

USING ENGLISH VIDEO SONGS TO IMPROVE THE STUDENTS'
VOCABULARY MASTERY AT MTS MANBAIL FUTUH TUBAN

THESIS

Submitted in partial fulfillment on the requirement for the degree of
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ABSTRACT

Agustina, Nur Halisa. (2019). *Using English Video Songs to Improve The Seventh Grade Student Vocabulary Mastery at Mts Manbail Futuh Tuban*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya, Advisors: Drs. Muhtarom, M.Ed, Gred. Dip. Tesol, and Hilda Izzati Madjid, MA.

Key Words: Effective, English Video Songs, Vocabulary Mastery

There are some factors have influenced in teaching vocabulary. The creative teacher will use teaching method which is appropriate with the students' condition in the class and can attract them to be more interested in learning English especially vocabulary mastery. The aim of this research is to find the effectiveness of English video song in teaching English vocabulary which was observed and analyzed from student of seventh grade of MTs Manbail Futuh Tuban. The method of this research is quasi experimental by taking 60 students as the sample. The sample of students was divided into two classes; 30 students for experimental class and 30 students for control class. Before giving treatment, the researcher gave the students Pre-Test. Then the teacher taught students to listen to the English video songs. After that, the researcher gave the students Post-Test. The scores of Pre-Test and Post-Test were collected from twenty multiple-choice questions, then, it was analyzed by using t-test. The finding of this research shows that English video songs was quite effective. It shows that the average of N-Gain score for the experimental is 63.5094 or 63.3% include in the category of quite effective. While for the average N-Gain score for the control class is 23.4864 or 23.4% include in the ineffective category, it can state that there is significant difference between students' vocabulary scores taught by using English songs from video and without by using English video songs. It means that the English video songs are quite effective in improving students' vocabulary mastery.

ABSTRAK

Agustina, Nur Halisa. (2019). *Using English Video Songs to Improve The Seventh Grade Student Vocabulary Mastery at Mts Manbail Futuh Tuban*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya, Advisors: Drs. Muhtarom, M.Ed, Gred. Dip. Tesol, and Hilda Izzati Madjid, MA.

Kata kunci: Efektif, Video Lagu Bahasa Inggris, Penguasaan Kosakata

Ada beberapa faktor yang mempengaruhi dalam pengajaran kosakata. Guru yang kreatif akan menggunakan metode pembelajaran yang tepat dengan menyesuaikan kondisi murid di kelas dan dapat menarik mereka untuk lebih tertarik dalam belajar bahasa Inggris khususnya penguasaan kosakata. Tujuan penelitian ini adalah untuk menemukan keefektifan Video Lagu Bahasa Inggris dalam pembelajaran kosakata bahasa Inggris yang mana peneliti mengamati dan menganalisis murid kelas tujuh di MTs. Manbail Futuh Tuban. Metode yang digunakan dalam penelitian ini adalah Quasi Experimental dengan mengambil 60 murid sebagai sampel. Sampelnya dibagi menjadi 2 kelas, 30 murid sebagai kelas eksperimental dan 30 murid sebagai kelas kontrol. Sebelum diberi perlakuan/treatment, peneliti memberi murid Pretest. Kemudian guru mengajar murid-murid dengan Video Lagu Bahasa Inggris. Kemudian, peneliti memberikan posttest. Nilai dari pretest dan posttest didapat dari 20 pertanyaan pilihan ganda., kemudian, dianalisis menggunakan t-Test. Hasil dari penelitian ini menunjukkan bahwa video lagu bahasa Inggris cukup efektif. Dan dilihat dari rata-rata nilai N-Gain untuk kelas eksperimental adalah 63.5094 atau 63.3% itu termasuk dalam kategori cukup efektif. Sedangkan untuk kelas kontrol nilai rata-rata N-Gain nya adalah 23.4864 atau 23.4% itu termasuk dalam kategori tidak efektif. Jadi dapat disimpulkan ada perbedaan dalam kosakata murid dalam pembelajaran menggunakan video lagu bahasa Inggris dan tanpa menggunakan video lagu bahasa Inggris. Itu berarti bahwa video lagu bahasa Inggris cukup efektif untuk memperbaiki penguasaan kosakata siswa.

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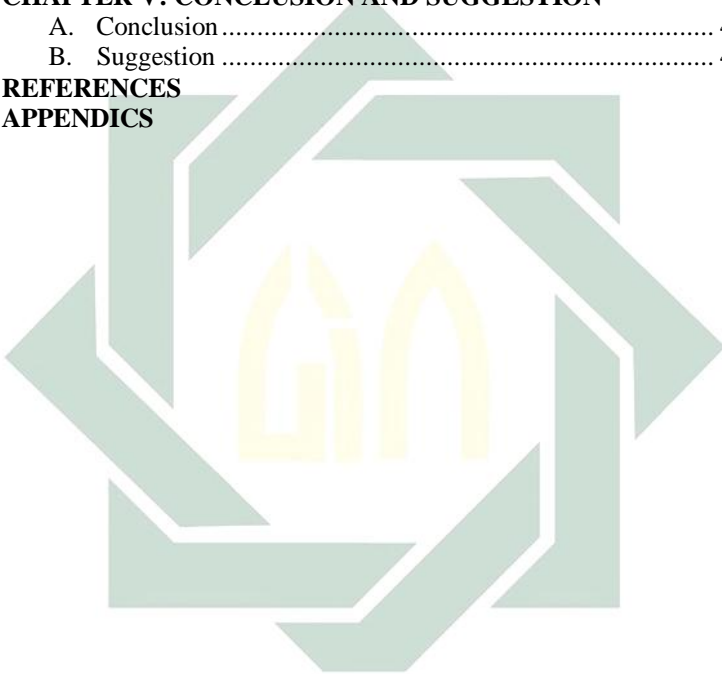
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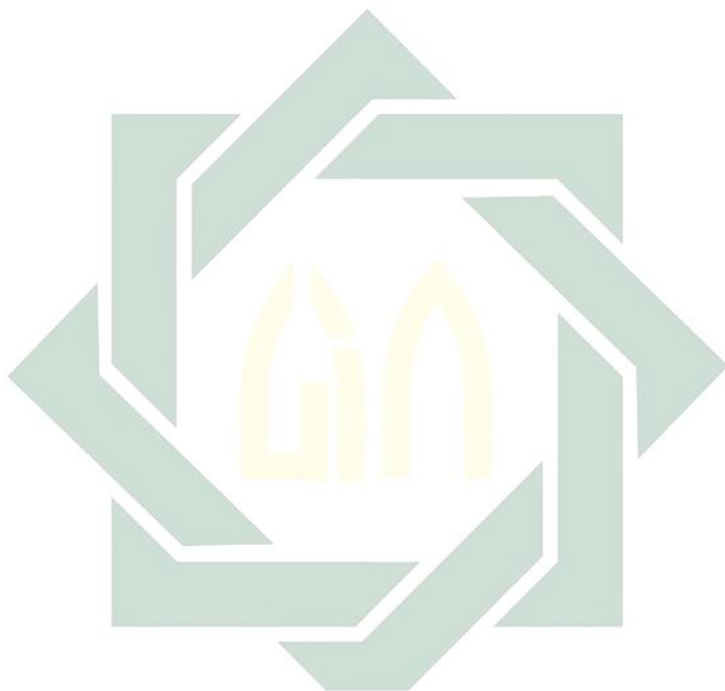
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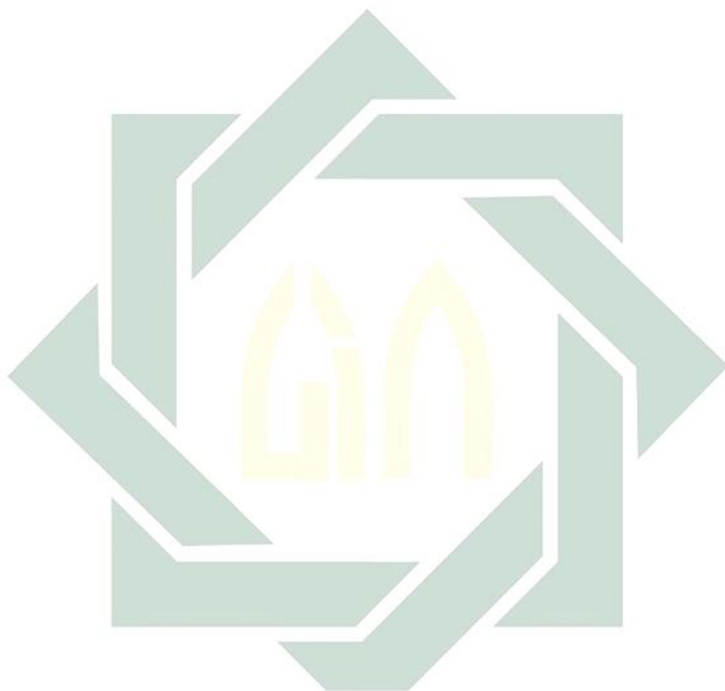
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CHAPTER 1

INTRODUCTION

In this chapter the researcher discusses Background of the Study, Research Question, Objective of the study, Significance of the study, Scope and Limitation of the study, and Definition of key terms.

A. Background of Study

English is an important part of the world, because by using a language we can communicate with another person and can express our ideas. According to Charles W. Kreider in *Introducing English Semantic*, Language is a system of symbol through which people communicate. The symbol may be spoken, written or signed with the hand¹. Language is complex of symbol, or sign, that are shared by members of a community. Its mean language as a tool of communication and social control has many functions and advantages in the daily live context. By the language we can communicate, express our feeling or ideas, and can share with other people.

One of English components that have to be taught to the students is vocabulary. It has the role as an important part in language skills, there are listening, speaking, reading, and writing. The skills developments are supported by some elements such as vocabulary, grammar, and pronunciation. Vocabulary is one element that has a large influence to improve English. Vocabulary can support four English skills. Therefore, having the skill of vocabulary is important to get the key of mastering English as a whole. Therefore, vocabulary is one of language elements that is very important to develop the four skills.

Mastering vocabulary is not easy, because English vocabulary for daily living requires more times, it is more difficult to master by foreign learners than English grammar. The learners should first concentrate on learning that is most frequently used and therefore most important English vocabulary for their practical real life needs. Besides,

¹ Kreidler W. Charles, *Introducing English Semantic*, (Georgetown University, Psychology Press, 1998)

the other difficulties in learning and using English vocabulary include fixed word collocations, phrase verb, idioms, and regional differences in vocabulary usage. Furthermore, there are differences in English usage in English speaking in terms of spelling, pronunciation, vocabulary and grammar. In addition, to help students in mastering English many teachers have different methods and techniques for the same purpose, to understand, to learn, and to remember vocabulary more easily. But, sometimes the technique used by the teacher such substitution drill and memorizing word make the students tend to be passive in developing sentences.

Teaching English is different between the other subject, such as teaching Indonesia Language or Javanese language. Teaching English must involve the four skills. The evidences can be encountered in daily English teaching, which give much attention to teaching grammar, and vocabulary to complete English language skills.

According to Crystal, Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, profession, and soon, knows and uses the technical term for vocabulary is *lexis*². Vocabulary can make the students convey their idea both in oral and written form effectively. Language teacher should process considerable knowledge on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. Usually teaching vocabulary only write in the whiteboard, and the teacher asked the students to read it after them, the teacher thought that the students memorized it. The teacher assumes that it was successful, but in fact most of the students forgot it. It is the problem which researcher found, that must have increasing vocabulary mastery in English. According to Brown stated that viewed under three headings: the first is the lack of opportunity to use the language, the second is misunderstanding the synonym or antonym, and the third is the lack of understanding the topic³.

²Crystal David, *Language and the Internet*, (Cambridge University Press, 2006)

³ Brown, Douglas, *Language Assessment Principle and Classroom Practice*, (United State of America: Longman, 2004)

English video song as a media is easy to remember the vocabulary, because it is familiar to the students. Media provides an enjoyable atmosphere for the students, hopefully the students will master the vocabulary better. From kind of English video songs, the students can understand and learn new vocabulary. There are one of kind of English video songs that researcher used a song lyric to increasing the vocabularies.

In this case, according to the students whom the researcher has ever taught about English, they encounter problems in mastering vocabulary. It is happened to the students at the seventh grade of MTs Manbail Futuh Tuban. They encounter the problem in reminding vocabulary. They only remember vocabulary at the time when they do the substitution drill or memorizing, after that they forget it. The other reason is the students' difficulties come from the weaknesses of the student ability in memorizing the vocabulary. Therefore, they did not have ideas about what a word mean and when they use it. Secondly, the students often have difficulty when they do the task because the teacher just gives them limited vocabulary.

Based on the problem, Using English Video Songs in students' vocabulary mastery is considered to be able to make the students easier to master the vocabulary. In this case, the researcher limit the media just use English video songs. English video songs is the fun strategy to learn activity. English video songs also can be used for wide variety of English second Language learning and teaching activities. English songs also considered to be one of the resources that can be utilized in the teaching and learning of English.⁴ Through the appropriate English Songs which are chosen from video, the video can take from Youtube or another media, for example from DVD, Television, Video Blog, etc. The students can comprehend the knowledge factually, conceptually, and procedurally. To master vocabulary we should practice our listening, we catch new words we never heard before. In other hand, while singing the

⁴Hada, Pejic. The Effect of Using Song on Young Learners and Their Motivation for Learning English. *An Interdisciplinary Journal* Volume 1, 2016

students are able to read the lyrics and this indirectly encourages them to learn new words. The researcher uses English songs especially using English video songs from YouTube to teach vocabulary to the Seventh grades students of MTs Manbail Futuh Tuban in order to improve the students' vocabulary mastery and make them more interested in learning English especially.

B. Research Question

Based on the background of the study above, the researcher identify the problem as follow:

Are English Video Songs effective to improve students' vocabulary mastery at the seventh grades of MTs Manbail Futuh Tuban?

C. Objectives of Study

Based on the problem, this research has an objective that can be stated as follow:

To know whether English Video Songs are effective to improve students' vocabulary mastery at the seventh grades of MTs Manbail Futuh Tuban.

D. Significance of Research

1. For the teacher, it is expected that the teacher will get more information about teaching methods, in this case, using English English Songs. So, the teacher is hoped to use an interesting methods, because it will help the teacher to identify the students' difficulties in learning vocabulary and also find the students who need more guiding.
2. For the students, it is expected that the result will give motivation to the students to be more creative and batter in vocabulary mastery.
3. For the school, it is expected that the information of the result will be very useful for getting success in teaching learning process.

E. Scope and Limitation of Study

Based on the problem identification, This research English Video Songs has focuses on the effectiveness of the selected English

video songs to improve the students' vocabulary. It will be conducted to the students at the seventh grade and the researcher limit this research in VII D and VII Eof MTs Manbail Futuh Tuban.

F. Definition of Key Term

1. Effective

This is measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'output' but must also involve judgments about the goals (part of 'inputs')⁵. It can be seen in improvement the students' vocabulary and it can be measured from the score of pre-test before experimental class give treatment with English video Songs and control class without English video songs. Then, after giving treatment for experimental class whether there is difference score from pre-test to post test.

2. English video song

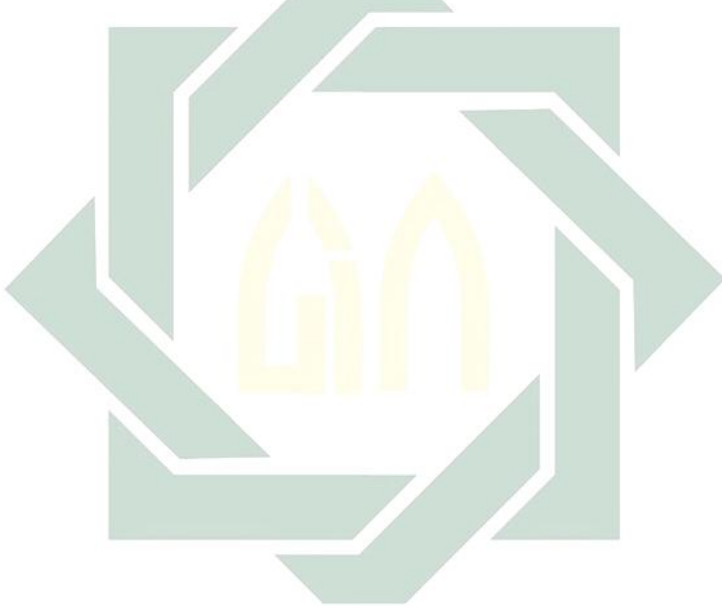
According to Cullen said that English video songs are significant teaching tools in teaching English foreign language because, as most teacher find out, students love listening to music in the language classroom and they often hold strong views about music.⁶ It is used to motivate the students and create a relaxing with the result that the students interest with listening song as a methodology in the language classroom. There is advantage of using English video songs in the foreign learner classroom is their flexibility. English video songs can be used for a number of purposes and there are many reasons why English Songs can be considered a valuable pedagogical tool. In this case, the researcher used English video songs in teaching learning process.

⁵Fraser, Practice Faster Reading: A Course in Reading and Vocabulary for Upper-Intermediate and More Advantage Students, Cambridge: University Press, 1976

⁶ Cullen Richard, Teacher talk and the classroom context, ELT Journal, volume 52, 1998

3. Vocabulary mastery

Vocabulary is one of the language aspects that is supposed to be learned when people are learning a language. It is considered to be the main focus of learning a foreign language since there is a life that learning a foreign language is similar to learning its vocabulary. Vocabulary is also very important in English teaching and learning. According to Lotfi Ghazal said that words are perceived as the building blocks upon which knowledge of the second language can be built⁷.



⁷ Lotfi, Ghazal, Learning Vocabulary in EFL Context Through Vocabulary Learning Service, Novitas Royal, Vol. 1, no. 2, 2007

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter the researcher describe of the theoretical framework used in the study. It include vocabulary mastery, types of vocabulary, teaching vocabulary using media, definition of media, video songs as media to teach vocabulary, technique in teaching English using video songs, review of previous study.

A. Vocabulary Mastery

Vocabulary is one of the language aspects that is supposed to be learn when people are learning a language. It is considered to be the main focus of learning a foreign language since there is a life that learning a foreign language is similar to learn its vocabulary. Vocabulary is also very important in English teaching and learning. According to Ghazal said that words are perceived as the building blocks upon which knowledge of the second language can be built⁸. It means that if the learners do not know the meaning of words, they will have difficulty in understanding what they see, read, and learn. They cannot practice or build the language if they are lack of vocabulary.

Hatch and Brown said, Vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speakers of a language might use⁹. According to Richard and Renandya, they assert that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an

⁸Lotfi Ghazal, Learning Vocabulary in EFL Context through Vocabulary Learning Strategies, (*Novitas Royal*. Vol. 1, no. 2., 2007).

⁹Evenly Hatch and Cheryl Brown, Vocabulary, Semantic, and Language Education, (New York: Cambridge University Press, 1998).

extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential¹⁰.

According to the arguments above, it shows that vocabulary is the basic of language. It is word that can be used by individual speaker and is a very important tool to master a language. The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentence.

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four of language skills. According to Hatch and Brown, the term vocabulary refers to a list or set of words for particular language or a list words that individual speakers of language use¹¹. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French, Vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. Hornby states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language¹². Born and Broman define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the

¹⁰ Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002)

¹¹ Hatch, Evelyn & Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press) 1995

¹² Hornby, A.S, *Oxford Advanced Learner's Dictionary of Current English*. (London: Oxford University Press) 1995

acquisition of vocabulary¹³. Therefore, success in learning English requires vocabulary acquisitions. A large vocabulary can not guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English. Nunan argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, will be unable to use the structures and functions one may have learned for comprehensible communication. The importance of mastering vocabulary in learning is also stated by Nunan. Nunan says that, the development of a rich vocabulary is an important elements in the acquisition of a second language¹⁴. From the definition above, it can be conclude that vocabulary is the total number or words, a list or set of words in a particular language that a person knows or uses.

Swanel defines mastery as comprehensive knowledge or use of a subject or instrument¹⁵. Meanwhile Procter states that mastery is learning or understanding something completely and having no difficulty in using.¹⁶ Based on Oxford Advance Dictionary, mastery is defined as the complete control of knowledge. This definition is supported by Hornby who defines mastery as skill or through knowledge¹⁷. From these definitions, it can be conclude that mastery means the competency to understand and apply something learn.

¹³ Burn, Paul C and Betty L. Broman, *The Language Arts in Childhood Education. A Rational for Pedagogy.* (Cambridge: Cambridge University Press) 1975

¹⁴ Nunan, David. *Designing Task for Communication Classroom,* (New York: Cambridge University Press) 1998

¹⁵ Swannel, Julia. *The Oxford Modern English Dictionary.* (Oxford: Clarendon Press) 1994

¹⁶ Procter, Paul. *Longman Dictionary of Contemporary English.* New York: Longman Group.

¹⁷ Hornby, A.S, *Oxford Advanced Learner's Dictionary of Current English.* (London: Oxford University Press) 1995

Vocabulary mastery is always being an essential part of English. According to Lewis and Hill that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words¹⁸. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, based on Schmitt and McCharty “Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge”¹⁹.receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Furthermore, madsen states that the purpose of vocabulary test is to measure the comprehension and production of words used in speaking and writing. It can be concluded that vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

Vocabulary is one element of the language that should be learn and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first steps to be taught before teaching other aspect of language. According to Coady and Huckin that vocabulary is central to language and critical importance to the typical language learner²⁰. McCharty states that the importance of vocabulary in language learning is as follow “n matter how

¹⁸Lewis, Michael and Hill, Jamie. Practical Techniques for Language Teaching. (London: Commercial Colour Press)1997

¹⁹ Schmitt, Norbert and Mc Charty, Michael. Vocabulary: Description Acquisition and Pedagogy. (Cambridge: Cambridge University Press) 1997

²⁰ Coady and Huckin. Second Language Acquisition. A Rational for Pedagogy. (Cambridge: Cambridge University Press) 1997

successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way”²¹. According to Burn and Broman the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.²²

Wilkins says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed²³. It has to be realized that the students’ ability to read, write, listen, and speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing ability, vocabulary helps them to expand their ideas based on the topics sentence that they want. In listening ability, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin state that vocabulary is central and critical importance to typical language learners²⁴. It makes vocabulary becomes the basic elements in master the four language skills. Without having adequate vocabulary, a language learner will not be able to master the language skills. The mastering shows that vocabulary mastery has important roles in communication.

B. Types of Vocabulary

In language area, there are numerous kinds of vocabulary based on several experts. First, dealing with the characteristic of the word, vocabulary is divided into two kinds:

²¹ McCharty, Micael. Vocabulary. (Oxford: Oxford University Press) 1990

²² Burn, Paul C and Betty L. Broman, The Language Arts in Childhood Education. A Rational for Pedagogy. (Cambridge: Cambridge University Press)

²³ Wilkins, D.A. Linguistic in Language Teaching. (London: The English Language Book Society)

²⁴ Coady and Huckin. Second Language Acquisition. A Rational for Pedagogy. (Cambridge: Cambridge University Press) 1997

- a. Active vocabulary: it refers to language items which the learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.
- b. Passive vocabulary: it refers to language that can be recognize and understood in the context of reading and listening. It is the vocabulary that readers have a general sense of a words' meaning but not sure of its many meaning or nuances of meaning. It is also called as receptive vocabulary.

Second, dealing with frequency and range vocabulary often occur in the language, it can be divided into four levels:

- a. High frequency words

High frequency words are the 2000-3000 most frequent word families. The first priority is in vocabulary learning because these word in account for 80% or more of the running words in any written or spoken text.

- b. Low frequency word.

All the rest of the word families which of these words are known or are worth learning depend on learners' personal interest, educational background or current studies, area of employment, social, cultural natural environment and so on. The words just occur rarely.

- c. Academic words.

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) that in non-academic usage, across of different disciplines.

- d. Technical word.

Low frequency word families which are used in particular discipline, profession, sport, culture or other special

field. They are normally known only by people with an interest or expertise in relevant area²⁵.

Based on the arguments above, we can classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of peoples' way of living or tools to communicate in language which is used by a person for showing and telling our opinion and ideas based on our need. In other hands, the completeness of persons' vocabulary is popularly thought to be a reflection of level education.

In teaching vocabulary, the teacher should have some techniques in order to make students familiar with the vocabulary, so that they understand new word easily. The technique functions not only to help the student handful the meaning of the words quite easily, but also to change the teaching activity in order to avoid the boredom on the part of the students. According to Allen, there are three techniques of teaching vocabulary:

- a. Alphabetical order: Even for a list of new words on the textbook page, alphabetizing way is appropriate in helping students to find a word.
- b. Showing the meaning of the words through pictures, explanation in mother tongue, and definition in simple English.
- c. Drawing attention to meaning before drilling word²⁶.

When teach a word, we teach three things as follows:

- a. Teach the shape or form of the word.
- b. Teach the meaning of the word.
- c. Teach both the form and the meaning of the word together²⁷.

²⁵ I.S.P Nation, *Teaching Vocabulary: Strategies and Techniques*, (Boston: Heinle and Heinle Publishers, 2008).

²⁶ Attend, Virginia Freanch, *Teachniques in Teaching Vocabulary*, Oxford: Oxford University Press, 1983

Based on the arguments above, it shown that vocabulary teaching is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. Vocabulary teaching includes some of the most complex problem in the field of education. It is influenced by ideas on the nature of language in general, by ideas on the particular language being taught, and by ideas on how the language learned.

In teaching vocabulary, there are several problems found. The factors have various kinds. It can related to the words or used to call intra-lexical factors, or they can involve how well the learners of first language matches the second language or it is called as cross linguistic factors.²⁸ Another fact is also found when students attempt to translate a passage by looking up too many words. When they meet a word that they do not know, they take the dictionary and look up the meaning. The problem arises when they select the right words to know the meaning of sentence but use the improper words grammatically.

Many problems that we met related to teaching vocabulary also refer to the students and teacher. Coady and Huckin considered some of the typical metacognitive attitudes that both the teachers and students can hold toward teaching and learning of vocabulary in a second or foreign language as follow:

- a) Vocabulary is typically neglected in foreign or second language instruction.
- b) In general, students feel that word are very important and are eager to learn them.
- c) In contrast, teacher tends to feel that words are easy to learn and grammar is a challenge.

²⁷ Paul Nation, Teaching Vocabulary, (Asian EFL, Journal, volume 1, No.1)

²⁸ Ibid

- d) Many teacher and students feel that teaching vocabulary is a low level intellectual activity unworthy of their full attention.
- e) Consequently, many teachers seem to conclude that words are going to be learned naturally from reading and do not need to be taught.²⁹.

C. Teaching Vocabulary Using Media

1. Definition of Media

Media are needed to teach the objectives of the teaching learning process. In teaching learning process, media play has an important tool. Based on Harmer stated that as a language teacher, the teacher should use a variety of teaching aids to explain language meaning and construction and engage students in a topic or as the basic of a whole activity.³⁰ It means that teacher should use various media or teaching aids in giving the material to the students

On other hand, Lever-Duffy and McDonald states that media are technologies that are used to facilitated the teacher.³¹ From the definition above, it can be conclude that media are tools, materials, or events that establish conditions used by the teacher to facilitate the instruction, skill and attitudes, and engage the learners in a topic or as the basic of a whole activity.

Based on Sudjana and Rifai Mentioned the rationales of the use of media in teaching learning process as follows:

1. The teaching learning process will be more interesting so that it can improve the students' motivation.

²⁹ James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition*, New York: Cambridge University Press. 1997

³⁰ Harmer, Jeremy. *The Practice of English Language Teaching*, London: Pearson Longman Inc. 2001

³¹ Lever Duffy, Judy and Jean B. McDonald. *Teaching and Learning with Technology*. (Third Edition). New York: Pearson Education. 2009

2. The materials will be understood easily by the students, since the media will enable them to master the teaching objectives ell.
3. The teaching methods will be various so the students will not get bored during teaching learning process.³²

According to Brinton, Media helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in this more communicative context. In addition, Brinton summarizes the rationales for using media in the language classroom as follow:

1. Media can be an important motivator for the students in the language teaching learning process.
2. By using audiovisual media the students can create a contextualized situation within language items are presented and practiced. It is because the audiovisual media provides the students with context, meaning, and guidance.
3. Media can provide some authentic materials so students relate directly between the language classroom and outside world.³³

It can be concluded, the use of media in teaching learning process is useful to both of the teacher and the students. For the teacher, they can avoid monotonous teaching learning process because they have variation in teaching. So, the teaching learning process will be more interesting. Meanwhile for the students, media can stimulate the students' motivation and interest. Therefore, they will be more active in the classroom and the students can understand the materials easily.

In this research, the researcher uses one of teaching media to teach vocabulary to make it pleasing and interesting to the

³² Sudjana, Nan and Ahmad Rifai. *Media Pengajaran*. Bandung: Sinar Baru Algesindo. 2009

³³ Brinton, Donna M. *The Use of Media in Language Teaching in* Marianne Celce-Murcia (Eds). Boston, MA.: Heinle&Heinle.

students. The media is English video songs, so the students can listen the music and know the lyrics from the video. By using song from video, students feel something new and different from what they usually got in their class.

2. Video Song as Media to Teach Vocabulary

Teaching media is important in teaching learning process not only determined by teacher and students' competence but also in with in appropriate media. Song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the student.

In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factor in teaching and learning process. Brown state that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand³⁴. So, the teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

There are many kinds of teaching media to teach English, one of them is song. There are many teaching media can be divided into various forms, they can be classified in some kind, they are: Visual aids, it is median that can be seen such as picture, realia, Google earth, flashcard, newspaper, etc. Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc. audio visual aid, it is teaching media that can be seen and can be heard such as video,

³⁴ *Brown, Douglas. Language Assessment Principle and Classroom Practice. United State of America: Longman, 2004*

clips, film, TV news, etc³⁵. From the explanation above, the researcher uses song from video. It can be classified as audio visual aids because it can be seen and can be heard.

According to Cullen said that songs are significant teaching tools in teaching English foreign language because, as most teacher find out, students love listening to music in the language classroom and they often hold strong views about music³⁶. Claudia, S. S said “songs as a language learning tool are only recently being recognized as a methodology to be used in the foreign language classroom on all levels.”

Based on the arguments above, it can be conclude that song is a language learning tool in teaching English foreign language. It use to motivate the students and create a relaxing with the result that the students interest with listening song as a methodology in the language classroom. There is advantage of using songs in the foreign learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool.

Video as a media in the teaching learning process is to link limitation, triggering involvement of educative participant actively in study with visual media. Media word meaning “medium” or “deliverer” Education Association (NEA) define as object able to manipulate, to be seen, to be heard, to be read of discussed along with instrument which is made the most of in school activity. Beside video as media to voice importance or idea a small group to other group. Video in fact only appliance of same as other media or appliance. In all education process and society organization to the target of social change³⁷.

³⁵ Sunarti. Teaching Vocabulary by Using Picture to the Fifth Year Students of SDN 031 Samarinda Utara in Academic Year 2010/2011. Samarinda: Mulawarman University.

³⁶ Cullen Richard, Teacher talk and the classroom context, *ELT Journal*, volume 52, 1998

³⁷ Arsyad, Azhar, *Media Pembelajaran*, Jakarta: Raja Grafindo Persada, 2003

There are many kinds video to teaching learning process such as, DVD, Video Blog, YouTube, etc. In this casa, the researcher just focus on YouTube. YouTube is free video-hosting website that permits people who are the member of YouTube to upload and download video content freely³⁸. YouTube is also famously known as the largest video sharing site on the web³⁹. It is because most of the video found on YouTube are created by professional film maker until amateurs. They use Youtube to share their work. Virtually all types and genres of video content such as songs, tutorials, films, etc.

In this case, songs provided in YouTube have a good place because when we search songs in YouTube and find it in different case, we can choose one, two, or three of them according to what you need. Video of song with or without lyrics, video of songs with lyrics on the screen, etc. from statements above, Youtube and songs have a relationship each other. Youtube serve songs in much kind of case. We can choose the appropriate songs which we need from Youtube.

3. Technique in Teaching English Using Video Songs

When using video songs, it is of very importance not to teach the target language structures but to let children learn and discover the language on their own. In this process they need to get the feeling of success. The language needs to be presented at an attainable rate as well as to connect previous words and language structures to the ones that will be learned in the near future. The questioning cycle explains how learners process the new language in a song. They first recognize the new language forms, and then they want to learn them because they need them for the activity they like. So, they try to understand the words by finding out their meanings. After that, they use this new language and connect it with other words from the song. In this way learners develop positive attitude and willingness to learn.

³⁸ Margaret Rouse, YouTube, (www.techtarget.com).

³⁹ Cory Janssen, What does YouTube mean?,(www.techopedia.com)

However, there are stages that need to be followed in order to achieve the learning goal, but also satisfy intellectual and personal needs of each individual student. The first stage is creating a purpose for listening which in turn can motivate students to participate in it. Therefore, the pre-listening stage plays an important role. In this case, teachers introduce necessary language points and intrigue learners' imagination. Furthermore, children must not be bored while listening to the song, so they need to have a specific task to do. There are while-listening activities where learners process the information learned in the introductory part of the lesson. Finally, they need to use this information and also increase the educational value of the song. In this post-listening stage, the focus is normally on developing the skills.

Just as with any listening activity, songs are used following the three stages. According to Sevik, in his recent article, however, suggest pre-teaching activities, while-teaching activities, post-teaching activities, and follow up activities. The proposed stage, nevertheless, can be used with children for any type of songs.⁴⁰ As Sevik explained, in order raise children's interest, in the introductory part of lesson, teacher should show visual related to vocabulary in the song and ask them to predict the content. Then, using visual accompanied with actions, teacher read and explain the title of song. Next, teacher ask students to say any words in English that they can associate with the title of the song and write those word on the board. Lastly, teachers use actions and pictures from the book to explain the meanings of new words. By learning and revising lexical items in advance, students are encourage to concentrate more on these specific language items while listening to the song.

The comprehension of the song comes along with while-listening activities. At this stage, students are required to participate actively while they listen to the song. However, the song has to be played multiple (at least three to four) times so

⁴⁰ Sevik M. Teaching Listening Skill to Young Learners Through 'Listen and Do Songs. English Teaching Forum. 2012

that the students can learn the song and accompanying movements.

- a) When listening to the song for the first time, children do not anything except listen to the music and the words.
- b) The second time children listen to the song, they watch the teacher singing and doing actions, Students still do not sing, but only do the action.
- c) The third time they listen to the song students try to sing with the recording of the teacher.
- d) And finally, while listening to the song the fourth time, students sing along with the recording or the teacher and do the actions. This stage can be repeated several times.⁴¹

The final stage in the listening process usually leads into communicative activities. At this point, it is a good idea to prepare activities in which students compete; play, or act. In order to be able to activities and practice the knowledge in the lesson that follow, teacher need to prepare appropriate follow-up activities such as handout with pictures of the vocabulary from the song and blank space for students to write the correct words or a set of flashcards with a key word on each for individuals, pairs, or small groups to listen carefully and pile up the flashcard in the order they hear.

D. Advantage and Effectiveness of Video Songs in Teaching and Learning Process

There are many advantages in using songs in the language classroom, they are:

- 1) Video songs and music can be used to relax students and provide an enjoyable classroom.
- 2) Video songs can be used as texts in the same way that a poem, short story or novel or any other piece of authentic material can be used.

⁴¹ Hada, Pejic. The Effect of Using Song on Young Learners and Their Motivation for Learning English. An Interdisciplinary Journal Volume 1, Issue 2. 2016

- 3) Every video song is a culture capsule containing within itself a significant piece of social information, of it has much cultural input.
- 4) Video songs contain examples of colloquial speech. The natural language of songs as opposed to the artificial language in many textbooks, so it takes language input.
- 5) Video songs have much related to students' interest.
- 6) Video songs and music as supplements, can be used to supplement a textbook or can serves as the text itself.

Other advantages related to teaching which has several correlation with teaching in many aspects, as follow:

- a. Video song can be used as a launching pad for conversation.
- b. Video songs are especially good at introducing vocabulary because it provide a meaningful context for the vocabulary.
- c. It provides a natural context for the most common structures such as verb, tenses, and prepositions.
- d. Video songs can be provided for some language with a suitable way to teach and practice the several skills.
- e. It can be used for pattern practice and memory retention⁴².

Based on the statement above, it shows that video song or music is a manifestation of culture and had been used in classes in many ways and for different reason, through music which creates a relaxed learning environment for students. In general, video songs and music affect our emotions. Many people can be moved to tears or other strong emotions by music, video song can acquire strong emotional associations with people, events and place.

E. Review of Previous Study

The first previous study which related with this research was done by Slamet Hadi Santoso (2016). Graduated from State Islamic University of Sunan Ampel Surabaya. *Singing An English Song To Improve Student's Pronunciation*

⁴² Griffe, Dale T, Songs in Action, England: Phoenix ELT, 1992

At Sixth Grade Elementary School in MI Faqih Hasyim Buduran Sidoarjo. This thesis focus on improving the students' pronunciation at sixth grade in MI Faqih Hasyim Buduran Sidoarjo. And this research use classroom action research.

The second previous study was conducted by Suzane Medina in 1993 "Acquiring Vocabulary through Story-Song". It is an experiment on elementary school learners. There were four experimental groups. The first one listened to the spoken version of the story with the picture used to illustrate the main ideas of the story, the second group also listened to the spoken version of the story but without illustration. The third group listened to the sung version of the story with the illustrations shown and the fourth listened to the sung version of the story without picture. There were some pre-test and tow post-test to measure the amount of vocabulary acquired by the learners. The result of this study support the idea that songs can be beneficial in term of vocabulary acquisition and retrieval. The combination of the song version and the pictures was the most effective one⁴³.

The third previous study was conducted by Shaheen Ara in 2009 "Use Songs, Rhyme, and Games in Teaching English to Young Learners to Bangladesh". This study is about how to improve the educational system in learning second language (English) for children through songs, rhymes, and games. This study used qualitative method that set out to convey the complete understanding of how fun activities can improve learning process. As the result, this research showed that the high motivation of students resulting from enjoyable lesson in the primary schools where learning take place through

⁴³ Suzanne L. Medina, *The Effect of Music on Second Language Vocabulary Acquisition*, (National Network For Early Language, Volume 6, 1993)

songs, rhymes, and games or other interesting activities which is retained throughout their academic”⁴⁴.

The fourth previous study was conducted by ChuaxuanShen 2009 “Using English Song: an Enjoyable and Effective Approach to ELT”. This research explain about the application of song in English Language Teaching. This research also provides the argument and practical support for using English song in ELT. The result of the research shows that using English song will not weaken but reinforce that effect of teaching⁴⁵.

These four previous studies about give many benefit for the researcher related to the topic. The first previous study showed that songs can improve students’ pronunciation. The second previous study showed that songs can be beneficial in terms of vocabulary acquisition and retrieval. The combination of the song version and the picture was most effective one. The second previous study also gives the benefit for this research by conveying the complete understanding of how fun activities, song can improve teaching learning process. This research also showed the high motivation of students resulting from enjoyable lesson in primary school where learning takes place through songs. The fourth previous study proved using English song will not weaken but reinforce the effect of teaching. These studies give input for this research that song can improve students’ vocabulary mastery which can be proved by the researcher.

⁴⁴ Shaheen Ara , Use Songs, Rhymes, and Games in Teaching English to Young Learners to Bangladesh, (The Dhaka University Journal of Linguistics, volume 2), 2009

⁴⁵ ChunxuanAra, Using English Song: an Enjoyable and Effective Approach to ELT, (English Language Teaching, vol2, no. 1), 2009

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describe of the research methodology used in the study. It include research design, setting of research, research procedure, data collection technique, research instrument, data analysis technique.

A. Research Design

In this research, the researcher use quasi experimental, using comparison or control group to investigate research question without random assignment⁴⁶. The researcher takes two classes, which aims to know whether English video songs are effective to improve students' vocabulary mastery. The quasi experimental design describes in the following table⁴⁷.

Table 3.1 Pre and Post-test design

Select Control Group	Pre-Test	No Treatment	Post-Test
Select Experimental Group	Pre-Test	Experimental Treatment	Post-Test

Based on the table above, the researcher takes two classes, the experimental class and control class. Before giving treatment, the researcher give pre test to the both classes. Then the teacher teaches the students in experimental class by using

⁴⁶ Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design*, (New York, Lawrence Erlbaum Associates, 2005)

⁴⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Third Edition, (New Jersey: Person Education. 2008)

English video songs and in controlled class without using English video songs. After the meeting, the researcher gives the post test to both classes. It is given to know using English video songs improve the students' vocabulary mastery. The students are given a multiple choice test about vocabulary.

B. Research Setting

This research conduct at MTs Manbail Futuh Tuban. It is located in Beji, Jenu, Tuban, East Java. The researcher focused on observing seventh grade of MTs Manbail Futuh in the 2019/2020 academic years.

D. Research Subject

In this research, the subject of the research is the seventh grade students in MTs. Manbail Futuh Tuban. The researcher takes two classes namely class VII D there are 30 students as an experimental class and class VII E there are 30 students as the control class. This is because according to the English teacher's view in the school. Those classes are appropriate to be the object of this research.

C. Research Procedure

In this research, the attendance of the research as data collector. The researcher attends to observe English video songs to improve the students' vocabulary with giving pre-test and post-test, and also the researcher do observation the teacher when the teacher give treatment in the experimental class.

D. Data Collection Technique

In this research, the researcher uses test to collect the data. The test is used in order to know the effectiveness of English video songs to improve students' vocabulary mastery at seventh grade Junior High School in MTs Manbail futuh Tuban. The test technique is the main technique in collecting the data. The pre-test and post-test will be given to both

experimental class and controlled class to find out their achievement in vocabulary mastery.

1. Test.

1) Pre-test.

The pre-test for the students is carried out to get their score. The students are given a multiple choice test about vocabulary. This test does to know students; ability about vocabulary mastery.

2) Post-test.

The post-test is given in multiple choice also, this test is conducted to know the improvement of students' ability in vocabulary mastery after gives treatment to students.

2. Observation

Observation is conducted to strengthen the data which are gotten during the research. The researcher observed the students' behavior, motivation, and also difficulty the teacher when she gives the material.

E. Research Instrument

The researcher uses Observation field notes, pre-test and post-test as the research instruments to collect the data. The test is used in order to know the different achievement between the experimental class and control class after the treatment. Before the test is given to the students, the researcher has already measured the validity and reliability of the test.

The secondary data is gotten from observation during teaching learning process. Barbara states that the purpose of observation is to know the activity of the information needed

by the researcher to answer the research question⁴⁸. It is conducted to strengthen the data which are gotten from the test.

F. Data Analysis Technique

Test is used by the researcher in collecting the data. The data from the test is gained to find out the result of students' vocabulary mastery by using English video songs which is applied in the experimental class, then without English video song in the control class. It is obtained from VII D as an experimental class and VII E as a control class of MTs Manbail Futuh Tuban.

G. Hypothesis Test

For hypothesis test, the researcher uses t-test to find out whether there is significant difference between experimental class and control class in this study. The researcher use t-test which is adapted by Anas Sudijono to find the result. There are several steps before applying the t-test formula⁴⁹. In this case researcher used SPSS to calculate the data. To answer the research question, it will go through several stages of research data analysis: Descriptive analysis, Normality Test, Paired sample T-test (if the data is normal), Wilcoxon Test (if the data is not normal), Homogenitas Test, Independent sample T-test (if the data is normal), Mann Whitney Test (if the data is not normal). N-Gain score, Gain score is the difference between the pre-test and post-test scores.

⁴⁸ Kawulich, Barbara. *Collecting Data Through Observationi. Georgia. 2012*

⁴⁹ Sudijono Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2014, pp 314-316

Table 3.2 the formula calculates N-Gain Score

$$\text{N-GAIN} = \frac{\text{SkorPosttest} - \text{SkorPretest}}{\text{SkorIdeal} - \text{SkorPretest}}$$

Statement: the ideal score is the maximum (highest) score that can be obtained.

Table 3.3 the interpretation category of N-Gain effective

Presentation (%)	Interpretation
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Quite Effective
>76	Effective

Based on the table above, it can shows that if the value from N-Gain score is less than 40 it can be category ineffective, if the value between 40 until 55 it can be category Less Effective, if the value between 56 until 75 it can be category Quite Effective, and if the value more than 75 it can be category Effective

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the description of finding and discussion that was covered during the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research.

A. Research Finding

a) The Students Condition Before Treatment

Pre-Test was conducted before the research. After pre-test given to the students researcher conducted observation. It was done in order to identify the problems during the teaching learning process dealing with students' vocabulary mastery before using the media, to know the media is effective or not to improve the students' vocabulary mastery. Pre-test have been conducted in VII D and VII E class. VII D as an experimental class and VII E as a control class, each class is consist 30 students.

Based on the students' score, it can be showed that the minimum score of pre-test experimental is 30 and the maximum score is 70. Meanwhile, the minimum score of pre-test control class is 40 and the maximum score is 70. So, it can be conclude that the score between of the class is almost same.

b) Treatment Process

After conducted pre-test the researcher observe the teacher when teaching learning process. The researcher does observation to the teacher and the students when teaching learning process. The problems faced by the students were not far from the vocabulary mastery. It was very hard for them to remember and grasp the translation easily. It was getting score they have an assumption that English was difficult subject. Unconsciously, it made their motivation in learning English especially be low. Moreover, they also felt bored with the teaching learning process since they had the same activities from one meeting to next meeting. The monotonous class atmosphere influence the students to become less active to participate in teaching learning process. They were reluctant to be involved in the teaching learning process. In the other

hand, the teacher did not try to improve the situation by using media to gain students curiosity, participation and activeness relating to remember and practice new vocabulary.

Before the implementation of the research, the researcher conducted pre-research. In the pre-research, the researcher conducted, observation the teaching learning process, giving pre-test and post-test. From the observation, the researcher found that the teacher only focused on writing activity. Most of the time allotment was spent for taking some notes from the whiteboard. It made the student passive. Another problem was the students' difficulties in remembering, grasp, and pronouncing the words. The monotonous class atmosphere and students' behavior that were getting bored in the middle of teaching learning process were other problem seen by the researcher. Based on pre-research, the researcher identified that the students' vocabulary mastery should be improve by implementing a teaching learning process that could overcome the problems. Therefore, the researcher design the teaching learning process through using video songs.

In the first meeting, the teacher entered the class soon after bell rang. The situation was so noisy and crowded. A few minutes later, they kept silent when the teacher distribute pre-test's question. The teacher explained to the students about the topic which was animal. When the teacher asked the meaning of the topic, they just kept silent. There was no response at all. The teacher told the meaning of animal. They were afraid of answering the question which actually they could do it. The situation was not supporting enough, until the last lesson. Moreover, the students looked very tired and the weather was very hot. The students listened to the teacher enthusiastically when the teacher told them about the goal of the lesson. The teacher asked them to mention some name of animal which was they know. Since there was no volunteer wanted try to answer, then the teacher stated the name of animal in Indonesian. It was followed by other students who raised their hand and she answers. The teacher asked the students to mention the name of animals in English, but only few of them could answer it. When the teacher asked about *bee* in Indonesian, no one of them could answer it. Next, the teacher explained that in learning about animals, there would be media (video songs) by doing teaching learning activity based on the topic discussed. Then, the teacher play the songs once time. After that the break time, and the lesson will be continued next meeting.

In the second meeting, the teacher reviewed the previous lesson by asking the students about the previous lesson have done teach by the teacher, about name and characteristics of animal. It was the second lesson after break time, so the students still looked fresh and full of spirit. The class situation was quite calm. But when the teacher entered the class some of the students still talked each other in a low voice. Related to the question from the teacher, just around five of them who wanted to answer it. The other just kept silent and shy. Then, the teacher distribute the paper about the lyric of song (fill in the blank), some of them asked what for the paper was told to do it again, and the teacher answered if the teacher play the video song and they must fill in the blank the sentences. The students must answer 20 sentences which is fill in the blank based on the lyrics provided.

Transcription 4.1 fill in the blank of the lyric everything at once

Everything at Once

As sly as a fox, as strong s an

As as a hare, as brave as a

As free as a, as neat as a word

As as a mouse, as big as a house

All I wanna be, all I wanna be, oh

All I wanna be is

As mean as a, as sharp as a tooth

As deep as a bite, as as the night

A sweet as a song, as right as a wrong

As as a road, as as a toad

As as a picture hanging from a fixture

Strong like a family, strong as I wanna be

..... as day, as light as play

As hard as nails, as grand as a

All I wanna be, all I wanna be, oh

All I be is everything

Everything at once

Everything at once

Everything at once, oh

Everything at once

As warm as the sun, as as fun

As cool as a tree, as as the sea

As hot as fire, cold as ice

Sweet as sugar and everything nice

As old as time, as as a line

As royal as a queen, as buzzed as a

As as a, smooth as a glider

Pure as a melody, pure as I wanna be

All I wanna be, all I wanna be, oh

All I wanna be is everything

Everything at once

The title of the video song which played is Everything at Once. When the teacher playing the video song the students felt enjoy. In the first song, there were some sentences that have not been filled. So, the student asked repeat to play the video song, then the teacher repeated to play the video song until three time and they have done to fill the sentences. In the last song playing, the teacher corrected the right answer and the correct writing based on the paper (fill in the blank). Then, the teacher asked one by one about the meaning, and they still silent. The

teacher begins to translation lyric of the song by word, and the students write the meaning in under the word. Considering the fewer vocabularies mastered by the students, the teacher also gives some vocabulary and write down all of the vocabulary on the whiteboard. The teacher asked them to copy on their book. Next, the teacher read the vocabularies and asked them to repeat after the teacher, the students seem shy and reluctant to do. The teacher asked to repeat after the teacher loudly. In the middle of reading the lyric, some students laughed since they felt that the pronounced were funny. In the last of class the teacher play one again the song and song together.

In the third meeting, as usual the teacher began the lesson by reviewing the previous lesson. The teacher asked about some vocabulary based on the lyric of song have done given by the teacher in previous meeting, for example the teacher ask an Indonesian language of ox, quiet, and also the teacher said bear, hare, brave the student so active in answer the vocabulary along with the translation. Then, the teacher the teacher distribute the paper about the lyric of song (fill in the blank), after that the teacher played the video song with the different title and the students must fill in the blank by the sentences. The students must be answered 20 sentences which fill in the blank based on the lyric provided.

Transcription 4.2 fill in the blank of lyric Earth

EARTH

What up, world? It's your boy, just one of the guys down here

Well, I could be more specific

Uh, I am a, and I just wanted to, you know, for the sake of all of us earthlings out there, just wanted to say

We love the Earth, it is our planet

We love the it is our home

We love the Earth, it is our planet

We love the Earth, it is our home

Hi, I am a baboon

I am like a, just less advanced and my anus is huge

Hey, I am a

No one knows what I do, but I look cool

Am I or black?

I am a cub, and I am always getting licked

How is it going? I am a (Moo)

You drink milk from my tits (Moo)

I am a fat, fucking fat

I am a common fungus

I am a disgruntled skunk, shoot on your out my butthole

I am a marijuana plant, I can get you fucked up

And I Kanye west

We love the Earth, it is our planet

We love the Earth it is our home

We love the Earth, it is our planet

We love the Earth, it is our home

We love the Earth


We are the, feed on the dead

We are just some, horny as heck

I am just a, what is with this neck

Hippity-hop, I am a.....

I hop all day, with you



I am an, I got junk in my

What the fuck? I am a clam

I am a Howl

I am a, looking for my next nut

And I am a pony, just a freak ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, heh-heh-heh

But, uh, c'mon, get on (yah)

Giddee-up, let's ride

I am HPV, don't let me in

I am a koala and I sleep

So what? It is

We love you, India

We love you, Africa

We love the Chinese

We forgive you, Germany

Earth, it is our planet (it is so tiny)

We love the earth (we love the earth), it is our home

We love the Earth, it is our planet

We love the Earth, it is our home

We love the Earth

The title of the video song which played is Earth. When the teacher playing the video song the situation of the class not supporting enough, because the other of the class was very crowded. So, the song was not heard clearly. Then, the teacher asked to the other class to be quiet and the teacher play again the video song. But there were some

sentences that have not been filled. So, the teacher repeated to play the video song, and the teacher asked the students to fill in all of blank sentences. Before the teacher corrected the answer, the bell rang to break time, and the lesson will continuous next meeting.

In the fourth meeting, the teacher continued previous lesson by playing the video song. Then, the teacher corrected the right answer and correct writing based on the paper of song lyric (fill in the blank). The teacher begins to translation the song by word, and the students write the meaning in under the word. The teacher also give the student some additional vocabulary: wild, tame, beautiful, awesome, neck, pouch, claw, wing, tall, short, long, feather, fur, etc and write down on the whiteboard. And the teacher asked to them to copy on their book. Then the teacher gave an instruction by doing test. The students must made a dialog or paragraph about the name and characteristic of animals. This activity was done with group. In the last lesson the teacher play again the video song and they sing together.

c) The Students Condition After Treatment

After conducted pre-test, observation, the researcher give the post-test. In the last meeting the researcher conducted the post-test on the both of class. The aim of post-test is to know the improvement of the students' ability in vocabulary mastery after giving treatment.

Based on the students' score, it can be showed that the minimum score of post-test experimental is 70 and the maximum score is 95. Meanwhile, the minimum score of post-test control class is 60 and the maximum score is 85.

To answer the research question, it will go through several stages of research data analysis: Descriptive analysis, Normality Test, Paired sample t-Test (if the data is normal), Wilcoxon Test (if the data is not normal), Homogenitas Test, Independent Sample t-Test (if the data is normal), Mann Whitney Test (if the data is not normal).

Descriptive statistical analysis is useful for describing data, describing research data, including amount of data, the maximum of

value (median), the minimum of value, the average of value (mean), etc.⁵⁰

Table 4.1 Descriptive analysis
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test experimental	30	30	70	50.83	10.511
post-test experimental	30	70	95	82.33	6.915
pre-test control	30	40	70	58.00	8.867
post-test control	30	60	85	69.17	6.309
Valid N (listwise)	30				

Based on the result of descriptive analysis with SPSS so that the statistical descriptive result obtained from the research data in the form of SPSS output. The value of experimental class pre-test with sample size of 30. The minimum values of student learning outcomes is 30, the maximum values (median) is 70, the average value (mean) is 50,83. And the minimum value of post-test is 70, the maximum value (median) is 95, and the average value (mean) is 82,33. Then, the value of control class pre-test with sample size of 30, the minimum value is 40, the maximum value (median) 70, and the average value (mean) 58,00. And the minimum value of post-test is 60, the maximum value (median) is 85, and the average value (mean) is 69,17.

After conducting descriptive analysis the next stage is the normality test. Testing normality test in this research used Kolmogorov-

⁵⁰ Sulyyanto, *Statistika Non Parametrik- dalam aplikasi penelitian*, Yogyakarta: ANDI Yogyakarta. 2014

Smirnof and Shapiro-Wilk in *SPSS v.22* to count the normality of each test.

Basic concept of normality test, Normality test is done to find out whether the research data is normal or not. Normal data is an absolute requirement before conducting parametric analysis (Paired sample t-Test and Independent sample t-Test). In parametric statistics there are 2 types of normality tests taht are often used kolmogorov-smirnov test and shapiro-wil test.⁵¹

Based on the output it is known the significance value (Sig) for all data both in the kolmogorov-smirnov test and shapiro-wilk is less than the normality standard is 0,005. So it can be conclude that the research data is distributed NOT NORMAL. Because the research data is not normally distributed, it cannot use parametric statistic (Paired sample t-Test and Independent sample t-Test), but rather use non parametric statistic (Wilcoxon test and Mann Whitney test).

After conducting the normality test the next stage is Wilcoxon test because the research data is not normally distributed. Basic concept of Wilcoxon test: The Wilcoxon aims to determine whether there are differences in average of two samples in pairs. The research data used in Wilcoxon test are ideally ordinal or interval scale data. The Wilxocon test is part of non parametric statistics, so the Wilcoxon test data that are not normally distributed are needed. The Wilxocon test used as an alternative from the Paired sample t-Test, if the research data is not normally distributed.⁵²

Based on the output get the result, Negative Ranks or difference (negative) between student outcomes using songs for Pre-Test and Post-Test is 0, on value N, Mean Ranks, and Sum Rank. This value 0 indicates that no decrease (reduction) of the value Pre-Test and Post-Test. Positive Ranks atau difference (positive). between student outcomes using songs for Pre-Test and Post-Test in this case there are 30 data positive (N) its means that the 30 students experience an increase in learning outcomes from the Pre-Test Value to the Post-Test value, Mean Rank or average increase is equal 15,50, while the number

⁵¹*ibid*

⁵²*ibid*

of positive rank is equal to 465,00. Ties is the similarity in the Pre-Test and Post-Test score, the score of ties is 0. So it can be said that there are no equal values between Pre-Test and Post-Test.

After conducting Wilcoxon test the next stage is Homogeneity test. Basis concept of homogeneity test: Homogeneity test aims to determine whether a variance (diversity) of data from two or more homogen (same) or heterogen (not same) groups. Homogeneous data is one of the conditions (not absolute) in the test of independent t-Test. In that research, homogeneity test used to find out whether the data of Post-Test experimental class and the data of control class is homogeneous or not.⁵³

Based on the output known the significance value (Sig) Based on Mean is equal to 0,823, so it can be conclude that the variants of the post-Test experimental class and control class is same or homogeneous. Therefore, one of conditions (not absolute) of the independent sample t-Test has been fulfilled. But the absolute of independent sample t-Test requirement is the data must be normal and homogeneous. Whereas in this research data, the research data is not normally distributed, so the next stage is to use Mann Whiteny test.

After conducting homogeneity test and the result is same or homogeneous so the next step is the independent sample t-Test. While the requirement for independent t-Test is the research data must be normally distributed and homogeneous. But in this research, the research data is not normally distributed, so the next stage is use Mann Whitney test (Non Parametric test)

Basic Concept Mann Whiteny test: Mann Whiteny test aims to determine whether there are differences in the average of two unpaired samples. The number of samples used does not have to be the same. Mann Whiteny test is part of non parametric statistics, so the test does not need the research data that is normally distributed and homogeneous. Mann Whiteny test is used as an alternative of independent sample t-Test, if the research data is not normally

⁵³ *ibid*

distributed and not homogeneous.⁵⁴ Basic decision making Mann Whitney:

1. If the value of Asymp.Sig < 0,05 then the Hypothesis is accepted
2. If the value of Asymp.Sig > 0,05 then the hypothesis is rejected

HYPOTHESIS: “there are differences in experimental class by using songs and control class that do not use song”

Based on output “Statistical Test” it is known that the Asymp.Sig. (2.failed) is 0,000 <0,05. So, it can be concluded that the hypothesis is accepted thus it can be said that there are differences in learning outcomes between experimental class by using English songs with control class without using English songs. Because there are significant differences, it can be said that there is an influence in the use of English songs media on the improving of students’ vocabulary mastery.

Normalized gain (N.gain score) aims to determine the effectiveness of the use of a method in one group Pre-Test Post-Test design research and research using experimental class and control class. Gain score is the difference between the Pre-Test and Post-Test scores. In one group Pre-Test Post-Test design research, N-Gain score can be used when there is a significant difference between the average Pre-Test and Post-Test through Paired Sample t-Test. While in the research using the experimental class and the control class N-Gain score test can be used when there is a significant difference between the average Post-Test score of the experimental class and the Post-Test control class through independent sample t-Test.⁵⁵

Based on the results of the calculation of N-Gain score test, shows that the average of N-Gain score for the experimental is 63.5094 or 63.3% include in the category of quite effective, With a minimal N-Gain of 33.33% and maximal N-Gain 90%. While for the average N-

⁵⁴ *ibid*

⁵⁵ *ibid*

Gain score for the control class is 23.4864 or 23.4% include in the ineffective category, with a minimal N-Gain -16.67% and maximal N-Gain 60%. So, it can be conclude that the use of English video songs is quite effective to improve vocabulary mastery of seventh grade of MTs Manbail Futuh Tuban.

B. Discussion

Before conducted the research, the researcher gave the students pre-test, the aim of pre-test is to know the students ability in vocabulary mastery before giving treatment. After giving pre-test the researcher observed the teacher during teaching learning process. Based on the teaching learning process conducted in the first meeting until the fourth meeting, it can be concluded that English video songs can improve the students' vocabulary mastery. In the first meeting, most of the students were reluctant to join the lesson. They preferred to become good listener. They had little intention to take a part in the teaching learning process. It was getting worse since they were so shy and afraid of making mistake. It was better in the third meeting and fourth meeting, they become active. They can answered the teachers' question, and also they can mention of the translation when teacher ask them. After gave the students treatment the researcher gave the students post-test, to know the improvement of students' ability in vocabulary mastery.

The result of the test showed that the implementation in use of video songs can improve the students' vocabulary mastery. It can be conducted by analyzing the students' score before and after give the students test. Based on the analysis of the data, it was found that there was a significant difference between students' achievement on vocabulary mastery in experimental class which used English video songs and the control class which did not. It can be seen from students' Pre-test and Post-test score. The Pre-test average score of students in experimental class was 50.67, and the Post-test average score of students in experimental class was 82.00. Meanwhile, the Pre-test score in control class was 58.00, and the Post-test average score in control class was 68.17.

According to Cullen said that English video songs are significant teaching tools in teaching English foreign language because, as most teacher find out, students love listening to music in the language

classroom and they often hold strong views about music.⁵⁶ It use to motivate the students and create a relaxing with the result that the students interest with listening song as a methodology in the language classroom. In teaching and learning process, it is important for teacher to make students familiar with vocabulary before they are actually reading, listening, writing, and speaking. The teachers can use English video songs to stimulate students' thinking in using their English skills. Moreover, teaching vocabulary using English songs can help the students easier to remember the vocabulary, because they were stimulated by the songs.

Therefore, it can be concluded that English video songs is quite effective to improve students' vocabulary mastery. It was showed by the students' vocabulary mastery after they used English video songs in class were better than the students' vocabulary mastery before they were given the treatment.

In other words, English video songs are found to be helpful and effective to improve students' achievement on vocabulary mastery, especially for the students of MTs. Manbail Futuh Tuban.

⁵⁶ Cullen Richard, *Teacher talk and the classroom context*, ELT Journal, volume 52, 1998

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related to the research finding.

A. Conclusion

After the researcher held research in MTs Manbail Futuh Tuban, the researcher could conclude a conclusion:

From the data analysis using SPSS software, it is shown that teaching vocabulary through video song is quite effective to improve vocabulary mastery. In this research, the students' mean score of Post-Test experimental class (82,00) was higher than Pre-Test (50,67). In this case there are 30 data positive (N) it means that the 30 students experience an increase in learning outcomes from the Pre-Test score to the Post-Test score, and the score of ties is 0. So it can be said that there are no equal values between Pre-Test and Post-Test. Based on the Mann Whitney test if the Asymp.Sig. (2-tailed) is 0,000 < 0,05. So, it can be concluded that the hypothesis is accepted thus it can be said that there are differences in learning outcomes between experimental class by using English video songs with control class without using English video songs. Because there are significant differences, it can be said that there is an influence in the use of English video songs media on the improving of students' vocabulary mastery. Based on the results of the calculation of N-Gain score test, shows that the average of N-Gain score for the experimental is 63.5094 or 63.3% include in the category of quite effective, With a minimal N-Gain of 33.33% and maximal N-Gain 90%. While for the average N-Gain score for the control class is 23.4864 or 23.3% include in the ineffective category, with a minimal N-Gain - 16.67% and maximal N-Gain 60%. So, it can be concluded that the use of Songs is appropriate to be implemented on the classroom.

Therefore, English video songs are quite effective to improve students' vocabulary mastery at seventh grade students of MTs Manbail Futuh Tuban.

B. Suggestion.

Here are the suggestions the researcher delivers for future studies. Hopefully, the suggestions are useful for readers in general, and researcher and other people involved in education specially. The suggestions are as follow:

1. For Teacher

Based on the result of this research, English teacher of Junior High School are suggested to use English video songs to facilitate teaching vocabulary since it has been proven that English video song is quite effective to improve students' vocabulary mastery. Therefore, the teacher should be well prepared. Its mean that they are should prepare materials which will appropriate that will be taught to the students before they enter the classroom.

2. For Students

For the students, it is suggested to add their vocabulary through English video song if they want to improve their vocabulary mastery. Vocabulary can be applied to make students has their own dictionary with vocabulary that make them interested. English video song also can make students to be an autonomous learner. Students will have good habit if they are comfort when finding new word while listening to music and reading a lyric.

3. For other researcher

In view of the limitations the researcher have come across, there is a need for a further research to be conducted with bigger sample size. It will help to obtain more data, confirm the finding and enable the drawing of more concrete conclusion with regard to the effects of using English video song to improve vocabulary competence.

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