

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Song

###### a. Definition of Song

The most popular communication tool in the 5.0 era is English. This language itself has also been designated as an international language. The younger generation in the 5.0 era is also competing to be able to master this language. Education in Indonesia has also included English as a subject. So that the younger generation in Indonesia can more easily understand this language. In this case so that learning English is not boring is how we can make strategies in an interesting way. One of them is the English song method.

Techniques should be prepared in advance for each lesson in order to retain positive motivation. It is important to build up the morale of young foreign language learners gradually, ensuring that the goal systems are implemented in an easily achievable order. Songs act as a great way to gain inspiration for this purpose<sup>1</sup>. Songs can also be a good learning resource for students in English classes. Songs can also improve the quality of English because they are heard more often with beautiful melodies. It can be said that songs are an important part of learning English because songs make students more sensitive to sound. And learning a language is nothing but learning the meaningful kinds of sounds.

Many researchers, observe that using songs in their English lesson class will be very beneficial in learning English<sup>2</sup>. And if there will be a variety of songs available in the category, then the students can select their favorite songs, and they will be more encouraged to learn the English

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<sup>1</sup> Tahani Bsharat, "The Influence of Music and Educational Songs on EFL Students' Achievement from Their Teachers' Perspective in Jenin Region," *African Educational Research Journal* 9, no. 3 (2021): 728–38, <https://doi.org/10.30918/aerj.93.21.106>.

<sup>2</sup> Heba Al-efeshat and Abdallah Baniabdelrahman, "The EFL Teachers' and Students' Attitudes towards the Use of Songs in Learning English," *International Online Journal of Education and Teaching* 7, no. 3 (2020): 844–58, <https://iojet.org/index.php/IOJET/article/view/862>.

language<sup>3</sup>. Songs inspire students to learn to improve their vocabulary and English skills and develop their study habits.

According to McDermott and Hauser in Zamin et al, songs can evoke a variety of feelings. They add, it's broadly accept that people pay huge amounts of money in the music business.<sup>4</sup>

According to Tahani Bsharat et al. Songs differ from scholarly and formal texts in that they contain rhyme and an informal style of expression. Songs captivate and immerse learners in a rich cultural resource, and because they are less intimidating, they can be used as part of class activities<sup>5</sup>.

Meanwhile According to Nurmala Hendirawaty, The song itself is a relatively short musical composition of the human voice, featuring rhyming words or lyrics and using a figurative language different from the figurative language used in scholarly or formal texts<sup>6</sup>.

Based on some of the definitions above, the researcher can decide that a song is a piece of music that is composed into a poetic text with a good tone and rhythm so that it can be accepted by listeners. Songs can also be a source of learning for students at school. By repeating songs or singing songs, it can make students understand more vocabulary. So it is effective for learning to add vocabulary.

#### **b. The Function Of The Song As Learning Media**

The song in this research is a learning medium. Where the material is conveyed from the teacher to students through the song method. The word media comes from Latin and is the plural form of the word medium or is linguistically

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<sup>3</sup> Al-efeshat and Baniabdelrahman. The EFL Teachers' and Students' Attitudes towards the Use of Songs in Learning English

<sup>4</sup> McDermott, J. & Hauser, M. "*The origins of music: Innateness, uniqueness and evolution*", *Music Perception: An Interdisciplinary Journal*, 2005, 23 (1), 29-59. <https://doi.org/10.1525/mp.2005.23.1.29> .

Ainul Azmin Md Zamin, Nor Azrul Hardi Adzmi, and Maslawati Mohamad, "Learning Vocabulary Through Songs: A Study on the Role of Music in Teaching Verbs," *Humanities & Social Sciences Reviews* 8, no. 1 (2020): 550–57, <https://doi.org/10.18510/hssr.2020.8167>.

<sup>5</sup> Bsharat, "The Influence of Music and Educational Songs on EFL Students' Achievement from Their Teachers' Perspective in Jen in Region."

<sup>6</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>.

referred to as an intermediary or introduction. The following is the understanding of Learning Media from several experts:

- 1) According to Musfiqon in Yanuari Dwi Pusпита et al. Learning media is defined as a tool in the physical and non-physical forms used by the teacher in conveying material to students are becoming more effective and efficient. So that teaching materials are more quickly accepted by students as a whole and intact attract students to learn more.<sup>7</sup>
- 2) According to Rusman in Tri Hesti et al. Learning media is anything that can be used to transmit messages from sender to receiver so as to stimulate thoughts, feelings, interests and the willingness of students in such a way that learning process takes place to achieve the goal effective learning.<sup>8</sup>
- 3) Munadi stated in Yuli NS et al. That learning media is everything that can be convey or deliver messages from planned sources, so as to provide a conducive atmosphere efficient and effective environment in the teaching and learning process. It can concluded that learning media is a tool to facilitate the delivery of messages in the process teach and study.<sup>9</sup>

The function of the song as a learning media is related to the benefits of the media or the use of the media itself. When used in classroom learning. How the media has an impact on

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<sup>7</sup> Musfiqon, *“Development of learning media and sources”*, Jakarta: Prestasi Pustakaraya, 2012

Puspitarini Yanuari Dwi and Muhammad Hanif, “Using Learning Media to Increase Learning Motivation in Elementary School,” *Anatolian Journal of Education* 4, no. 2 (2019): 53–60, <https://doi.org/10.29333/aje.2019.426a>.

<sup>8</sup> Rusman, *“Model-model Pembelajaran”*, Jakarta: Raja Grafindo Persada, 2011

Tri Hesti Shinta Dewi, Gunarhadi, and Khaldun Riyadi, “The Important of Learning Media Based on Illustrated Story Book For Primary School,” *Proceeding of International Conference On Child-Friendly Education, Universitas Muhammadiyah Surakarta*, no. April 21st-22nd (2018): 233–36.

<sup>9</sup> Munadi, Yudhi, *“Media Pembelajaran (sebuah pendekatan baru)”*, Jakarta, Indonesia: Gang persada (GP) Press, 2013

Yuli Nurmala Sari and Margana Margana, “YouTube as a Learning Media to Improve the Student’s Speaking Ability in 21st Century,” *Journal of English Language Teaching and Linguistics* 4, no. 2 (2019): 263, <https://doi.org/10.21462/jeltl.v4i2.296>.

learning in the classroom. The benefits of using songs as media according to experts are as follows:

- 1) One fun strategy a teacher might choose to run their English class is using songs in teaching English. This is because the song contains music and rhythm that creates a pleasant situation for students, and songs will provoke students to feel more interested and more engaged in English class. There are several reasons why songs can be a solution for learners in learning English. Diakou in Ferina Rizkiani found that songs can:<sup>10</sup>
  - a) Generate positive emotions for students
  - b) Reduce anxiety because the song creates humor and fun
  - c) Increase motivation
  - d) Reflect cultural features.
- 2) According to Kusnierek in shaleha isnaini et al, one the advantage of using songs in english class is to provide linguistic material, such as vocabulary, pronunciation, or grammar<sup>11</sup>.
- 3) Azmin Md Zamin et al. states that the use of songs in English class can help students to increase their vocabulary repertoire of verbs. In addition, the use of songs can provide a fun way to catch new words<sup>12</sup>.

Based on some of the opinions above, the researcher can conclude that the function of songs for learning is as a fun method and makes students not get bored listening to material. Songs can also arouse students' enthusiasm for

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<sup>10</sup> Diakou M, "Using songs to enhance language learning and skills in the cypriot primary efl classroom", (Doctoral dissertation, Open University of UK). Retrieved from <https://www.academia.edu/42807073>, 2013.

Ferina Rizkiani, "Effectiveness of English Songs in Teaching Vocabulary To the Sixth Grade Pupils," *ELLTER Journal* 3, no. 1 (2022): 36–43, <https://doi.org/10.22236/ellter.v3i1.8897>.

<sup>11</sup> Kuśnierek, A., "The role of music and songs in teaching English vocabulary to students", *World Scientific News*, 2016, 1(43), 1-55

Shaleha Isnaini and Dyah Aminatun, "Do You Like Listening To Music?: Students' Thought on Their Vocabulary Mastery Using English Songs," *Journal of English Language Teaching and Learning (JELTL)* 2, no. 2 (2021): 62–67, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

<sup>12</sup> Azmin Md Zamin, Azrul Hardi Adzmi, and Mohamad, "Learning Vocabulary Through Songs: A Study on the Role of Music in Teaching Verbs."

learning so as to create pleasant situations and expected learning.

**c. The Use of English Songs for Learning Media**

In order to use songs to learn English effectively there are several things that need to be considered, namely:

- 1) The ability level of the students
- 2) Types of songs, some songs are not suitable for use as learning media. For example, the pronunciation is not good or even wrong.
- 3) The level of difficulty in the song

According to Cahyati, students who are always invited to sing in the learning process, besides making the atmosphere more fun and students can understand the vocabulary in the songs they sing<sup>13</sup>.

According to Ferina Rizkiani, songs are considered as a useful strategy for teaching and learning English vocabulary. First, songs can encourage learner motivation in learning vocabulary, and songs will provide benefits for teachers and students in learning English. Second, if the song is often listened to, a repetition process will occur. A successful learning process can be obtained from intentional repetition and there are four process steps in acquiring vocabulary through songs or music, as follows<sup>14</sup>:

- 1) understanding of words
- 2) practicing pronunciation of words
- 3) drilling how to spell words
- 4) how to incorporate vocabulary into sentences.

Therefore, songs can facilitate students to go through the four steps and students can improve their ability in learning vocabulary. Using songs in language teaching and learning is not a new idea. Introducing teaching methods that use music in language learning can make language learning more effective and enjoyable. Songs can also make learning more interesting and make the classroom less boring. Students will focus more on listening to a song being played by the teacher than reading the material provided. In addition, songs can

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<sup>13</sup> Sri Supiah Cahyati et al., “Optimizing English Teaching and Learning Process To Young Learners (a Case Study in Cimahi),” *Journal of Educational Experts P-ISSN 2*, no. 2 (2019): 2614–3518.

<sup>14</sup> Rizkiani, “Effectiveness of English Songs in Teaching Vocabulary To the Sixth Grade Pupils.”

also make students more enthusiastic in memorizing material and studying material that is given in a relaxed manner.

## 2. Vocabulary Mastery

### a. Definition of Vocabulary Mastery

Vocabulary is important in language learning. Vocabulary is also an important skill when it comes to learning to read, speak, write and listen. Without vocabulary, people cannot communicate well. Learning vocabulary is the main capital for learning sentence construction and other skills in language. By learning the language, you can easily master the skills of speaking, reading, writing and listening to English. In addition, vocabulary can also make it easier to communicate fluently. Some experts argue about vocabulary as follows.

Siriwan in Riska Juliana et al, Vocabulary (which is synonymous with 'lexis', or 'lexicon') is viewed as “a collection of words” or “a package of sub-sets of words that are used in particular contexts”<sup>15</sup>.

According to Naufal, vocabulary is a term used to describe words or words groupings with specific meanings used in conversation and communication. These are the first building blocks of learning in English classes and can assist students in acquiring the language faster and effective<sup>16</sup>.

Meanwhile according to Brown in Nurmala Hendrawaty adds vocabulary as a list of words for a particular language or a set of words that speakers of each language might use<sup>17</sup>.

Another opinion from Isnaeni Farikha et al. Argues that, vocabulary is a collection of words, both individually

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<sup>15</sup> Siriwan, M, “English Vocabulary Learning Strategies”, *Rajabhat University Press*, Bangkok 2007

konder manurung Riska Juliana, “A Study on the Implementation of English Songs in Teaching Vocabulary Mastery,” *Jurnal Banua Oge Tadulako* 2, no. 2 (2022): 1–7.

<sup>16</sup> Henni Rosa Triwardani and Yuni Yuningsih, “Building Vocabulary Through Song as Effective Method in Learning English,” *Url Jurnal: Https://Uia.e-Journal.Id/Lingua/ DOI: 10.34005/Lingua.V%vi%i.1710*, 2022, <https://doi.org/10.34005/lingua.v.hal.102>

<sup>17</sup> Brown, H. D, “Teaching by Principles: An Interactive Approach to Language Pedagogy”, *San Francisco State University*, 2001

Hendrawaty, “The Influence of Listening English Pop Songs to Improve Learners’ Vocabulary at LKP Nuansa Jaya.” hal 58

and collectively, sorted alphabetically, used in a language to make sentences or utterances, and have a specific meaning for a particular person or group of people<sup>18</sup>.

From some definitions about vocabulary above, it can be said that vocabulary is a group of words used to describe words with specific meanings used in conversation and communication in every language. Which is the first thing to pay attention to in learning a language or a linguist.

#### **b. The Importance of Vocabulary**

Vocabulary is an important aspect of language learning, especially in learning foreign languages. The ability to understand language depends on how we understand vocabulary. Therefore learning vocabulary is very important. So as not to be left behind or not too difficult in learning a foreign language. Some opinions from experts about the importance of learning vocabulary.

A study conducted by Huyen & Nga, in Rosita Ambarwati et al., Stating that vocabulary plays an important role in learners in learning a foreign language. Since vocabulary is all about words, words in a language or a specific set of words the student is trying to learn<sup>19</sup>.

Some researchers, in Naeem Afzal said that vocabulary plays an important role in teaching and learning a second language as lexical knowledge is the basis for communicating effectively. Human language depending on the vocabulary used or acquired. Thus, without vocabulary, the learner will lose motivation to use the language<sup>20</sup>.

Another opinion from Krashen, in Amirreza Karami introduces understandable input ideas to emphasize the important role of vocabulary in language learning. Based on

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<sup>18</sup> Farikha and L, "Using English Song to Improve English Vocabulary Mastery: The Case of The Eighth Grade Student of SMPN 2 Weleri."

<sup>19</sup> Huyen, N. T. T., & Nga, K.T.T., "Learning Vocabulary through Games" *Vietnamese: ASIAN EFL Journal*, vietnam, 2003

Rosita Ambarwati and Berlinda Mandasari, "The Influence of Online Cambridge Dictionary Toward Students' Pronunciation and Vocabulary Mastery," *Journal of English Language Teaching and Learning* 1, no. 2 (2020): 50–55, <https://doi.org/10.33365/jeltl.v1i2.605>.

<sup>20</sup> Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019): 81–98, <https://doi.org/10.24093/awej/vol10no3.6>.

this view, vocabulary needs to be learned incidentally and language learners must be exposed to abundance meaningful number of words of the target language context<sup>21</sup>.

Based on some of the opinions of the experts above, the researcher can say that the importance of vocabulary is that vocabulary plays an important role for learners because vocabulary is a group of words that students are trying to understand. Vocabulary is the basis for communicating. Because without vocabulary, the learner will lose motivation to use the language.

### c. Teaching Vocabulary

Considering the criteria of teaching materials is a must for language teachers. Once fulfilled, the teaching and learning activities will be interesting and make planned learning goals that can be achieved. In addition, it assists English teachers with presentation and transmission of knowledge, helps learners master content, and profiles various academic abilities and values. Bušljeta, in Saniago et al. More importantly, he described six the functions of teaching and learning materials are<sup>22</sup> :

- 1) Motivating students,
- 2) Developing creativity
- 3) Generating prior knowledge
- 4) Encouraging the process of understanding, decoding, organizing and synthesizing educational content
- 5) Affect the growth of different skills.

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<sup>21</sup> Krashen, S,” We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis”, *Modern Language Journal*, 1989, 73(4), 440-462. <https://doi.org/10.1111/j.1540-4781.1989.tb05325.x>

Karami Amirreza, “Implementing Audio-Visual Materials (Videos), As an Incidental Vocabulary Learning Strategy, in Second/Foreign Language Learners’ Vocabulary Development: A Current Review of the Most Recent Research,” *I-Manager’s Journal on English Language Teaching* 9, no. 2 (2019): 60, <https://doi.org/10.26634/jelt.9.2.15519>.

<sup>22</sup> Bušljeta, R, “Effective use of teaching and learning resources”, *Czech-Polish Historical and Pedagogical Journal*, 2013, 5 (2), 55–69. doi: 10.2478/cphpj-2013-0014

Saniago Dakhi and Tira Nur Fitria, “The Principles and the Teaching of English Vocabulary: A Review,” *JET (Journal of English Teaching)* 5, no. 1 (2019): 15, <https://doi.org/10.33541/jet.v5i1.956>.

As mentioned above, in teaching vocabulary the choice of vocabulary must be taken into account. According to Honeyfield and Shi in Saniago et al. The criteria for selecting vocabulary in language teaching consist of availability, familiarity, coverage, and frequency. There are five effective criteria in selecting the selected material sources, namely<sup>23</sup> :

- 1) In accordance with the curriculum
- 2) Make students interested
- 3) Balance student interests and other factors when dealing with conflict
- 4) According to students
- 5) Flexible.

## B. Theoretical Frame work

Vocabulary is an important aspect of teaching a language. According to Tien Cam Nguyen and Huan Buu Nguyen, vocabulary is widely held as an integral part in helping learners become competent in learning a foreign language or a second language.<sup>24</sup> Because vocabulary is a core part of language and is an important part of learning English. Therefore learning vocabulary must be accompanied by high desire and motivation. This is a challenge for teachers to make vocabulary learning classes fun, so that students have high motivation in learning vocabulary.

One of the methods used in the 5.0 era where everything uses ICT is the English Song method. This method can be trusted to improve students' vocabulary learning abilities. Songs can also improve students' memory and concentration. Song is a versatile medium for language learning. All the features in the song support language learning. By using songs we can learn to read, write, listen and speak. In this case how to apply this method is the responsibility of a teacher. How to make class fun and not boring. But it also makes it easier for students to remember and

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<sup>23</sup> Honeyfield, J., "Word frequency and the importance of context in vocabulary learning", *RELC Journal*, 8 (2), 1997, <https://doi.org/10.1177/003368827700800202>

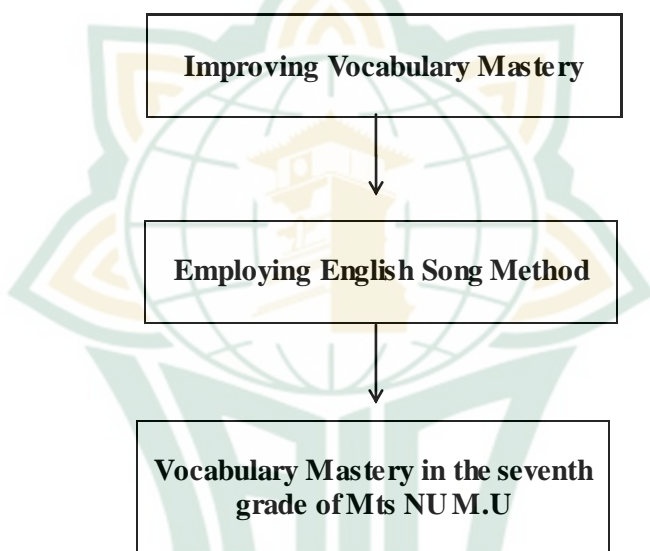
Dakhi and Fitria. "The Principles and the Teaching of English Vocabulary: A Review

<sup>24</sup> Tien Cam Nguyen and Huan Buu Nguyen, "Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners," *Universal Journal of Educational Research* 8, no. 6 (2020): 2678–85, <https://doi.org/10.13189/ujer.2020.080652>.

increase vocabulary. So learning to develop vocabulary becomes more effective.

In this regard, the researcher is interested in conducting research on English teachers at Mts. NU M.U. Researchers are interested in examining how teachers develop this method well and what are the advantages and disadvantages of using this method.

**Figure 2.1 Theoretical Framework**



### **C. Review Of Previous Study**

Previous studies are one of the main references when conducting studies. Because previous studies have worked to broaden and deepen the theory that Stadi will use. Before conducting the research, there were several researchers who conducted similar research as follows:

1. A journal conducted by Isnaeni Himatul Farikha, Listyaning S, and Maria Yosephin W.L. 2022 entitled "Using English Song to Improve English Vocabulary Mastery : The Case of The Eighth Grade Student of SMPN 2 Weleri".

This study aims to determine the vocabulary mastery of eighth grade students at SMP N 2 Weleri before and after being taught using English song, as well as whether or not there is a significant difference in grades between those who were taught using and those who were not taught using

English song in teaching vocabulary. Experiment research is the research design. In this study, the population is eighth-grade pupils at SMP N 2 Weleri during the academic year 2021/2022. The research sample is VIII A, which is the experiment class, and VIII B, which is the control class. Purposive sampling was used in the research. The t test is a data analysis approach. The study's findings show that there is no difference in pupils' vocabulary knowledge when songs are used versus when they are not. The researcher utilized a t-table to compare the t-test after discovering it. The t-test value is 3,195 with  $df = 62$ , and the t-table value is 1,669 at the level 0.05, based on the above data. The null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted if the sigma (2-tailed)  $> 0.05$ . According to the table above,  $t_0$  (0.05 or 5%) is 2.01 and  $t_0$  (0.01 or 1%) is 2.71; this suggests that 1,669  $<$  3,195  $>$  1,669, rejecting the null hypothesis ( $H_0$ ) and accepting the ( $H_a$ ). It implies that there is a major difference between kids who are taught through song and those who are not.<sup>25</sup>

From the previous studies above, researchers have similarity research that is knowing the vocabulary mastery of junior high school students. However, the difference is that researchers use teachers as variables. Another difference from the previous research was that the researcher conducted the research in seventh grade while the previous research was in the eighth grade.

2. A journal conducted by Aria Septi Anggaira, Nurul Aryanti, Suryadi, Tusriyanto 2022 "Songs for Teaching Vocabulary: English Learning Media for Preschoolers".

This research is a literature review that aims to review the use of songs in teaching vocabulary for preschool children. This study describes various aspects related to the use of songs in learning English vocabulary for preschoolers. This research refers to 49 references which are books or articles from journals related to the use of songs as a medium for learning vocabulary for early childhood. Some of the points discussed in this research are; types of vocabulary, the importance of mastering English vocabulary, English children's songs, the benefits of English children's songs, and

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<sup>25</sup> Farikha and L, "Using English Song to Improve English Vocabulary Mastery : The Case of The Eighth Grade Student of SMPN 2 Weleri."

the development of English vocabulary in preschool children.<sup>26</sup>

From the previous research above, researchers have the same research, namely the use of songs in learning vocabulary. The difference between this research and the previous research above is that the previous research aimed to examine preschool children. While the researchers used junior high school students. Another difference is that previous studies have explained various aspects related to the use of songs in learning English vocabulary for preschoolers. Meanwhile, researchers used English song to improve student vocabulary mastery in junior high school students

3. A journal conducted by Riska Juliana, Konder Manurung 2022 “A Study on the Implementation of Songs in Teaching Vocabulary”.

The purpose of this research is to analyze, describe, and explain the application of songs in the vocabulary mastery of EFL classes by previous researchers. This research was conducted descriptively through the Library Research Method. The secondary sources that were analyzed, described and explained in this study were taken from scientific papers published in 2010 to 2019 from kindergarten to tertiary level. Research sources consist of ten previous studies, eight theses and two articles. All secondary data sources imply that the application of songs provides a clear example for EFL students and reduces their stress during their vocabulary mastery experience. In conclusion, the application of songs is suitable for EFL students from kindergarten to high school level. Then, the implication of implementing songs is that it stimulates EFL students to learn vocabulary in EFL classes and songs stimulate EFL students to reduce their stress levels during class.<sup>27</sup>

From the previous research above, researchers have in common that they both use the English song method in teaching vocabulary. However, researchers also have differences, namely previous studies using this method to analyze, describe and explain the application of songs in

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<sup>26</sup> Anggaira et al., “Songs for Teaching Vocabulary : English Learning Media for Preschoolers.”

<sup>27</sup> Riska Juliana, “A Study on the Implementation of English Songs in Teaching Vocabulary Mastery.” No 2 2022

vocabulary mastery in English classes. While the researchers only examined how the application of this method in the English class

4. A journal conducted by Ainul Azmin Md Zamin, Nor Azrul Hardi Adzmi, Maslawati Mohamad 2020 ” Learning Vocabulary Through Songs: A Study On The Role Of Music In Teaching Verbs”.

This study aims to investigate how the use of songs in English classes can help college students to increase their repertoire of verb vocabulary. This quantitative study was conducted among diploma students from local universities in Malaysia. The students were exposed to various English songs during their English lessons. Pre-test and post-test were conducted in this study. The findings from this study indicate that English teachers of college students should use English songs as a class activity to facilitate their students' language learning and motivate them in acquiring new English vocabulary. The findings of this study are of benefit to university policy makers, teachers and students.<sup>28</sup>

From the previous research above, researchers have something in common, that is, they both examine the use of song media for learning vocabulary in the classroom. However, researchers also have some differences with previous studies. That is, previous research used quantitative methods while researchers used qualitative methods. Previous studies used university students as objects while researchers used junior high school students.

5. A journal conducted by Intan Permata Sari, Elva Elvinna Asahra, Yana 2019 “ Improving Stundents’ Vocabulary Mastery Using English Song”.

This research is a Classroom Action Research. This study aims to improve the ability of class X students of SMK Wirasaba Karawang in mastering vocabulary using English songs. Songs are believed to help remember vocabulary and songs that are used to be interested in learning English. Memorizing songs can be used to develop mastery of English vocabulary so that the goal of learning English as a communication tool can be achieved optimally. This can be seen from the students' scores on the vocabulary test which

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<sup>28</sup> Azmin Md Zamin, Azrul Hardi Adzmi, and Mohamad, “Learning Vocabulary Through Songs: A Study on the Role of Music in Teaching Verbs.”

increased from the three vocabulary tests given in Cycle I and Cycle II. In cycle I, student achievement was 67.33 and Cycle II was 83.7. It can be concluded that songs have a significant impact on increasing students' vocabulary mastery.<sup>29</sup>

From the previous research above, researchers have in common that they both use the song method to increase students' vocabulary. Doing classroom action research together. However, the researcher also has differences from previous research. Namely, the researcher did not use tenth grade students of senior high school but the researcher used seventh grade students of junior high school.

6. A journal conducted by, Henni Rosa Triwardani and Yuni Yuningsih 2022 “ Building Vocabulary Through Song As Effective Method in Learning English”.

The purpose of this study was to determine the effectiveness of songs in learning English vocabulary using the quasi-experimental method. The participants were 287 students of SDIP Baitussalam Kuningan and the sample was selected using a random sampling technique and was divided into an experimental class and a control class totaling 42 students. This study uses several vocabulary pre-test and post-test in collecting data and then analyzed using SPSS 23 for windows software. The results show that at the significance level ( $\alpha$ ) = 0.05, the tcount (2.558) is greater than ttable (2.021). The use of song media for learning English vocabulary was successful, as evidenced by the significant differences in vocabulary learning between the experimental class and the control class. In addition, the N-Gain vocabulary test results for the experimental class were 0.54 points higher compared to the control class which were lower by 0.36 points. In other words, the learning process shows an increase in the average student achievement.<sup>30</sup>

From the previous studies above, researchers have similarities with previous studies. That is, they both use the song method in learning vocabulary. However, researchers

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<sup>29</sup> Yana intan permata sari Elva elvinna asahra, “Improving Students’ Vocabulary Mastery Using English Song,” *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 415, <https://doi.org/10.22460/project.v2i6.p845-851>.

<sup>30</sup> Triwardani and Yuningsih, “Building Vocabulary Through Song as Effective Method in Learning English.”

also have differences with previous studies. That is, the researcher did not use quasi-experimental methods, the researcher also did not use elementary school students, but the researcher used seventh grade junior high school students.

7. A journal conducted by, Nurkhalizah Lembah, Konder Manurung, Mashuri 2021 “ A Study On The Implementation Of English Songs In Teaching Vocabulary Mastery”

The purpose of this research is to describe the steps of implementing English songs in teaching vocabulary mastery and to describe how successful the application of English songs is in teaching vocabulary mastery. This study uses a qualitative design that applies the Library Research Method. Data were collected from scientific writing on the application of English songs in teaching vocabulary between 2011 and 2021. These scientific writings were obtained from libraries and the internet. Data were analyzed using content analysis according to Dale (1992). The results of the research show that there are five scientific works from Widhiastuti (2012), Febria (2015), Gushendra (2017), Bahri (2018), and Sari (2019). The results of the data analysis show that the application of the English Song in five different studies by five different experts uses different steps in applying the procedure. One of them is following the procedure suggested by Dale (1992) which is playing songs without preparation and without hand-outs. Three of them gave the material prior to the listening selection, and the other researchers played videos or sang songs by the teacher. Based on the second research question, the students' vocabulary mastery increased after the implementation of English Songs in class. The researcher concluded that the application of English songs in teaching vocabulary mastery had a positive effect because the students' vocabulary increased as a result of the research.<sup>31</sup>

From the previous research above, researchers have something in common. That is, using songs together in learning English. But researchers also have some differences. Among them are previous studies to describe the steps of implementing English songs in teaching vocabulary mastery

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<sup>31</sup> Nurkhalizah Lembah, Konder Manurung, “A Study on the Implementation of English Songs in Teaching Vocabulary Mastery.”

and to describe how successful the application of English songs is in teaching vocabulary mastery. Meanwhile, researchers only examine how it is applied.

8. A journal conducted by, Ferina Rizkiani 2022 “The Effectiveness Of English Songs In Teaching Vocabulary To The Sixth Grade Pupils”

This research was conducted in an elementary school in Jakarta. The purpose of this study is to find empirical evidence whether English songs are effective or not in teaching vocabulary to elementary school students. The sample of this research is 28 students of class VI. The author uses a quantitative design using the pre-experimental method in conducting this research. He used a vocabulary test to find out students' vocabulary pre-test and post-test scores and used a t-test to analyze the effectiveness of English songs in teaching vocabulary. The test consists of two parts; multiple choice, and matching with a total of 50 items. After describing and analyzing the data, it can be concluded that English songs are effective as an alternative vocabulary teaching technique for sixth grade students. It was proven that there was a significant increase in scores after several treatments in the class. In addition, research reveals several benefits of using English songs to teach English vocabulary. Teachers and students feel more relaxed, less stressed, and happier. Teachers and students also get new words from the lyrics.<sup>32</sup>

From the previous research above, the researchers have something in common, namely using English songs to teach vocabulary. However, researchers also have differences. That is, previous studies used quantitative methods, while researchers did not. Previous research examined fourth-grade elementary school students. While the researchers used seventh grade junior high school students.

9. A journal conducted by, Shaleha Isnaini and Dyah Aminatun 2021 “ Do You Like Listening To Music ?: Students' Thought On Their Vocabulary Mastery Using English Songs”

This study aims to find out students' thoughts about their vocabulary mastery using English songs. Researchers

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<sup>32</sup> Rizkiani, “Effectiveness of English Songs in Teaching Vocabulary To the Sixth Grade Pupils.”

used descriptive qualitative research as a research design. The subjects of this study were 30 students of the English Language Education Study Program, Faculty of Fine Arts and Education, Technocrat University of Indonesia. Data was collected through questionnaires and interviews. From the results of the questionnaires and interviews it was found that songs in English had a strong influence on their English skills. In addition, students think that English songs help them learn new vocabulary, foreign vocabulary, how to pronounce words correctly. Thus, finally, they can improve their English vocabulary.<sup>33</sup>

From the previous research above, the researchers found similarities, namely using the English song method to teach vocabulary. However, researchers also have differences. That is, the researcher did not examine students' thoughts about their vocabulary mastery using English songs. However, the researcher examines how the application of English songs in the vocabulary class. Researchers also did not study college students.

10. A journal conducted by, Nurmala Hendrawaty and Nurhayati 2019 “ The Influence Of Listening English Pop Songs To Improve Learners’ Vocabulary At LKP Nuansa Jaya”.

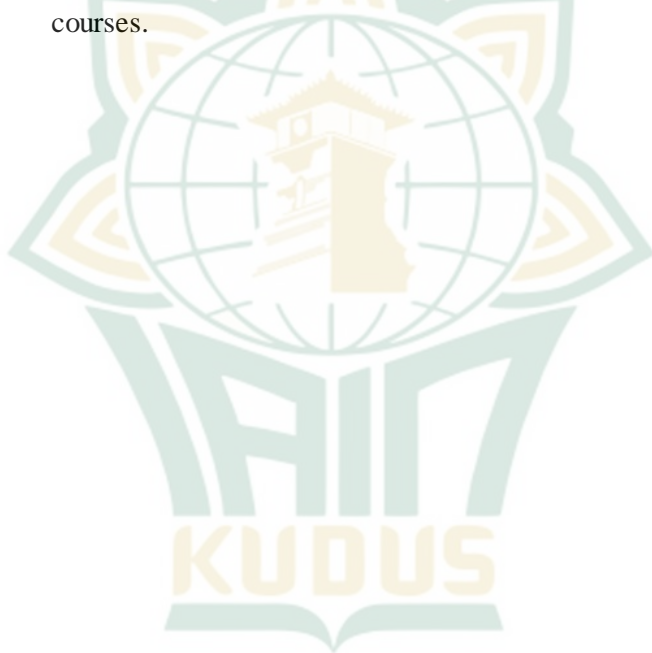
The purpose of this research is to find out whether there is an effect of listening to English songs on the vocabulary of students at the English Language Course at LKP Nuansa Jaya in Jakarta or not and to identify and classify the word classes of six selected English pop songs. This is a quantitative and qualitative descriptive study used by 15 young students. There is an effect of listening to English songs on students' vocabulary at LKP Nuansa Jaya because the average listening test score is 75.33. In identifying and classifying the word classes of the six selected English song lyrics, it shows that the most difficult word classes are nouns (9.51%); the second is an adjective (12.08%); the third is verbs (13.37%); so on is a preposition (14.14%); fifth adverb (15.17%); sixth is conjunction (17.22%); seventh or the easiest is the pronoun (18.51%). As a result, to increase students' knowledge and mastery of vocabulary, word classes are identified chronologically in

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<sup>33</sup> Isnaini and Aminatun, “Do You Like Listening To Music?: Students’ Thought on Their Vocabulary Mastery Using English Songs.”

each song lyric; later, it was designed to be a pocket dictionary. The choice of word classes is based on the results of the vocabulary score and the learner's familiarity. The more difficult the word class, the more examples are given. In addition, the meaning of the word class is translated into Indonesian so that students can easily understand it.<sup>34</sup>

From the previous research above, the researchers found similarities, namely using the English song method to teach vocabulary. However, researchers also have differences. That is, researchers do not use mix methods. Researchers also did not examine students in English courses.



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<sup>34</sup> Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya."