs, Vocabulary Mastery Toward Listening Skill* 9, no. 1 (2010): 76–99.

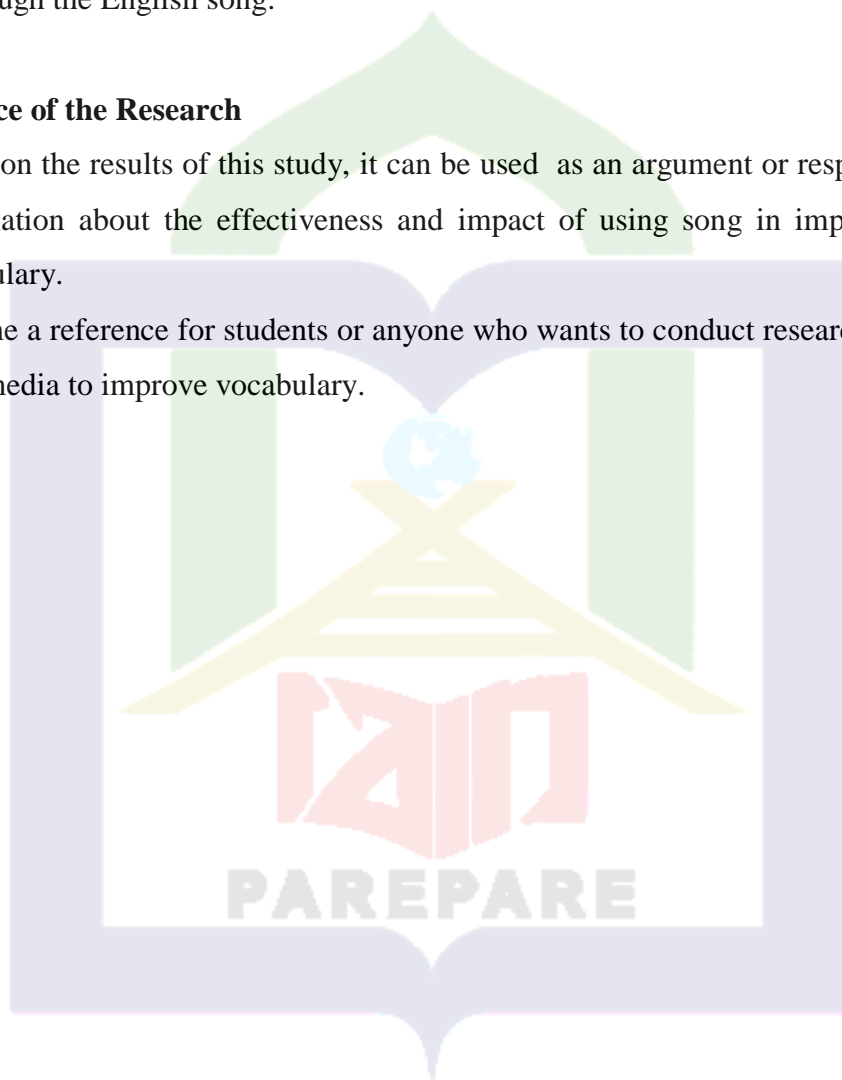
Based on the background above, the researcher formulates the following questions: Is the use of English song able to Improve students' vocabulary at seventh grade of SMP Negeri 7 Polewali Mandar?

### **C. Objective of the Research**

Based on the formulation of the problem above, the objective of this research is to examine the improvement of students' vocabulary at seventh grade of SMP Negeri 7 Polewali Mandar through the English song.

### **D. Significance of the Research**

1. Based on the results of this study, it can be used as an argument or response to various information about the effectiveness and impact of using song in improving students vocabulary.
2. Become a reference for students or anyone who wants to conduct research related to the song media to improve vocabulary.







## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Many researchers have done their research on listening. Their findings are sequentially presented below:

1. Agung Prasetya in their research “The Effectiveness Of Using English Songs On Students’ Listening Ability”. The purpose of this study was to find out the effectiveness of using songs to increase students’ listening ability in the second grade of students at the MTs Hidayatul Anam Pasar Minggu Jakarta Selatan. The method in this research was a quasi-experimental study. The study was carried out into two classes of research, namely experimental class and control class. The sample of this study consists of 20 students from VIII A class in the experimental group and 20 students from VIII B class in the controlled group. In this study the experimental class was taught by using songs as media in teaching Listening, while control class was taught with conventional way.<sup>6</sup>
2. Sandy Anugerah, Dr.Hengky M.Pd, and Ratna M.Pd in their research “The Use of Song in The Teaching of Listening Skill at the Seventh Grade of SMPN 4 ALALAK School Year 2017/2018”. The objective of this research is to identify the advantages and disadvantages of using song in teaching listening. This research is conducted at SMPN4 Alalak. The subject of this research is the English teacher of SMPN4 Alalak. The techniques of data collection used by the researcher is documentation. Music and songs are included in teaching media. The use of music and song in the classroom can stimulate very positive associations to the study of a language. The can also make the classroom situation more enjoyable for students and increase the students’ interest to learn. Songs are choses here because many of the students had listened to it. It can stimulate their motivation to learn, and help the students learn listening.<sup>7</sup>

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<sup>6</sup> Prasetya Agung, “THE EFFECTIVENESS OF USING ENGLISH SONGS ON STUDENTS’ LISTENING ABILITY (A-Quasi Experimental Study at the Eighth Year Students of “MTs” (TRAINING SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA, 2017).

<sup>7</sup> S Anugerah, H Hengky, and R Ratna, “The Use of Song in The Teaching of Listening Skill at the Seventh Grade of SMPN 4 ALALAK School Year 2017/2018,” no. 2 (2019).

3. Wahyu Ari Winasih in their research “Students’ Perception On Using Song To Improve Students’ Motivation In Learning English At The Tenth Grade Of Smk Muhammadiyah 1 Surakarta In 2017/2018 Academic Year”. This purpose of this paper is to describe how are the perceptions of the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year on using song as media to improve students’ motivation in learning English. This research uses descriptive qualitative approach. The participants of this research are tent students of SMK Muhammadiyah 1 Surakarta. Method of collecting data used is interview, the method of data analysis is through content analysis.<sup>8</sup>

Based on the research related to the author's research title above, there are similarities and differences in this study. In this equation, discusses the use of songs on English language comprehension in learning. While the difference lies in the method, subject and place of research.

## **B. Some Pertinent Ideas**

### **1. Song Media**

#### **a. Defenision of song**

Songs as learning media that can make learning fun and not boring. Song can balance intellectual and emotional intelligence so that they will provide good results for students. Songs can stimulate brain function, the meaning of songs provide stimulation for the growth of memory functions to learn vocabulary, language, listening and speaking. The learners need a way of teaching that is practical and fun teaching methods so that they can integrate themselves into English, for example singing English songs can make students integrated into English (Gushendra, 2017).

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<sup>8</sup> Ari Winasih Wahyu, “Students ’ Motivation In Learning English At The Tenth” (MUHAMMADIYAH UNIVERSITY OF SURAKARTA, 2018).

There are several benefits of using songs in language learning. First of all, they can encourage students to use English. Furthermore, listening to English songs helps students support words and meanings more easily the compilation of songs is supported by images and actions. Finally, songs can stimulate a positive emotional attitude toward language learning.<sup>9</sup> Also, the students feel that English song are interesting and entertaining as the media for them to learn new vocabulary, unfamiliar vocabulary, and pronounce the word correctly. Thus, in the end it can improve their vocabulary. Students will try to see the lyrics of the English songs and find out the meaning of those words. After that, they implement them in their daily written or spoken English and gradually they will be familiar with the word and using them. Using English songs can also be an alternative way for teachers to be used as a medium to learn English since listening to the music will be relaxing for them especially music that students like.<sup>10</sup>

Song is a good media that can be used in lesson, because song can provide relax learning and it can makes the learning process be more fun for students. By learning vocabulary through song, it can make students easier in remembering new vocabulary. Practice listening through song can make the learning process more interesting. With this, students will be more motivated to practicing their listening without any pressure. Song will always be connected with music. Music can be an important media to achieve relaxation and harmony to improve effectivity of learning. Music is chosen and determined in proper way to help students in acquiring and mastering material easily.<sup>11</sup> English songs are great language packs that combine culture, vocabulary, listening, grammar and a host of other language skills in just a few verses. Songs can also provide relaxing lessons on a boring day. This can also be the basic for many lessons. It can be used for a variety of English for learning and teaching a foreign language. Using songs in

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<sup>9</sup> Kartika Ria Utami and Cucu Rahmawati, "Improving Students' Vocabulary Mastery Using Flash Cards," *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 845, <https://doi.org/10.22460/project.v2i6.p845-851>.

<sup>10</sup> Shaleha Isnaini and Dyah Aminatun, "Do You Like Listening To Music?: Students' Thought on," *Journal of English Language Teaching and Learning (JELTL)* 2, no. 2 (2021): 62–67.

<sup>11</sup> Agung, "THE EFFECTIVENESS OF USING ENGLISH SONGS ON STUDENTS' LISTENING ABILITY (A-Quasi Experimental Study at the Eighth Year Students of "MTs.""

the classroom is a great way to experience vocabulary activity. This can be added some steps that have been used successfully in the process of vocabulary activity more effective.<sup>12</sup>

The first purpose in presenting this paper is to state a case for developing songs from activities into language learning tasks. The second purpose is to highlight how, with a little initiative, teachers can adapt children's songs to better suit their teaching goals. Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Unfortunately, despite these advantages, simply singing songs will not teach learners how to communicate in another language. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing children's songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts.<sup>13</sup>

One of the most effective ways to teach English is through song. And every student has different style in their favorite song. The students can choose what their favorite song is. Song is also easy to find. Everyone can listen song every time and everywhere. Song does not make the students bored because it is more variety. When the students do not feel bored, they will be more motivated to study. The students also do not feel sleepy when they are in learning process. Most of students like listening song. The students like listen their favorite song. They will remember it when they always hear a song. When they like with the song, they will memorize the lyric of the song.<sup>14</sup> In general, in classes with no music at all, students were usually doing activities not related to the class's topic, they did not follow directions, and they looked apathetic. In addition,

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<sup>12</sup> Rahayu Windu Setiawati, "Improving Student's Vocabulary Mastery Through Suggestopedia," *PROJECT (Professional Journal of English Education)* 2, no. 3 (2011): 392–97.

<sup>13</sup> Neil T. Millington, "Using Songs Effectively to Teach English to Young Learners," *Language Education in Asia* 2, no. 1 (2011): 134–41, <https://doi.org/10.5746/leia/11/v2/i1/a11/millington>.

<sup>14</sup> Eva Faliyanti, "The Influence of English Song Toward Students' Vocabulary Mastery and Students' Motivation," *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345* 6, no. 1 (2017):

they did not seem to be interested in keeping up with the class at different moments. On the contrary, when there was a song playing, we observed that all the children stood up in order to imitate the teacher and that they showed a great desire for participating in groups. Moreover, children frequently asked questions about the activities they had to do, and they wanted to participate by writing on the board. They also seemed to be very happy when doing class activities or assignments. Students followed the teacher's instructions and they behave in a quiet way. Furthermore, they looked more enthusiastic, and they felt more involved because of the use of one song. At different times, they really wanted to start doing class activities. For example, they were singing songs in class (even with no instructions), and they truly desire to go to the front. In general, the classroom environment became more positive and cheerful when there was song playing in the background, if we compare it with the class with no music.<sup>15</sup>

Music plays an important role for every step of human life. It reflects the culture, history, folklore, and current idiom of countries. Singing is an important tool for building students' confidence. It gives students a degree of fluency before they have succeeded in speaking. Words usually occur in context in lyrics; the sound of new words is easily remembered through the melody of the song. While listening to the song, students will hear several new vocabularies many times. Music affects language accent, grammar, memory, mood, enjoyment, and motivation. Composing words and rhythm appropriately can help to hold the song together and increase the mind's ability to recall it. Pairing music and language can help the process of learning vocabulary and phrases. When using songs to teach vocabulary, it begins with listening and finishes with communication. For some students who are not used to the culture of the target language and have some difficulties in expressing, they can learn the language better by using the music which provides them a relaxed atmosphere. Songs are the authentic materials for teaching a second language. The song lyrics provide a target vocabulary, grammar, and patterns for students to study. By listening to English songs, students can listen to the native pronunciation and also develop their listening ability. If students do not understand the

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<sup>15</sup> Diego Aguirre, Daisy Bustinza, and Mijail Garvich, "Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru," *English Language Teaching* 9, no. 2 (2016): 178.

definition of all the words in the song, students can get the meaning from the lyric. There are many popular songs together with their music videos that help students understand the content of the lyrics. The music videos also provide the song's story which helps the students understand the words in context. Students also hear the words via the songs over and over again and figure out their meaning through the video's content.<sup>16</sup>

There is a close relationship between motivation and interest. Motivation is something that encourages students to achieve certain goals and interest is the desire of students to pay attention to something. Motivation and interest are important in learning English and when students learn listening comprehension they must be stimulated. We should try to avoid engaging subjects, using as far as possible those subjects that we think are of interest to our students, that seem practically relevant, that can excite or excite them. Often students are not motivated because the topic is irrelevant; activities are not in accordance with the level of students; or the class content is not related to the student's reality. When any of these obstacles occur the student may not feel interested, that is, he may not pay attention to the class and as a result, he will not participate in the class.<sup>17</sup>

In the field of language learning, motivation is one of the most important factors influencing learning success and learning achievement. Motivation refers to the thoughts and feelings that make students want and continue to do something. Sufficient motivation is a necessary and important prerequisite to help learners achieve their long-term goals. More importantly, high motivation can compensate for deficiencies in language learners' talents and abilities in their learning conditions. Therefore, motivation is considered as one of the main factors that determine whether a student succeeds or fails in learning English. Meanwhile, interest is closely related to increasing students' learning motivation. From the teaching experience, students' interest in the subjects they study initially helps in motivating them to learn, including self-study materials outside the classroom. Student

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<sup>16</sup> Kittiya Phisutthangkoon, "Effectiveness of English Song Activities on Vocabulary Learning and Retention," 2016.

<sup>17</sup> Ramazan Goctu and Humanities Faculty, "The Effects of Motivation on Listening Skills of ELT Students in Georgia (IBSU Case) International Black Sea University" IV, no. V (2016): 65–79.

studies show the importance of developing students' ability to motivate students to learn in teacher teaching practices.<sup>18</sup>

Songs have been part of the human experience for as long as we can remember. Humans use songs daily, be it in bars, in the shower, listening to the car radio, etc. Therefore, songs have become an essential part of our language experience, and if used in coordination with language they can be of great value. Songs usually stick to the students' minds, and unlike anything else; are not forgotten so easily. Therefore, the use of songs in a classroom should be to teachers' advantage, providing a number of various activities to practice listening comprehension. Song is a good that can be used in lesson, because song can provide relax learning and it can makes the learning process be more fun for students. Song will always be connected with music. Music can be an important tool to achieve relaxation and harmony to improve affectivity of learning. Music is a chosen and determined in proper way to help students in acquiring and mastering material easily.<sup>19</sup> In other words, English songs are very useful not only for entertainment but also to help students in improving their pronunciation. and also claimed that three measures of habitual listening to English songs, namely repetitive behavior, concentration, and understanding of context, were used in this study. Students can use their listening habits to develop a variety of skills, including their listening, speaking and pronunciation skills. They will most likely find some of the lyrics of the song in their English book as well, as a result their language will be expanded.<sup>20</sup> The most obvious advantage of using songs in the students classroom that they enjoy listening to and singing songs. There are other benefits as well. Firstly, songs bring a variety to the classroom, which can help maintain classroom motivation. Secondly, they create an informal and non-threatening environment in classroom. By reducing anxiety, songs can motivate learners to learn the target language. But there are disadvantages of using songs in learning English. Loudly

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<sup>18</sup> Xianghu Liu, "Influence of Motivation, Autonomy and Online Environment on Listening Skills of Elementary and Intermediate Learners of English," *International Education Studies* 7, no. 7 (2014): 19–28.

<sup>19</sup> Sara Frimaulia M.Pd, "The Effectiveness of Kids Song on Students' Motivation in Listening Comprehension," *The SEALL JOURNAL The STKIP Al Maksu English Education, Linguistics and Literature Journal* 3, no. 1 (2022): 19–25.

<sup>20</sup> E. Upa, R., Ola, T., & Wahyono, "Correlation Between Students' Learning Habit in Listening English Song and Their Pronunciation Capacity," *Ethical Lingua: Journal of Language Teaching and Literature* 8, no. 1 (2021): 110–16.



playing songs may disturb neighboring classes, and some learners get too excited and may forget about discipline.<sup>21</sup>

In the context of education, it is very important that educators recognize the relationship between song, motivation and learning. This case study provides evidence that song actively motivates students to believe in themselves, to face seemingly difficult tasks such as study to gain confidence. It becomes clear that being competent in one area and feeling good about one's performance in this area, actually helps learners to overcome weaknesses in that area. This case study provides concrete evidence that song provides students who are not succeeding academically with a place to succeed. A positive musical self-concept thus makes for a poor academic self-concept. Song then, is a tool for motivation in learning. Song can be effectively used to achieve non-musical goals.<sup>22</sup> By using song, students are expected to understand more in listening. Song can be used to teach and develop every aspect of language. It also discusses how songs can influence motivation for English language listening. Using songs in teaching English for young learners was significantly effective in raising their motivation to learn the language.

## 2. Nature of Vocabulary

Vocabulary is a component in language learning beside pronunciation and grammar. More specifically, they use vocabulary that refers to the kind of words that students must know how to read increasingly demanding text with comprehension. It can be concluded that vocabulary is a basic component in learning a language. It is a group or related words that form a meaning. The language users have to know and comprehend the meaning. In addition, it comes from receptive and productive forms. The receptive vocabulary includes that one recognizes when one hears or sees them, while the productive vocabulary includes words that one speaks or

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<sup>21</sup> Anugerah, Hengky, and Ratna, "The Use of Song in The Teaching of Listening Skill at the Seventh Grade of SMPN 4 ALALAK School Year 2017/2018."

<sup>22</sup> Hilda F Israel, "Language Learning Enhanced by Music and Song," *Literacy Information and Computer Education Journal Special 2*, no. 1 (2013): 1360–66.

writes.<sup>23</sup> This can be added some steps that have been used successfully in the process of vocabulary activity more effective. One of the element of language is vocabulary mastery since it believed that language in song is rich, various and can extend the students' vocabulary and enhance the students' ability in learning English vocabulary using song can be an appropriate way to improve the students' vocabulary mastery by actively involving the students' listen to the song and sing it. Teaching vocabulary not only deals with presenting new word, it requires the students' ability to understand the words and to use the words correctly. " The new words are learned unintentionally while the students' read or listen to the listening material, so teacher teaches vocabulary in listening class. The emphasis is on understanding the listening material. Therefore songs can be one of the alternative techniques to teach vocabulary in listening class. The purpose of teaching English in primary schools is to motivate or encourage students to be more confident in learning English at higher levels of education. Teaching English to junior high school students is presenting a vocabulary because they learn English for the first time and can apply and write the vocabulary of an English lyrics song into the text correctly. The students' are introduced to the simple things around them, familiar to what they know through some kind of text they can tell. Meanwhile, the curriculum of junior education also contains a number of vocabulary to be learned in addition to simple expressions and sentences, grammar reference word, nominal usage, speech and word pressure and intonation, spelling and handwritten.<sup>24</sup>

Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar. Therefore, since vocabulary as a foundation in language learning can improve students' vocabulary mastery, it has become priority in education. In addition, students' vocabulary mastery academically is needed language learning, because it is essential to be successfully in reading, listening, speaking and writing. In mastering vocabulary, students should master some elements of

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<sup>23</sup> Nurmala Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya," *Loquen: English Studies Journal* 12, no. 1 (2019): 56, <https://doi.org/10.32678/loquen.v12i01.1192>.

<sup>24</sup> Setiawati, "Improving Student's Vocabulary Mastery Through Suggestopedia."

vocabulary, such as pronunciation of the word, spelling of the word is meaning of the word, and grammatical pattern of the word. Pronunciation is focused on how to pronounce or how to produce words. It is very crucial to master the vocabulary, because in English there are some vocabularies that have almost similar pronunciation but different meanings. Therefore, students should be careful in pronouncing and spelling words. In pronunciation, students should say the word correctly and students should write the words when they said them.<sup>25</sup>

Vocabulary takes the main role to understand language. When we provide the appropriate words, language is easy to understand and make the process of communication is easier. Vocabulary is needed to expand the students' capability to understand about new ideas. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in (Imliyana, Suhartono, Husin, 2014) writing essays, reports, letter, etc. From the theory above, we can conclude that teaching and learning process are two thing that cannot be separated. Learning and teaching process will work out if all the learners actively involved in the teaching and learning process. English, being one of the target subjects, occupies a significant number of class hours weekly. Students are constantly expected to memorize vocabulary and grammatical patterns, which are what they will be tested on an entrance examination. Junior high school students are grade from seventh to ninth which ages ten to fourteen. There are some types of English teaching to junior high school.<sup>26</sup>

In the field are often encountered teachers who complain about experiencing difficulty in organizing classes, for example, because students are too active to move and

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<sup>25</sup> Elda Martha Suri, "Improving Students ' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School Of," *Jurnal Pendidikan* 1, no. 1 (2012): 110–23.

<sup>26</sup> Syntax Literate and Jurnal Ilmiah Indonesia, "View Metadata, Citation and Similar Papers at Core.Ac.Uk," *PENGARUH PENGGUNAAN PASTA LABU KUNING (Cucurbita Moschata) UNTUK SUBSTITUSI TEPUNG TERIGU DENGAN PENAMBAHAN TEPUNG ANGKAK DALAM PEMBUATAN MIE KERING* 1, no. 2 (2020): 274–82.

play games in the classroom, difficult to organize, easily to get bored and lost motivation as well as concentration, disputes with his friend. In the other hand is often also encountered students feel less happy and deep spirit learn English because of the way of teacher explanation too structuralist. Lack of media used. Usually, the teacher only explains/gives an oral description of a state/shape/place. So students can only imagine without looking directly at the form/situation, so they are difficult to understand and understand the intentions conveyed by the teacher. The low memory of students, not because of factors from students only. But this problem is also due to the process of learning activities of students who are less active, lack of interest in learning and don't pay attention to the teacher. Based on observations made during the implementation of learning, researchers still find that the application of learning is still not optimal and there are still many shortcomings in the implementation of learning. But there are also some students who are less enthusiastic because of differences in the characteristics of students. Vocabulary is one of the most important things in learning foreign languages, for example learning English. Vocabulary also has an important role in language learning. Someone that wants to communicate will be very difficult when he tried to translate it to English because he or she doesn't have enough vocabulary storage. The same case will happen when we try to listen to what people say. It will be difficult if we haven't ever heard about a word that he or she says.<sup>27</sup>

Vocabulary is the entire words that make up a language. Before someone studies about the English skill, he should learn about vocabulary as the first step. Vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system. When looking the teacher teaching at SMPN 7 Polewali Mandar, the writer found that the ability of the students in memorizing vocabulary is low. This is caused by the students' prior knowledge of vocabulary is low. And also, the ability of each student in memorizing the vocabulary is different. Besides that, the writer found that the ability of the students in pronouncing vocabulary is bad. Because in pronouncing vocabulary, the students must know how to pronounce vocabulary because English vocabulary is not the same with

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<sup>27</sup> Utami and Rahmawati, "Improving Students' Vocabulary Mastery Using Flash Cards."

Bahasa Indonesia in pronouncing vocabulary. And then, the students have difficulty to use vocabulary in sentences. It is caused by the different kinds of word classes in English vocabulary, such as noun, pronoun, verb 1, verb 2, verb 3, helping verb, etc. Therefore, the teachers should have several strategies to make their students motivated to learn English. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English, for example singing English songs can get the students integrated to English. It is assumed that they can contribute many things to improve student's capabilities, especially in their skill elements, such as vocabulary enrichment, listening and speaking. Singing English song is believed to have direct influence on the pronunciation skills.<sup>28</sup>

Based on the explanation above, it can confirm that vocabulary is a very important part in learning language. By knowing much vocabulary, students can understand what someone says or can communicate with other people. Without vocabulary, they cannot say anything because vocabulary is a basic to be able to speak. They measure the quality of the students from the quality and quantity of their vocabulary. The lecturer had to support them to memorize the words as much as they can. So, they can use it in daily life or in the entire situation. To support the learning process and to make it easier, the teacher should use simple vocabularies that can easily understood by the students. One of the most effective ways to teach English is through song. The students love to sing and play. The rhythm and repetition of songs may make it easier for very young children to remember the vocabulary. It is much easier to keep their attention on learning when they are singing or dancing. Song has an important thing like tone and lyric. Tone has ilting voice that make students brought in imagination. Kinds of song are very various like pop, rock, jazz, classic, reggae, traditional and modern. And every student has different style in their favorite song. The students can choose what their favorite song is. Song is also easy to find. Everyone can listen song every time and everywhere. Song does not make the students bored because it is more variety. When the

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<sup>28</sup> Rizky Gushendra, "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs," *Indonesian Journal of Integrated English Language Teaching* 3, no. 1 (2017): 53–64, <https://doi.org/10.24014/ijiet.v3i1.3968>.

students do not feel bored, they will be more motivated to study. The students also do not feel sleepy when they are in learning process. Memorizing the vocabulary is easier by listen a song than other way. Most of students like listening song. The students like listen their favorite song. They will remember it when they always hear a song. When they like with the song, they will memorize the lyric of the song.<sup>29</sup> A different situation is seen in one junior high school in Polewali mandar. English teachers in teaching vocabulary still use the translation method. In addition, the teacher also still uses the drill method where the teacher will pronounce a word and ask students to repeat the word. The teacher realizes that this method has not been effective in improving students' vocabulary skills. The limitations of the teacher on the methods and strategies of teaching vocabulary for junior high school children are an inhibiting factor in developing student vocabulary. Therefore, this study aims to identify using english song in improve students vocabulary.<sup>30</sup>

Vocabulary plays an important role because it appears in every language skills. Vocabulary building is really important in any language learning. Once a student has mastered the fundamental grammatical patterns of a language, his next task is to master its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and we continue to learn new words as long as we live. It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. Vocabulary becomes a major problem in learning English, teachers of kindergarten emphasizes on this matter earlier. In teaching vocabulary, generally the teachers teach new words taken from reading text. It means that she integrates vocabulary with reading. This integration will lead to integrative lesson plan. In some literature, we found the meaning of vocabulary. There are some definitions of vocabulary. Vocabulary is a component of language that maintains all of information about meaning and using word in language. Vocabulary is a component of language and numbers of words by a person

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<sup>29</sup> Faliyanti, "The Influence of English Song Toward Students' Vocabulary Mastery and Students' Motivation."

<sup>30</sup> I Gede Yoga Permana, "Teaching Vocabulary for Elementary School Students," *The Art of Teaching English as a Foreign Language* 1, no. 2 (2020): 1–4, <https://doi.org/10.36663/tatefl.v1i2.56>.

class, profession, etc. In the communication and every aspect of life such as in trade, education, business, social, politic, etc.<sup>31</sup>

In learning a language, vocabulary is one of important language aspects that should be learnt. Good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, reading, and writing. While the language sub-skills consists of pronunciation, grammar, and vocabulary. Sub-skills in learning English are also important in order to make the people easy in communicating or using the sentence in conversation. Understanding the sub-skills of vocabulary is also needed for everyone in learning language, because when we want to use the language, we also need the words or the vocabulary. As a part of teaching-learning as foreign language, vocabulary cannot be simply defined as a group of words.<sup>32</sup>

### C. Conceptual Framework

As it has been mentioned before, many students in junior high school have same problems in learning new vocabulary. Memorizing and understanding new vocabulary are the main problems which were faced by the second year students of junior high school. In this case, the student still did not understand the meaning of the song. They did not the meaning of the words that were provided in the lyrics of the song. It can be said that the students have limit vocabulary. The students often get bored when they did not find the meaning of certain word, because the teacher did not use any special technique in learning vocabulary, thus make them hard to memorize that new words. The teachers must find out some solution to make their students feel easy in understanding and memorizing new words. The teacher should provide the media in teaching where the students can relax and easy to

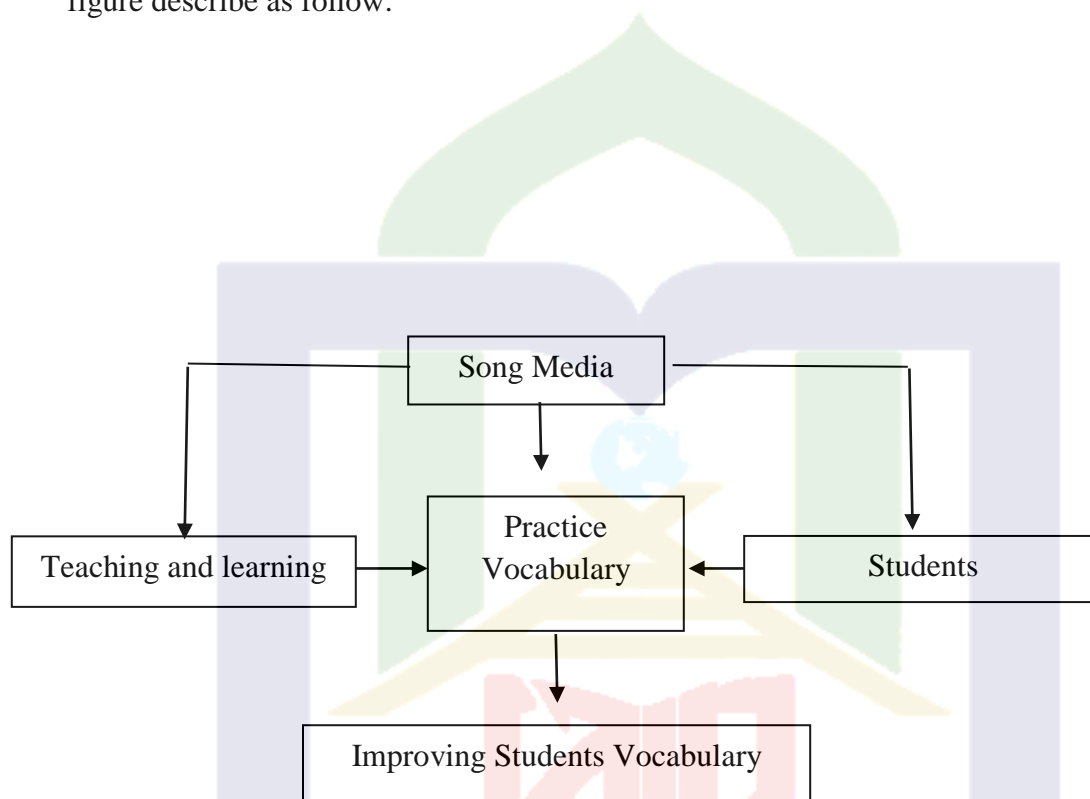
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<sup>31</sup> Gushendra, "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs."

<sup>32</sup> Nur Indah Rusydah, "THE EFFECTIVENESS OF SONGS TO INCREASE STUDENTS' VOCABULARY" THE DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBİYAH AND TEACHERS' TRAINING SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA 2015 in the Department of," 2015.

memorize new words. Songs can be a wonderful medium for natural language acquisition. Moreover songs contain words and expression of high frequency and offer repetition. In this teaching learning process, the teacher has to design the material before entering the classroom and the teacher has to observe the students' ability when their students learn in the classroom.<sup>33</sup>

The conceptual framework, it has basic from the research and the component of figure describe as follow.



**Figure 2.1**

From the scheme above, it can be explained that the use of the song media is used in improve students vocabulary. When teaching and learning process in classroom, we will have a listen song by discussing simple things in English. If the song media in made repeatedly, it can help improve students vocabulary.

<sup>33</sup> Nur Indah Rusydah, ““ THE EFFECTIVENESS OF SONGS TO INCREASE STUDENTS ’ VOCABULARY ” THE DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARIYAH AND TEACHERS ’ TRAINING SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA 2015 in the Department of” (2015).



#### D. Hypothesis

Based on the literature review and the framework that has been put forward, the hypotheses of this research are as follows:

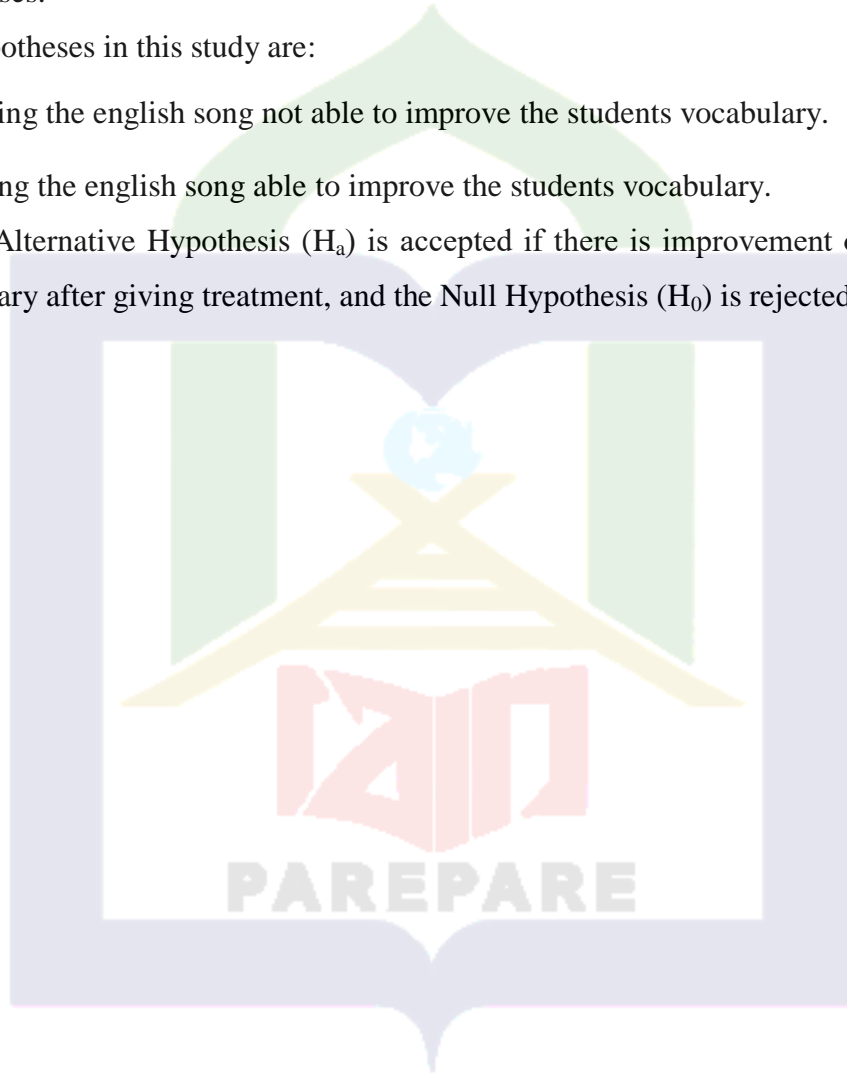
The purpose of this study is to find out the students in learning vocabulary using songs is effective or not in building students' mastery of vocabulary. To provide a clear direction toward a conclusion that would be taken, it was necessary to formulate research hypotheses.

The hypotheses in this study are:

$H_0$  : Using the english song not able to improve the students vocabulary.

$H_a$  : Using the english song able to improve the students vocabulary.

Alternative Hypothesis ( $H_a$ ) is accepted if there is improvement of the students' vocabulary after giving treatment, and the Null Hypothesis ( $H_0$ ) is rejected.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

The type of research used in this research was quantitative research, using data obtained from the test, analyzing them, and then comparing them with hypotheses. The data from this study were in the form of numbers that are analyzed using statistics calculations in the following process. The researcher was used a pre- experimental design that applies One Group Pretest- Posttest Design. The design is also presented as follow:

$$E= O_1 \rightarrow X \rightarrow O_2$$

Where:

E = Experimental Group

O<sub>1</sub> = Pre-Test

X = Treatment

O<sub>2</sub> = Post-Test

#### B. Location and Time

In this study, the location or place of research will be carried out at SMPN 7 Polewali Mandar Jl. Axis Majene - Mamuju, Paku, Kec. Binuang, Polewali Mandar Regency, West Sulawesi. As for the implementation of this research, to obtain accurate and clear data, it is carried out for approximately 1 month as needed. The

reason for choosing the location is based on the consideration that the researcher is an alumni of the school, making it easier for researchers to get the desired data.

### C. Population and Sample

#### 1. Population

This research was conducted on a population consisting of class VII A SMP Negeri 7 Polewali Mandar.

Table 3.1 The total of students class VII SMP Negeri 7 Polewali Mandar

NO.	Class	Sex		Total of Students
		Male	Female	
1	VII A	12	18	30
2	VII B	12	21	33
Total				63

Based on the table above, the population in this study were students of class VII at SMP Negeri 7 Polewali Mandar of 63 students. The researcher chose VII at SMP Negeri 7 Polewali Mandar as the research population because the researcher was a graduate of SMP Negeri 7 Polewali Mandar, so the researcher know some problems in the school.

#### 2. Sample

The sample in this study was class VII A at SMP Negeri 7 Polewali Mandar.

Table 3.2 The sample of the study

Class	Sex		Total of Students
	Male	Female	
VII A	12	18	30

The sample were taken using the purposive sampling technique. The researcher took class VII A of 30 students as the sample in the study because this research prioritized for students that still not in vocabulary. So, teacher in school suggested to take VII A SMP Negeri 7 Polewali Mandar for this research because most of them students the class not in vocabulary.

### D. The Instrument of Research

The researcher was used a vocabulary test as a research instrument in this study. The vocabulary test is used to measure improve students vocabulary in class VII A at SMP Negeri 7 Polewali Mandar. The vocabulary test in this study is in the form of a listen song media that students at class based on the assessment rubric. The researcher was used two kinds of tests, namely; pre-test and post-test. The pre-test was given to students before treatment, and the post-test was given to students after treatment.

## **E. Procedure of Collecting Data**

The research procedure is the stages carried out when the research takes place from beginning to end. This means starting from experimental preparation to data collection. Collecting data is an important thing, and in this research the technique of data collection which is used is: pre-test and post-test, Here is the step of pre-test and post-test.

### **1. Pre-Test**

The pe-test was given to find out the students initial ability in vocabulary before doing the treatment. The researcher observed the students' english learning process, students' attitude, and english audio in the pre-test process. The pre-test ran for 60 minutes. The test used one text of vocabulary and the students listen audio it then answered the questions of the text. Experimental class students were given a test, which is called Pre-test. The pre-test was conducted as a testimony for the learning process. The students were given a question consisting of 10 items of test questions in an vocabulary or essay test after treatment and explanation.

### **2. Treatment**

Before doing the treatment, the researcher observed and learnt about the students' books, journals, and references from the internet which was related to the object of the researcher's research. The research made a lesson planning to be implemented during learning and teaching process and to be prepared the materials which had relevancy with vocabulary text.

In improving the student's vocabulary and their interesting to listen song, the researcher chose the interesting's topic based on the result of the observation in pre-test. The

researcher prepared the song audio to be used in the treatment. The treatment was conducted three meetings which was spent 70 minutes in each meeting.

The steps in teaching vocabulary by using media song were described as follow :

The first meeting on November 7<sup>th</sup> 2022

- a. The researcher giving motivation to the students before teaching the material.
- b. The researcher asked the students about their knowledge related to the first topic.
- c. The researcher told the students about the lesson's competences.
- d. The researcher prepared the first of lesson material "Learn to say names of things in the classroom."
- e. The researcher plays the story on audio using speakers and share text related to the subject matter on the audio and listens to songs related to learning.
- f. Everyone was asked to listen to the material on the audio to understand the ideas or information in the text.
- g. The last was the students make conclusion of the first meeting and the researcher told about the next material.

The second meeting on November 8<sup>th</sup> 2022

- a. The researcher giving motivation to the students before teaching the material.
- b. The researcher asked the students about their knowledge related to the second topic.
- c. The researcher told the students about the lesson's competences.
- d. The researcher prepared the second of lesson material "Tell the names of the things in our living rooms, their numbers and their locations".
- e. The researcher plays the story on audio using speakers and share text related to the subject matter on the audio and listens to songs related to learning.
- f. Everyone was asked to listen to the material on the audio to understand the ideas or information in the text.
- g. The last was the students make conclusion of the second meeting and the researcher told about the next material.

The third meeting on November 8<sup>th</sup> 2022

- a. The researcher giving motivation to the students before teaching the material.

- b. The researcher asked the students about their knowledge related to the third topic.
- c. The researcher told the students about the lesson's competences.
- d. The researcher prepared the third of lesson material "Learn to tell locations of the public buildings".
- e. The researcher plays the story on audio using speakers and share text related to the subject matter on the audio and listens to songs related to learning.
- f. Everyone was asked to listen to the material on the audio to understand the ideas or information in the text.
- g. The last was the students make conclusion of the third meeting.

The fourth meeting on November 10<sup>th</sup> 2022

- a. Before begin the lesson the writer gave fun activity by asked them to guess the title's song that was played.
- b. Than the writer gave print out lyric "Trouble is a Friend" that was miss some words and asked the students to fill in the blank based on the song that was played.
- c. Next the writer asked the students to discuss with their friends about content of the song.
- d. After the students understand and know meaning of the word that was given.
- e. The writer asked the students to make a story using vocabulary that was learned.

The fifth meeting on November 11<sup>th</sup> 2022

- a. The writer reviewed vocabularies that have been given
- b. At the end of meeting, the wrier conducted a test called post test.
- c. The post test was designed to know how far students' mastery in vocabulary that have been given and to know whether the use of Song as media in mastery vocabulary is effective or not.

### 3. Post test

After the treatment, the researcher gave the students post-test. The post-test was held at the end. The post-test was given to the experimental class after being given treatment and explanation. This is given to find out whether the use of English songs is more effective or not in learning vocabulary. After getting the test results, they are given a score. The test used is a closed test that skips a few words, divided into 10 questions for an essay in a vocabulary test or an English essay.

## F. Technique of Data Analysis

The data of this study was quantitative data. The quantitative data was the result of student's vocabulary in pre-test and post-test applied. The data was collected through the vocabulary test is then analyzed using quantitative analysis. The following are the quantitative steps of data analysis:

### 1. Scoring the Result of Test

After getting the data from the pre-test and post-test, the data was calculated using the formula below :

$$\text{Score} = \frac{\text{student's correct answer}}{\text{the total number of Questions}} \times 100^{34}$$

### 2. Classifying student's score on the following classification.

To classify the student's score, the researcher used the list classification from Arikunto's book.

Table 3.3 Classification of Students' Scores

No.	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	$\leq 40^{35}$

### 3. Calculating the Data

To calculate student learning outcomes in the pre-test and post-test, the researcher used automatic data analysis in microsoft Excel using the toolbar menu t-test paired two samples for mean, namely the data test conducted on paired samples, which was used to compare mean scores of paired samples. Paired sample data are data from the same

<sup>34</sup> Kasmadi, dan Nia Siti Sunariah. Panduan Modern Penelitian Kuantitatif (Bandung: Alfabeta, 2016), 73-74.

<sup>35</sup> Suharsimi Arikunto, Dasar – Dasar Evaluasi Pendidikan: Edisi Revisi (Jakarta: PT. Bumi Aksara, 2005), p. 245.

sample but received two different treatments such as pre-test and post-test. The steps are as follows :

- a. Bringing out the data analysis icon.
  - 1) File – options – add-ins.
  - 2) Choose excel adding in the option of manage.
  - 3) Klik go.
  - 4) Checklist the analysis tool pack, then click ok.
  - 5) The data analysis menu displays the data toolbar.
- b. Processing Data
  - 1) Click data – data analysis.
  - 2) Click T-test paired two samples for means.
  - 3) Input data from the pre-test and post-test with the label
  - 4) Checklist labels box.
  - 5) Alpha 0,05 (5% of mistakes accepted).

Then the results of the data analysis are displayed in a table.

The table shows :

- a) Mean score of pre-test and post-test
- b) Total sample
- c) T-stat or T-test
- d) T critical two tail or T-table

This researcher was successful if the T-test value was higher than the T-table value.

## **G. Variable and Operational Definition**

### **1. Variable**

In this study there are two variables :

- a. Dependent variable

The dependent variable of this reserach was vocabulary at students of SMP Negeri 7 Polewali Mandar.

- b. Independent variable of this research was media song to improve the students' vocabulary at SMP Negeri 7 Polewali Mandar.



## 2. Operation Definition of Variable

In this study, there are two variables, the operational definition of the variable is as follows:

- a. Song is a good media that can be used in lesson, because song can provide relax learning and i can makes the learning process be more fun for students.
- b. Improving is a process carried pot to improve or develop an activity to advance an activity that is better than before. Improving is done by practicing continuously in order to get maximum result.
- c. Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This fourth chapter consists of several sections, discussing the results of the research findings and discussion of the research, in the form of all data collection results that have been carried out by researchers through vocabulary tests that have been given to samples in this research.

#### A. Findings

The findings of this study were obtained by researchers from the results of the pre-test and post-test of students which have the aim that researchers can find answers to the question of this research. Before obtaining the findings data, the researcher had first prepared and given two vocabulary tests, namely the pre-test which was first given to students as respondents in this research before treatment was applied, then the post-test was given to students after treatment was applied which aimed to determine whether the effect of using english song in the vocabulary of class VII A of SMP Negeri 7 Polewali Mandar.

##### 1. The students' scores on the pre-test and pos-test

To obtain data from the results of the pre-test and post-test, the researcher used the formula below :

$$\text{Score} = \frac{\text{student's correct answer}}{\text{the total number of Questions}} \times 100$$

Then the researcher obtained the pre-test data before giving the treatment as follows :

Table 4.1 Students' scores in the pre-test

No.	Name	Correct Answer	Score X1	Classification
1	N	6	60	Fair
2	H	7	70	Fair
3	IR	5	50	Poor
4	PI	6	60	Fair
5	U	5	50	Poor
6	MI	5	50	Poor
7	Z	4	40	Very Poor

8	F	5	50	Poor
9	A	6	60	Fair
10	NH	5	50	Poor
11	S	6	60	Fair
12	HY	7	70	Fair
13	NA	6	60	Fair
14	IE	7	70	Fair
15	J	4	40	Very Poor
16	AZ	4	40	Very Poor
17	AB	5	50	Poor
18	R	7	70	Fair
19	M	6	60	Fair
20	AA	5	50	Poor
21	AN	5	50	Poor
22	I	4	40	Very Poor
23	K	7	70	Fair
24	P	6	60	Fair
25	IT	4	40	Very Poor
26	D	6	60	Fair
27	L	6	60	Fair
28	AM	7	70	Fair
29	X	4	40	Very Poor
30	MR	6	6	Fair
<b>Total</b>			<b>1660</b>	

*(Source : the students' scores in the pre-test)*

Based on the student pre-test data table above, the overall total Score is 1660 before applying the treatment using english song. From the results of the value classification, from the number of students' pre-test scores the showed very low score. None of the students got more than fair score. There was only 17 students (56%) got fair score and 13 students (43%) got poor and very poor score.

The following is the students' score on the post-test obtained after being given treatment using an English song to determine the improvement in students' vocabulary.

Table 4.2 Students' score on the post-test

No.	Name	Correct Answer	Score X2	Classification
1	N	8	80	Good
2	H	8	80	Good
3	IR	8	80	Good
4	PI	8	80	Good
5	U	8	80	Good
6	MI	6	60	Fair
7	Z	6	60	Fair
8	F	7	70	Fair
9	A	7	70	Fair
10	NH	9	90	Excellent
11	S	8	80	Good
12	HY	8	80	Good
13	NA	8	80	Good
14	IE	8	80	Good
15	J	8	80	Good
16	AZ	8	80	Good
17	AB	7	70	Fair
18	R	8	80	Good
19	M	7	70	Fair
20	AA	8	80	Good
21	AN	7	70	Fair
22	I	7	70	Fair
23	K	8	80	Good
24	P	7	70	Fair
25	IT	8	80	Good
26	D	8	80	Good

27	L	10	100	Excellent
28	AM	8	80	Good
29	X	7	70	Fair
30	MR	8	80	Good
<b>Total</b>			<b>2310</b>	

(Source : The students' scores in the post-test)

Based on the students' post-test data table above, the total score of the whole is 2310 after being given treatment using an English song. It is said that there is a change in students' vocabulary after using the English song from the classification of students' scores which are better than before. Score of the class VII A in post-test from 30 students were two students or (6%) got excellent score, 18 students (60%) got good score, 10 students (33%) got fair score.

## 2. The Result of the pre-test and post-test

Table 4.3 The mean score of the pre-test and post-test

	<i>Pre-test</i>	<i>Post-test</i>
Mean	55.3	77

Table 4.3 shows the data from the mean score of the pre-test is 55,33 while the mean score of the post-test is 77,00. The result of the comparison of the mean score of the pre-test and the mean score of the post-test show there is a difference, the mean score of the post-test is higher than the mean score of the pre-test, so in this case it can be interpreted that there is an improve in the vocabulary of students class VII.A after the treatment using English song.

## B. Hypothesis Testing

The Following is a table of the results of automatic data analysis with Microsoft Excel using toolbar menu t-test paired two sample for means which aims to determine the difference in the mean between the two paired data samples of pre- test and post-test.

Table 4.4 T-test paired two sample

	<i>Pre-test</i>	<i>Post-test</i>
Mean	55.33	77.00

Variance	108.51	63.10
Observations	30	30
Df	29	
<b>t Stat</b>	<b>10.93</b>	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.00	
<b>t Critical two-tail</b>	<b>2.05</b>	

(Source: Microsoft Excel)

The table above shows that the t-statistics value or t-test value is 10.93, then the number of observations or the number of the data is 30 so that the df is 29 ( $Df = N - 1$ ) for significance level ( $\alpha$ ) 0.05 the value of t-critical two tails or t-table is 2.05.

It can be seen that the value of the t-test is higher than the value of the t-table ( $10.93 > 2.05$ ), it can be concluded that the vocabulary mastery of students has increased or better after the treatment was applied. Thus, the null hypothesis  $H_0$  is rejected, and the alternative hypothesis  $H_a$  is accepted. Therefore it can be stated that the use of English song is able to improve students' vocabulary at seventh grade students of SMP Negeri 7 Polewali Mandar.

### C. Discussion

#### 1. The enhancement of students vocabulary mastery

Based on the findings in the previous chapter, the conclusion is that english song can improve students' vocabulary. It is known from the results of the different scores, the scores on the post-test after applying treatment to students are higher than the score on the pre-test which aims at that time had not yet implemented learning using english song. The results of the calculation of the mean score of the pre-test and post-test showed an improve, the mean score of the pre-test was 55.3 while the mean score of the post-test was 77. So that it can be concluded that the mean score of students in the post-test is higher that the mean score of students' pre- test.

Looking at the classification of students' pre-test scores, None of the students got more than fair score. There was only 17 students (56%) got fair score and 13

students (43%) got poor and very poor score. The researcher concluded after seeing the results of the students' score classification that students' vocabulary mastery was still low. While in the post-test, it was found that there were two student or (6%) got excellent score, 18 students (60%) got good score, 10 students (33%) got fair score. The researcher concluded that the student's grades were getting better than before.

Before determining which hypothesis is accepted between the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ). The researcher uses the t-test to obtain a higher t- test value than the t-table value ( $10,39 > 2,05$ ), with degrees of freedom  $Df = 29$ , so that the  $H_a$  is accepted and the  $H_0$  is rejected. so, based on the analysis of the overall facts from the results of the study showed that there was a using the english song able to improve the students vocabulary. Calculation of the t-test using Microsoft Excel application. during the research, the difficulties encountered were not intensive difficulties, as there were some students who were less focused during the learning process and there were some students who were playing and chatting with their friends.

## 2. The use of English song to improving students' vocabulary

Using english song in improve students' vocabulary at smpn 7 polewali mandar, the researcher got result from the research that media song gave influence for the students to give interested and motivated to vocabulary, find the ideas and answer the questions relates to the text during learning by using media song. The students can be improved their information of the ideas inside the listening audio because the media helped them to get the concept and ideas inside of the listening audio and media song made the students can be active in answering the questions about the vocabulary throught the questions' concept inside of media song.

This research was conducted at SMPN 7 Polewali Mandar for students in class VII A. This study aims to determine the Using english song in improving setudents' vocabulary at smpn 7 polewali mandar. The learning process in the class uses song media. the students involved as the sample in this study were a total of 30 students, in the class as many as 6 meetings, namely 4 meetings held for the teaching and learning process, 1 meeting held for the initial test (*pretest*) and 1 meeting for the evaluation or

final test (*posttest*) of students as research data in the form essay. Used as a research instrument each 10 questions for pretest and posttest.

Research in was carried out in class VII A SMP Negeri 7 Polewali Mandar consisting of 30 students with details of 17 female students and 13 male students, students in the class received learning vocabulary using media songs. In this study fifth meetings were held.

At the first meeting students were given a pretest then students were asked to answer pretest questions then given material about *learn to say names of things in the classroom* then students were asked to listen to a song in the form of the name of the object played by the researcher then students mentioned the name of the object that had been mentioned in the song. Students individually answer the question sheets that have been distributed by the researcher and the researcher concludes the learning material.

At the second meeting, giving material about *telling the names of the things in our living rooms, their numbers and their locations*, then the students were asked to listen to a song in the form of the names of objects in the room played by the researcher, then the students mentioned the names of the objects that had been mentioned in the song. Students individually answer the question sheets that have been distributed by the researcher and the researcher concludes the learning material.

At the third meeting, giving material about *learn to tell locations of the public buildings*, then students were asked to listen to a song in the form of the name of the building that was played by the researcher, then students mentioned the names of the objects that had been mentioned in the song. Students individually answer the question sheets that have been distributed by the researcher and the researcher concludes the learning material. in the last stage the researcher gave the posttest to the students.

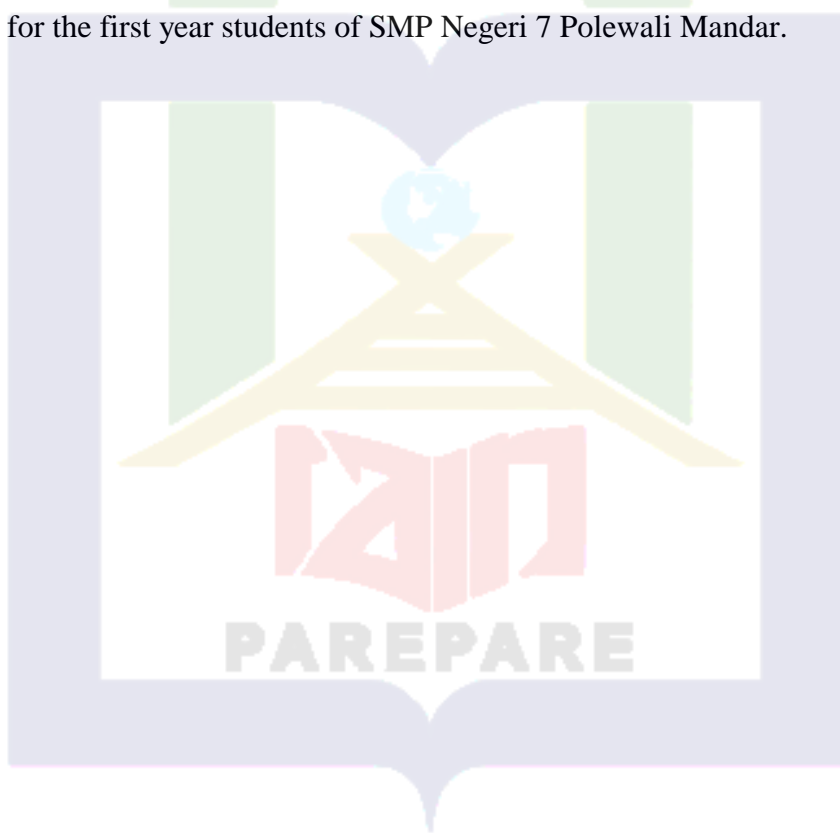
At the fourth meeting, before begin the lesson the writer gave fun activity by asked them to guess the title's song that was played. Than the writer gave print out lyric "Trouble is a Friend" that was miss some words and asked the students to fill in the blank based on the song that was played. Next the writer asked the students to discuss with their friends about content of the song. After the students understand and know meaning of the word that was given. The writer asked the students to make a story using vocabulary that was learned.



At the fifth meeting, the writer reviewed vocabularies that have been given, at the end of meeting, the writer conducted a test called post test. The post test was designed to know how far students' mastery in vocabulary that have been given and to know whether the use of Song as media in mastery vocabulary is effective or not.

The responses of students when given treatment using song media are very supportive in giving positive messages to students so that students feel relaxed in the learning process, students can organize themselves, are able to be confident in appreciating something that has been done as much as possible, and are able explore their thinking skills in handling and solving a problem during learning.

Based on the results above and the theory in chapter II , it can be concluded that, using song was effective to improve the students' vocabulary and it was interested in learning for the first year students of SMP Negeri 7 Polewali Mandar.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section deals with the conclusion and the second section deals with the suggestions.

#### **A. Conclusion**

1. The using of media song in improve students' vocabulary was effective for the first year students of SMP Negeri 7 Polewali because it had the significant influence toward the students' vocabulary of who were taught by this media than who were not. It is proved by result of t-Test value which is higher than t-Table.
2. The students' interest toward media song was high. The students agreed and pleased with this media. It meant that the media song was interested to the students in learning vocabulary.

#### **B. Suggestion**

Based on the result of data analysis and conclusions, the researcher puts the following suggestions:

1. Since the implementation of media song has been proven successful in improving the students' vocabulary, it is strongly suggested that such teaching media be continually implemented in teaching vocabulary to the higher level of class such as at senior high school and students at university. Therefore it is suggested to future researchers who will conduct research related to English song to find more vocabulary material in English in accordance with the level of education, knowledge and, needs of students.
2. The English teacher of SMP Negeri 7 Polewali Mandar should have many kinds of media in teaching vocabulary. Thus, the students are helped and easier to understand and more enjoy in learning English. It is suggested for future research to develop other English skills such as the use of English song on listening and other skills so that they are not only limited to vocabulary.

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# APPENDICES



## APPENDIX 1

**PEMERINTAH KABUPATEN POLEWALI MANDAR**  
**DINAS PENANAMAN MODAL DAN**  
**PELAYANAN TERPADU SATU PINTU**  
Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

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**IZIN PENELITIAN**  
NOMOR : 503/0713/PL/DPMTSP/X/2022

Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;  
2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;  
3. Memperhatikan :  
a. Surat Permohonan Sdr REZKY PAUZIA  
b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0713/Kesbangpol/B.1/410.7/X/2022, Tgl.13-10-2022

**MEMBERIKAN IZIN**

Kepada : Nama : REZKY PAUZIA  
NIM/NIDN/NIP/NPn : 18.1300.125  
Asal Perguruan Tinggi : IAIN PAREPARE  
Fakultas : TARBIYAH  
Jurusan : PENDIDIKAN BAHASA INGGRIS  
Alamat : MIRRORING KEC. BINUANG  
KAB. POLEWALI MANDAR


Untuk melakukan Penelitian di SMPN 7 Kabupaten Polewali Mandar yang dilaksanakan pada bulan Oktober s/d November 2022 dengan proposal berjudul "THE USING SONG TO SKILL ENGLISH IN LEARNING LISTENING AT SMPN 7 POLEWALI MANDAR"

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar  
Pada Tanggal, 13 Oktober 2022

  
**KEPALA DINAS PENANAMAN MODAL DAN**  
**PELAYANAN TERPADU SATU PINTU**  
Drs. MUJAHIDIN, M.Si  
Rangkat : Pembina Utama Muda  
NIP : 19660606 199803 1 014

Tembusan:  
1. Unsur Forkopinda di tempat

## APPENDIX 2





PEMERINTAH KABUPATEN POLEWALI MANDAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 7 POLEWALI

Alamat : Jl. Forum Firrang Km. 15 Salopo Desa Mering Kec. Bimuang Kab. Polewali Mandar K.F. 91331 Telp. (0428) 2410221

**SURAT KETERANGAN**

Nomor : B-132/SMP7POL/Kasek/821.3/11/2022

Yang bertanda tangan di bawah ini Kepala SMP Negeri 7 Polewali, Kabupaten Polewali Mandar, menindak lanjuti Surat Izin Penelitian yang dikeluarkan oleh Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dengan Nomor : 503/0713/IPL/DPMPTSP/X/2022 menerangkan bahwa Mahasiswa di bawah ini :

Nama : REZKY PAUSIA  
Nim : 18.1300.125  
Asal Perguruan Tinggi : IAIN PAREPARE  
Fakultas : TARBIYAH  
Jurusan : PENDIDIKAN BAHASA INGGRIS

Benar telah melaksanakan penelitian di SMP Negeri 7 Polewali Kabupaten Polewali Mandar, selama 1 (satu) bulan mulai bulan Oktober s/d Nopember 2022 dengan judul: "THE USING SONG TO SKILL ENGLISH IN LEARNING LISTENING AT SMPN 7 POLEWALI"

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

11 Nopember 2022  
Kepala Sekolah,  
  
SUTARJOYO, S.Pd.  
NIP.196311101985121005

### Appendix 3 : Instrument of Pre-test and Post-test

#### Pre-Test

Listen to the story and fill in the blank!

## The Lion and The Mouse

Once upon a time, there lived a lion who ruled the forest. One day after eating his meal, the lion felt (1)..... under a tree. A little mouse saw him and thought it would be fun to play on him. He began running up and down the sleeping lion. He ran up the tail and slid down the (2)..... The lion woke up (3)..... with a loud roar. He grabbed the mouse with his huge paw. The mouse struggled but could not escape. The lion opened his big jaws to swallow him. The mouse was very scared. Oh King, I am very scared. Please don't eat me. Forgive me this time. Please let me go. I shall never forget it and maybe one day I can help you. The lion was so amused by the ideas of the mouse being able to (4).....him that he lifted up his paw and let him go. Thank you King. I will never forget your kindness. You are lucky my friend that I just eaten. Now go but don't mess with me again. Or I will make a meal of you. Few days later, the lion was roaming the jungle. Hunters set a trap to catch the lion. The hunters hid behind the tree waiting for the lion to approach (5)..... As he did, the hunters pulled the ropes and caught him in the net. The lion started to roar loudly and tried to escape but hunters fastened the net. They went back to the village to (6)..... a cart to transport the lion. The lion was still roaring loudly. All the animals including the mouse heard the roar. The king is in trouble. I must return the favour. He soon reached the lion. Don't worry, my king. I will set you (7)..... He climbed up the trap and used his sharp little teeth to bite through the ropes. Finally, he freed the lion from the trap. The lion realized that even a little mouse can be a great help. Thank you mouse, I will never trouble you again. Live (8)..... in my forest. You saved the king's life. Now you are the prince of this forest. Thank you King! Bye! See you soon. Where are you going? Don't you want to play on me and slide down my tail? The mouse started jumping on his back and sliding down his tail. After a while, the hunters came back with a (9) .....cart to carry the lion. The lion and the mouse saw them and started running toward them. The lion gave a big roar. The hunters were terrified and ran away back to the village. Lion and mouse became (10) ..... forever.

### Answer Key

1. A sleep
2. Tail

3. Angrily
4. Help
5. The trap
6. Bring
7. Free
8. Happily
9. Big
10. Friends

### Post-Test

Listen The text below and answer the question!

**PAREPARE**

My School

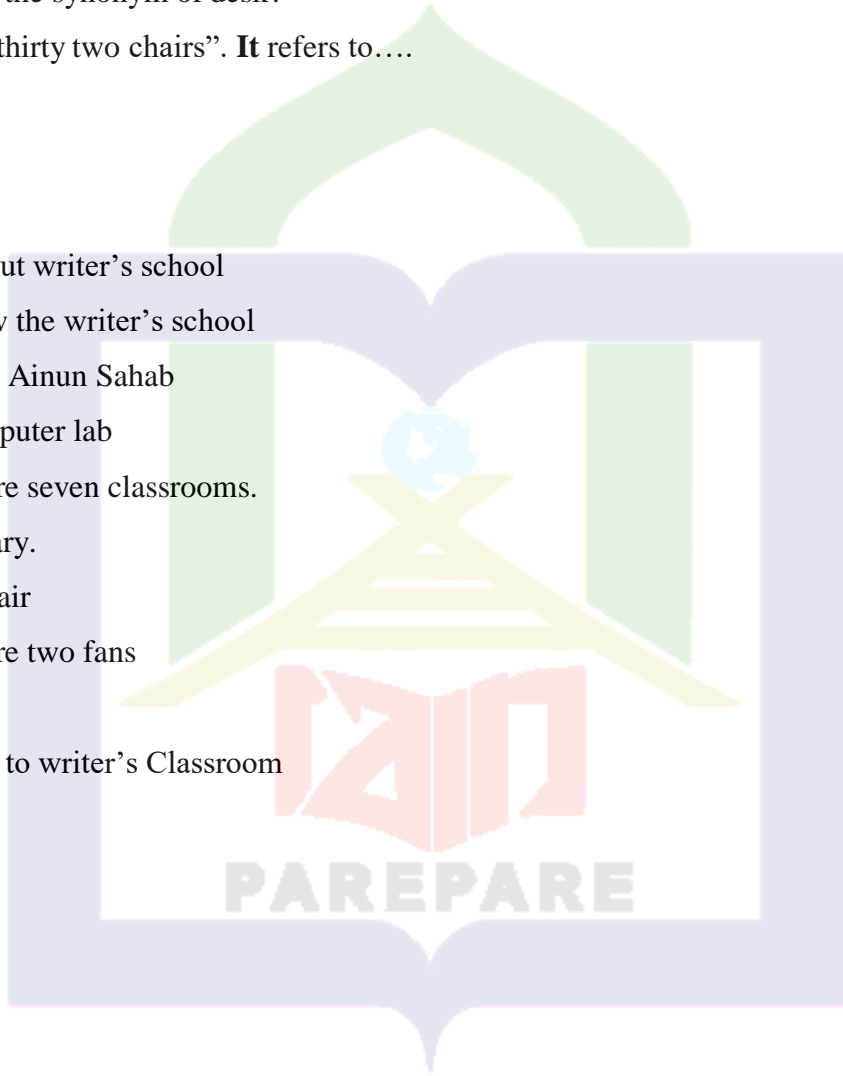
This is my school. My school is 2 MTs. Ainun Sahab. My School address is in paku. My School has seven classes, a teacher room, a head office, a canteen, a library, a healthy room, laboratory and three toilets. I am in 7 grade. My class is not far from the canteen. It is beside the canteen. It has thirty two chairs and desk, six pictures, a white board, two fans, a flower, a teacher's table and chair, three brooms and a clock.

1. What is the text about?
2. What is the text written for?

3. Where does the writer study?
4. Is there a computer laboratory in writer's school?
5. How many classrooms is in the writer's school?
6. How many library is in the writer's school?
7. Where does the writer sit?
8. How many fans in the writer's classroom?
9. What is the synonym of desk?
10. "It has thirty two chairs". **It** refers to....

Answer

1. It is about writer's school
2. To show the writer's school
3. In MTs. Ainun Sahab
4. No computer lab
5. There are seven classrooms.
6. No library.
7. On a chair
8. There are two fans
9. Tabl
10. It refers to writer's Classroom



**Appendix 4 : Lesson Plan (RPP)**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Satuan Pendidikan : SMP Negeri 7 Polewali**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/ Semester : VII/ Gasal**

**Materi Pokok : This is My World**

**Alokasi Waktu : 6 JP (2 X40 menit)**

**Standar Kompetensi : Kosakata (*Vocabulary*)**

**A. Kompetensi Inti**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan Keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasaingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator**

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
----	-----------------------	---------------------------------------

1.	3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)	3.4.1. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari 3.4.2. Memahami penggunaan plural dan singular
2.	4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1 Melakukan tindak tutur menyebutkan

### C. Tujuan Pembelajaran

1. Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.
2. Setelah mengikuti pembelajaran peserta didik dapat menjelaskan penggunaan plural dan singular.

### D. Materi pembelajaran

- Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di sekitar.

- Singular noun adalah bentuk dari suatu kata benda yang mengacu kepada satu orang atau benda. Sedangkan plural noun adalah bentuk dari suatu kata benda yang mengacu lebih dari satu orang atau benda.

Contoh : I have a pen

My brother has two pens

Penggunaan have/has

Penggunaan this, that, these, those ...

Penggunaan a/an

There is .../ there are .....

### E. Metode Pembelajaran

Pembelajaran kooperatif dengan teknik mendengarkan lagu bahasa inggris.

### F. Media Pembelajaran

Alat/bahan : Print out, internet dan Speaker

### G. Sumber Belajar

1. Buku Bahasa Inggris “When English Rings a Bell”. Chapter IV. Penerbit Erlangga, Jakarta.
2. Searching in internet.

### H. Langkah-langkah Pembelajaran

<b>PERTEMUAN PERTAMA</b>
<ul style="list-style-type: none"> <li>• <b>Pembukaan (10 menit)</b> <ul style="list-style-type: none"> <li>- Peneliti mengucapkan salam kepada peserta didik dan berdoa untuk memulai pembelajaran.</li> <li>- Peneliti memeriksa kehadiran peserta didik.</li> <li>- Peneliti menyampaikan tujuan pembelajaran yang akan disampaikan.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Kegiatan Inti (60 menit)</b></li> </ul>

<ul style="list-style-type: none"> <li>- Sebelum memulai pembahasan materi, peserta didik diminta menjawab soal <i>Pre-test</i> yang di bagikan oleh peneliti.</li> <li>- Pemberian materi oleh peneliti tentang <i>Learn to say names of things in the classroom</i>.</li> <li>- Peserta didik diminta mendengarkan lagu berupa nama benda yang di putarkan oleh peneliti. <a href="https://youtube.com/watch?v=RdSGjpYf4xg&amp;feature=share">https://youtube.com/watch?v=RdSGjpYf4xg&amp;feature=share</a></li> <li>- Dibantu dengan peneliti peserta didik diminta untuk menyebutkan nama benda yang disebutkan di media lagu tersebut.</li> <li>- Membagikan Print out berupa lembar soal terkait materi.</li> <li>- Mengajak setiap peserta didik untuk menjawab masing-masing soal pertanyaan pada lembar soal.</li> <li>- Peneliti menilai hasil jawaban setiap peserta didik sesuai kriteria penilaian.</li> <li>- Peneliti mengajak peserta didik untuk memberi apresiasi dengan bertepuk tangan kepada peserta didik yang telah selesai menjawab lembar soal.</li> <li>- Peneliti mengevaluasi hasil jawaban lembar soal listening dan menyampaikannya kepada peserta didik.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Kegiatan Penutup (10 menit)</b> <ul style="list-style-type: none"> <li>- Peneliti bersama-sama peserta didik menyimpulkan materi pembelajaran hari ini.</li> <li>- Peneliti bersama peserta didik menutup pembelajaran dengan membaca doa.</li> <li>- Peneliti mengucapkan salam penutup.</li> </ul> </li> </ul>

## PERTEMUAN KEDUA

<ul style="list-style-type: none"> <li>• <b>Pembukaan (10 menit)</b> <ul style="list-style-type: none"> <li>- Peneliti mengucapkan salam kepada peserta didik dan berdoa untuk memulai pembelajaran.</li> <li>- Peneliti memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>- Peneliti menyampaikan tujuan pembelajaran yang akan disampaikan.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Kegiatan Inti (60 menit)</b> <ul style="list-style-type: none"> <li>- Pemberian materi oleh peneliti tentang <i>Tell the names of the things in our living rooms, their numbers and their locations.</i></li> <li>- Peserta didik diminta mendengarkan audio lagu berupa nama benda pada ruangan yang di putarkan oleh peneliti. <a href="https://youtube.com/watch?v=pNw5rPTINgs&amp;feature=share">https://youtube.com/watch?v=pNw5rPTINgs&amp;feature=share</a></li> <li>- Dibantu dengan peneliti, peserta didik diminta untuk menyebutkan nama benda pada ruangan yang disebutkan di media lagu tersebut.</li> <li>- Membagikan Print out berupa lembar soal terkait materi.</li> <li>- Mengajak setiap peserta didik untuk menjawab masing-masing soal pertanyaan pada lembar jawaban.</li> <li>- Peneliti menilai hasil jawaban setiap peserta didik sesuai kriteria penilaian.</li> <li>- Peneliti mengajak peserta didik untuk memberi apresiasi dengan bertepuk tangan kepada peserta didik yang telah selesai menjawab soal.</li> <li>- Peneliti mengevaluasi tentang hasil lembar jawaban listening dan menyampaikannya kepada peserta didik.</li> </ul> </li> <li>• <b>Kegiatan Penutup (10 menit)</b> <ul style="list-style-type: none"> <li>- Peneliti bersama-sama peserta didik menyimpulkan materi pembelajaran hari ini.</li> <li>- Peneliti bersama peserta didik menutup pembelajaran dengan membaca doa.</li> <li>- Peneliti mengucapkan salam penutup.</li> </ul> </li> </ul>

**PERTEMUAN KETIGA**

<ul style="list-style-type: none"> <li>• <b>Pembukaan (10 menit)</b> <ul style="list-style-type: none"> <li>- Peneliti mengucapkan salam kepada peserta didik dan berdoa untuk memulai pembelajaran.</li> <li>- Peneliti memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>- Peneliti menyampaikan tujuan pembelajaran yang akan disampaikan.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Kegiatan Inti (60 menit)</b> <ul style="list-style-type: none"> <li>- Pemberian materi oleh peneliti tentang <i>Learn to tell locations of the public buildings</i>.</li> <li>- Peserta didik diminta mendengarkan audio lagu berupa nama bangunan yang di putarkan oleh peneliti.</li> <li>- <a href="https://youtube.com/watch?v=OkfROvtrD18&amp;feature=share">https://youtube.com/watch?v=OkfROvtrD18&amp;feature=share</a></li> <li>- Dibantu dengan peneliti, peserta didik diminta untuk menyebutkan nama bangunan yang disebutkan di media lagu tersebut.</li> <li>- Membagikan Print out berupa lembar soal terkait materi.</li> <li>- Mengajak setiap peserta didik untuk menjawab masing-masing soal pertanyaan pada lembar jawaban.</li> <li>- Peneliti menilai hasil jawaban setiap peserta didik sesuai kriteria penilaian.</li> <li>- Peneliti mengajak peserta didik untuk memberi apresiasi dengan bertepuk tangan kepada peserta didik yang telah selesai menjawab soal.</li> <li>- Peneliti mengevaluasi tentang hasil lembar jawaban listening dan menyampaikannya kepada peserta didik.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Kegiatan Penutup (10 menit)</b> <ul style="list-style-type: none"> <li>- Peneliti bersama-sama peserta didik menyimpulkan materi pembelajaran hari ini.</li> <li>- Peneliti memberikan <i>Post-test</i> kepada peserta didik.</li> <li>- Peneliti bersama peserta didik menutup pembelajaran dengan membaca doa.</li> <li>- Peneliti mengucapkan salam penutup.</li> </ul> </li> </ul>

## I. Penilaian

Jenis : Kosakata ( Keterampilan Peserta Didik)

Bentuk: Menjawab pertanyaan audio terkait teks berbahasa Inggris.

**Scoring the student's Vocabulary.**

$$Score = \frac{\text{Total kata yang benar}}{\text{Total item soal}} \times 100$$

**Classifying the Student' Score**

**Tabel Kalsifikasi Skor Peserta Didik**

No	Qualification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	≤ 40

Polewali Mandar, 27 Desember 2022

Mengetahui,

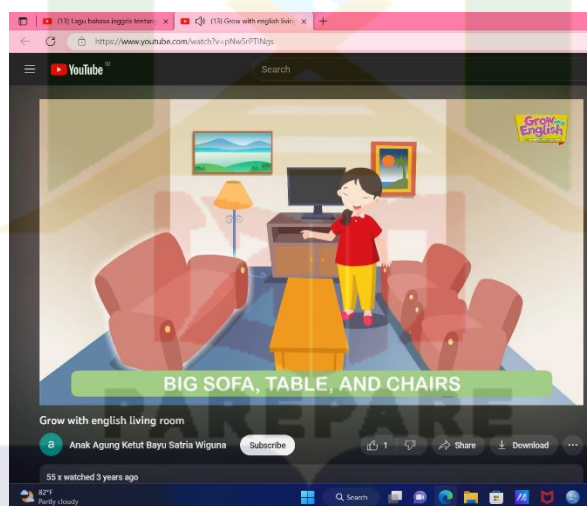
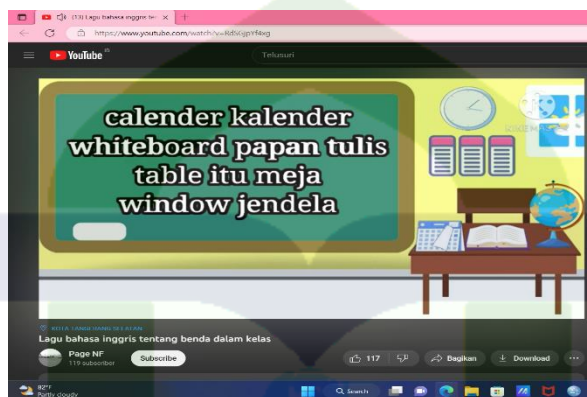
Guru Mata Pelajaran

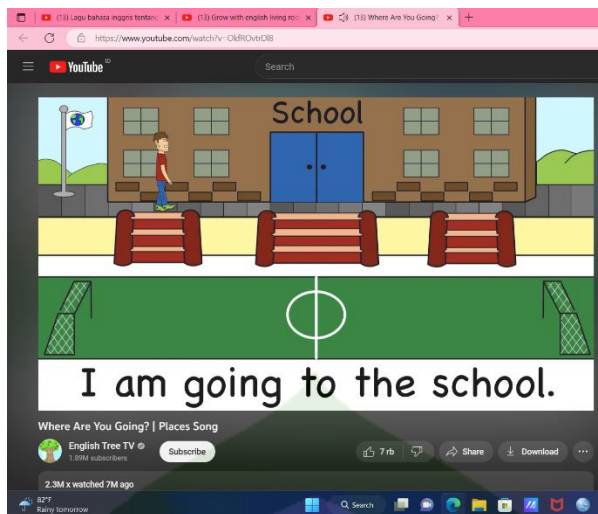
Peneliti

(.....)  
Bakri, S.PI  
NIP. 198204112006041011

(.....)  
Rezky Pauzia  
NIM. 18.1300.125

### Appendix 5 : The song of vocabulary





## Appendix 6 : The material Vocabulary

### The First Meeting

Choose the correct Singular/ plural to complete the dialogue!

1. There is a (picture/ pictures) on the table.
2. There are nineteen (bag/bags) in this class.
3. We have two (broom/brooms) hanging in the corner.
4. Every (student/students) wears a uniform.
5. I have many (pencil/pencils) in my pencil case.

### The Second Meeting

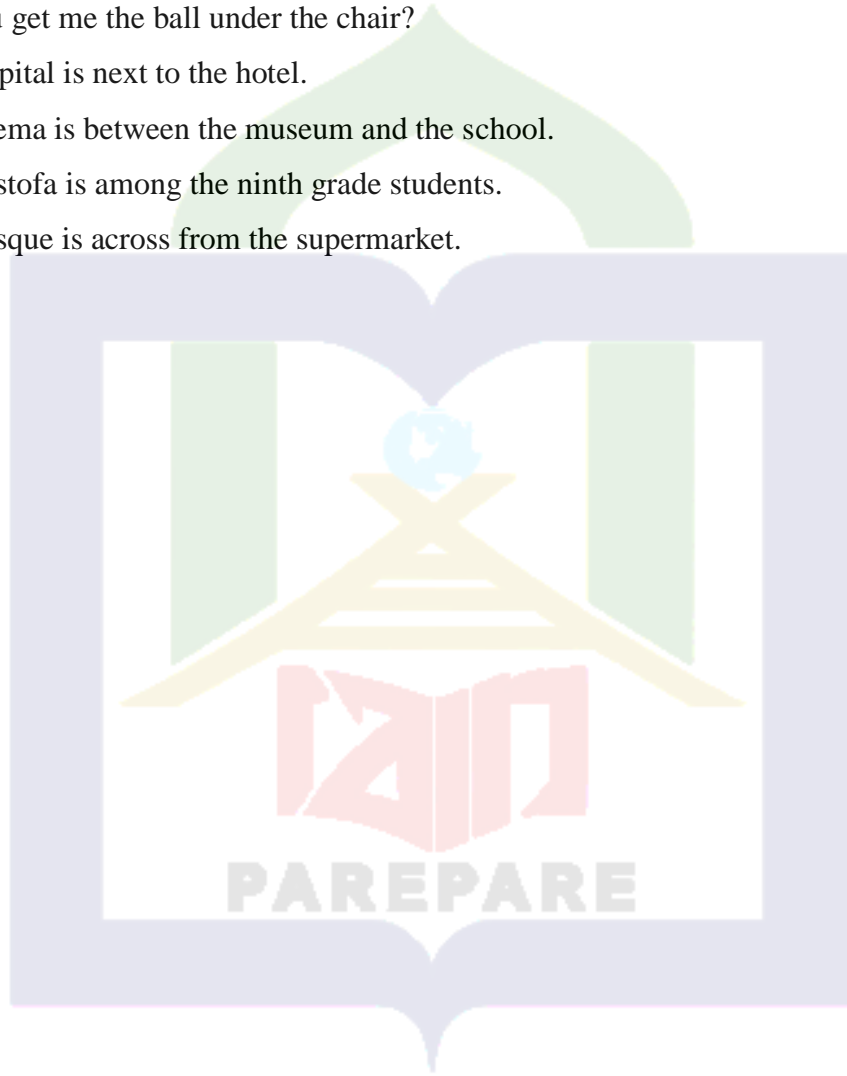
*Please write the things of your living room and the meanings*

Things	Meanings
a carpet	Sebuah karpit

### The Third Meeting

*Make a sentence the locations of a public place*

1. There are some fish in the aquarium.
2. The lamp is above the chairs.
3. I put the books on the table.
4. There is a cat behind the door.
5. The bank is in front of the market.
6. Can you get me the ball under the chair?
7. The hospital is next to the hotel.
8. The cinema is between the museum and the school.
9. Mr. Mustofa is among the ninth grade students.
10. The mosque is across from the supermarket.



Appendix 7 : T-test Table

t-test table											
cum. prob	t <sub>.50</sub>	t <sub>.75</sub>	t <sub>.80</sub>	t <sub>.85</sub>	t <sub>.90</sub>	t <sub>.95</sub>	t <sub>.975</sub>	t <sub>.99</sub>	t <sub>.995</sub>	t <sub>.999</sub>	t <sub>.9995</sub>
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
<b>Z</b>	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	<b>Confidence Level</b>										

## Appendix 8 : DOCUMENTATIONS





## CURRICULUM VITAE



Rezky Pauzia, the writer was born on September 10<sup>th</sup> 2000. She is the first child in her family. She has two brothers and one sister. Her father's name is Jamal and her mother's name is Samsia. She began study on 2004 at TK Tunas Mulia and continued her study on 2006 at SDN 031 Miring, and graduated on 2012. In the same year, she continued her study at SMP Negeri 7 Polewali Mandar and graduated on 2015. In the same year she continued her study at SMA Negeri 3 Polewali Mandar and graduated on 2018. After graduated, she decided to continued her study at State Islamic Collage (STAIN) Parepare. But now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2023 with the title "Using English Song in Improving Students' Vocabulary at SMPN 7 Polewali Mandar"

