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APPLYING ENGLISH SONGS METHOD IN VOCABULARY LEARNING AT SMAN 4 BAUBAU

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Abstract

The problem statement in this research are How does the use of an English song help students in improving their vocabulary mastery?. The objective of this research determine whether students' vocabulary improves after listening to an English song at SMAN 4 Baubau and to define the process of employing songs to bold vocabulary knowledge at SMAN 4 Baubau.

This researcher use Quasi-Experimental Research as design research, to be exact design pre-test and post-test. Study sort of this normal conducted by the instructors or a teacher who wants knowing is a strategy the effective or no with do multiple treatments. [1] stated study experimental is for allow researcher estimate influence something treatment experimental.

The results of this research it can be concluded that English songs can improve students' vocabulary comprehension. There is a significant difference in the vocabulary understanding of students who are taught the English songs method and those who are not taught the English songs method. This is evidenced by the probability value (sig. (2-tailed)) which is smaller than then it can be stated as $0.000 < 0.05$. This means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. In conclusion, teaching vocabulary comprehension with the English Songs method to the XI IPA 1 is better than XI IPA 2 which is taught without using the English songs method.

Abstrak

Rumusan masalah dalam penelitian ini adalah Bagaimana penggunaan lagu berbahasa Inggris membantu siswa dalam meningkatkan penguasaan kosakata mereka?. Tujuan dari penelitian ini untuk menentukan apakah

kosakata siswa meningkat setelah mendengarkan lagu bahasa Inggris di SMAN 4 Baubau dan untuk menentukan proses penggunaan lagu untuk meningkatkan pengetahuan kosakata di SMAN 4 Baubau.

Peneliti ini menggunakan Quasi-Experimental Research sebagai desain penelitian, tepatnya desain pre-test dan post-test. Pembelajaran semacam ini biasa dilakukan oleh para instruktur atau guru yang ingin mengetahui merupakan strategi yang efektif atau tidak dengan melakukan beberapa perlakuan. [1] menyatakan penelitian eksperimental adalah untuk memungkinkan peneliti memperkirakan pengaruh sesuatu perlakuan eksperimental.

Hasil penelitian ini dapat disimpulkan bahwa lagu berbahasa Inggris dapat meningkatkan pemahaman kosakata siswa. Ada perbedaan yang signifikan dalam pemahaman kosakata siswa yang diajarkan metode lagu bahasa Inggris dan mereka yang tidak diajarkan metode lagu bahasa Inggris. Hal ini dibuktikan dengan nilai probabilitas (sig. (2-tailed)) yang lebih kecil dari maka dapat dinyatakan $0,000 < 0,05$. Artinya hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Kesimpulannya, pengajaran pemahaman kosakata dengan metode English Songs pada kelas XI IPA 1 lebih baik dari pada pembelajaran XI IPA 2 yang diajarkan tanpa menggunakan metode Lagu Bahasa Inggris.

INTRODUCTION

The goal of vocabulary instruction is for students to be able to utilize language appropriately in a variety of situations. To be able to communicate both orally and in writing, vocabulary is one of the sciences to master, as are linguistics competency, sociocultural competence, discourse competence, and functional competence.

In order for kids to be able to write or speak a large number of sentences. The pupils may also be able to appropriately enunciate the words. As a result, the instructor must plan ahead of time to determine how much vocabulary may be taught. The instructor can utilize this activity to help students comprehend the meaning of terms taught by the teachers when teaching vocabulary. So that kids can communicate with their immediate

environment and employ terminology in their daily lives.

In addition, according to Hatch and Brown⁶, vocabulary is a list or *set of words for a particular language or as a set of words that individual speakers of language* might use. It means that, vocabulary is one of the important components of language to communicate. There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of persons vocabulary are active and passive vocabulary.

When students learn English, students indirectly have to learn about vocabulary. This is because vocabulary is one of the most important things to use when carrying out the communication process. Instead of having to use body language when communicating with outsiders or foreigners, it's better if students develop their vocabulary.

In addition, when students want to continue their education, they definitely have to take a proficiency test in English. Which, one of those tests is that they have to listen to conversations from strangers. When students hear the conversation, they must indirectly understand what vocabulary is used in the conversation they are listening to.

There are 6 types of vocabulary that students should know. The types relate to the use of part of speech. The types of vocabulary that they should know include word classes, word families, word formation, multi-word units, collocations, and homonyms.

As Griffiee say that "the word song refers to pieces of music that have words, Popular songs such as those one especially hears on the radio." In the same field, Griffiee also states that: Songs have elements in common

with speech and poetry, they are a unique form. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Both songs and poetry use words to convey meaning, both are usually written down before publication, both can be put to music and both can be listened to.

Finally, it shows that a song is a piece of musical composition of words, verse, or poem which is sung or uttered with modulation of the voice which expresses the thought and feeling. Song is powerful. Many people can be moved to tears or other strong emotions by music, and song can acquire strong emotional associations with people, events, and places. Song has personal quality that makes the listener react as if the songs were being sung for the listeners personally. Hence, the writer assumes that listening to English songs can be one of alternative media in concerning junior school students' enhancement to their learning English ability.

However, based on my PPL experience, I discovered that the majority of the students have poor vocabulary mastery, as evidenced by one of the pupils writing the following sentences. I always eat fried rice since my mother knows how much I enjoy it. The term "always" is misspelled by the learner. "Always" must be the truth. In this situation, kids' vocabulary mastery is still low.

Songs are one of the strategies that can be used to tackle this problem. It is intended that by incorporating songs in English classes, students would learn joyously, enjoy, and be interested in learning English, particularly in understanding vocabularies, and that the learning objectives will be met ideally.

1.1. Vocabulary

Vocabulary is a set of words that are owned by a person or other entity or are part of a particular language. A person's vocabulary is defined as the set of all words understood by that person or all words that

are likely to be used by that person to construct new sentences. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. For this reason, many standardized exams, such as the SAT, provide questions that test vocabulary.

The addition of one's vocabulary is generally considered an important part, both in the process of learning a language or developing one's ability in a language that has been mastered. School students are often taught new words as part of certain subjects and many adults find vocabulary building an interesting and educational activity.

1.1.1 What is Active and Passive Vocabulary

Words and sentences are one of the most important parts of our lives so that we can understand one another. Through certain conversations, we often use active-passive vocabulary in everyday life without us even realizing it.

In simple terms, active vocabulary consists of words that are ready to be used because they can be clearly understood by the listener and the speaker. As a result, this active vocabulary is a type of vocabulary that is often used in everyday life.

In contrast to passive vocabulary, the loaded vocabulary tends to be understood only by certain groups, such as conversations about one profession, race, religion, or certain special groups of individuals. Even vocabulary that you can't remember but understand the meaning is also included in the passive vocabulary.

Both of them are often used in daily life, it's just that active vocabulary is much more understandable even outside of us, as long as we still have the same language.

1.1.2 Understanding What is Vocabulary

Want to say something but find it difficult to pronounce because you don't know the appropriate term? Or hear certain terms from other people's mouths but find it difficult to pronounce again because you forgot? Well, it is called passive vocabulary. While active vocabulary is the opposite of passive.

When learning certain languages (Including Indonesian), vocabulary and sentences will certainly change from time to time according to the times. Activities in the form of remembering words, forgetting old vocabulary, and finding new terms are also part of linguistics.

With time, the words will move freely between passive and active. For example, when you watch colossal or old-school films, you will find and hear words that are rarely used nowadays, but you still understand their meaning and meaning well.

Many factors influence this to happen, starting from cultural shifts to the emergence of new terms that are easier to pronounce in order to replace the passive vocabulary.

1.2 Empirical Review

A teacher has the main duty to convey material and information to students effectively. In order for the learning process to be effective and attract the attention of students, various kinds of preparation and teacher creativity are needed.

One way is to prepare and develop learning media that matches the material and characteristics of students. So it takes creativity from the teacher in developing a learning media to be interesting and interactive.

The essence of the song is a collection of words that are sung and accompanied by certain musical instruments. In line with this, an expert expressed his opinion about

the song. Songs are an important part of learning English because songs make students more sensitive to sounds, and learning English is nothing but learning different types of meaningful sounds.

Songs can also make the class more interesting and lively. When children like the song taught by the teacher, they will be happy and enthusiastic to do it. And that's when indirectly, they are learning something [2]. Through songs, students can increase their vocabulary (vocabulary).

According to [3], vocabulary is a list of words in a language with their meanings at once. Because listening to the song will also understand the lyrics at the same time. Usually, students are curious about the meaning of the lyrics and try to open a dictionary to find the meaning.

Songs are also able to improve students' pronunciation skills. students can learn to pronounce the articulation of the word clearly. Pronunciation in English is not always the same as in writing, so in order to master the students need to sing the vocabulary repeatedly.

The song motivates students to imitate the lyric text either completely or partially. Singing songs and doing activities in songs lets students know what new lyrics or words mean without asking others or looking them up in a dictionary.

Some types of songs that are right for learning English include not having too long stanzas, having everyday English words, not using difficult vocabulary, not being too fast and easy to follow.

In general, singing for Students functions more as a play activity than a learning activity or message delivery. Singing can provide satisfaction, joy, and happiness for students so that it can encourage students to study harder (Joyful Learning).

With songs, students will learn, master, and practice a teaching material

that is delivered by the teacher faster. The students looked relaxed and not tense during the lesson.

Conditions like this make it easier for students to think and understand the learning material. Therefore, learning English becomes fun and students are more active, so it is easy to understand the material.

1.3 Song

The song is the art of tone or sound in a sequence, combination, and temporal relationship usually accompanied by a musical instrument to produce music compositions that have unity and continuity (containing rhythm). And a variety of rhythmic tones or sounds is also called a song.

Songs can be sung solo, two, three, or in a crowd. The words in songs are usually in the form of rhythmic poetry, but there is also religious or free prose. Songs can be categorized into many types, depending on the size used.

1.3.1 Song Function

While the function of the song is very much because it can be used to inflame the spirit such as in times of struggle, celebration entertainment, unite differences, and can even play with one's emotions and feelings with the aim of instilling attitudes or values that people can then perceive as natural, right and appropriate.

This the words used in song lyrics are not like ordinary language and have an ambiguous nature, so to find meaning in song lyrics with the semiotic method which incidentally is a field of science that studies the sign system. How the sign will be interpreted is influenced by culture and perception and how the sign interprets the surrounding situation.

1.3.1 Meaning of Song Lyrics

So in finding the meaning of the message in the song lyrics, the semiotic method is used which incidentally is a field of science that studies the sign system. starting from how the sign is interpreted and will be influenced by perception and culture, and also how signs help humans interpret their surroundings. Signs or clues according to Littlejohn are the basis of all communication.

1.3.2 Instrumental song

cause the more advanced the era of the song can be heard anywhere, whether intentional or intentional. Because almost everywhere sing songs as entertainment. Songs are products of creative industries. Starting from the writers, lyricists, musical accompaniment, to producers, they work hard to create works of art that have a selling value and can survive in the market. That is also what underlies the process of buying and selling works between musicians and their fans. In the past, song releases were sold in physical forms such as cassettes and CDs. But in this day and age when the internet is at hand, songs can be enjoyed anywhere and anytime. Via streaming video and music apps.

1.4 English Song

Western songs are songs that come from Western countries, this song is widely developed in Eastern countries including Indonesia. This song can be used for educational, political, entertainment, religion, health, etc.

Western songs are very popular songs not only in one country, western songs that use the English language are also popular all over the world even he is Asian. Among teenagers, western songs are on almost every cell phone.

Western songs the entertainment world has recently reached an exciting

stage. Now you can find the diversity of the entertainment arts itself. There are so many choices. Film, music, performances, opera, all have diversity. And of course, it makes it easier for you to choose what you really want to choose.

Music, for example, there are so many musicians in this world. Both local and foreign musicians, all have quality.

Then the question arises: compared to local musicians, do foreign musicians have better quality? Of course, the answer will be relative. It depends on the point of view and how you see the quality of the musicians' music.

But if we may give advice, apart from listening to local musicians, you should also listen to foreign musicians and songs, especially those from the west.

Edits, just a minute. We give advice like this not without reason. There are several considerations and reasons. The reasons why you should listen to foreign songs are as follows.

1.4.1 Let's get to know the diversity of western music

You certainly agree that music is a product of art. It was created based on the creative process of the musician. Meanwhile, in practice, the number of musicians themselves is very large. In the next process, the creative process will be influenced by several things, including the background of the musicians themselves. So, do not be surprised if there are so many diverse songs or music. That's because musicians who create works have different backgrounds and ways of creating. The reason why you have to listen to foreign songs, especially those from the west, is so that you understand that actually, music has diversity, there are differences. And at this stage, you have to realize that you really have to stand on that difference. Stand on it, not stand on the side of one of them.

1.4.2 Added music reference - Western songs

Apart from making you understand the difference between music and songs, listening to art products from abroad also has an effect on your musical repertoire. By listening to foreign songs, whether it's from the west or east, you will have many song references. And, of course. When you already have abundant song references, you will look cool. At this stage, you can show off when there is talk about music and songs.

1.4.3 To find inspiration - Western songs

It is not uncommon for Indonesian musicians to rely on their musical references to create new works. For example, Ahmad Dhani. His works are very closely related to the band Queen. He even admits that the band has greatly influenced the quality and work of Dhani to this day. This is what they should know. That at this stage, you can use western songs and music to find inspiration.

1.4.4 Just for entertainment - western song

There are some songs that are really fun to listen to. These songs are usually often enjoyed to enjoy the event. Some people are even willing to subscribe to music platforms just to listen to foreign songs with the best quality. Not strange. Because basically the quality of the music there is crazy. Not in a negative connotation. We mean, there are a lot of music and songs created from the anxiety of the musicians: that doesn't mean it's the band's obligation to create songs to sell.

1.4.5 The lyrics are good - Western songs

Some musicians often create songs whose soul is really fun. Not only is the rhythm nice to hear, but the lyrics are also very good. Some people sometimes listen to foreign songs to memorize. Next, he will use the lyrics of the song for quotes, or just to make a fuss with his crush. Usually, they will

feel really hype and like feeling cool after doing this.

1.4.6 Make learning English – western songs

It is not strange that some people deliberately listen to foreign songs to get used to English. Usually, they listen to foreign songs to memorize the words. The more songs they hear, the more vocabulary they have. Next, they will continue to sing the song until they memorize and get used to the words in the song.

1.4.7 Let it be cool – Western song

It is not strange that some people deliberately listen to foreign songs. Because besides they like it, listening to foreign songs can also make you look cool. Those who understand and memorize foreign songs will look cool in the hangout. Especially if you can memorize it and can cover the song. It will be really cool.

RESEARCH METODOLOGY

Type of the Research

This research use Quasi-Experimental Research as design research, to be exact design pre-test and post-test. Study sort of this normal conducted by the instructors or a teacher who wants knowing is a strategy the effective or no with do multiple treatments. Study experimental is as method research used for look for influence treatment certain. The experiment involves ratio effect from treatment certain. [1] stated study experimental is for allow researcher estimate influence something treatment experimental. In the study, this researcher Take two classes. That is class control and class experiment, both of them given a pre-test before treatment. Then after treatment is finished given post-test to see achievement from the treatment given. Effectiveness study this is compared pre-test and post-test scores. If more post-test scores are tall from on the pre-test, it means treatment this effective. Design this research is adopt by [4] as following:

01	x	02	Experimental
03		04	Control

Figure 2. Quasi-experiment Design

W here:

01 = pre-test for experimental class

02 = post-test for experimental class

03 = pre-test for control class

04 = post-test for control class

X = treatment

Variable in this research as [5] stated that is all something researcher hope for finding the answer and who became tree research. Study this consist from two variable; is dependent variable and independent variable. Variable study this is using English song and variable bound study this is enhancement vocabulary student.

Population and Sample of the Research

Population

The population is region generalization consisting of from object/subject that has quality and characteristics certain applied by researcher and then drawn the conclusion [6]. The population in the study is student class XI SMAN 4 BAUBAU Academic year 2021/2022. Students this shared into 10 classes, XI.IPA there are 6 classes and XI.IPS there are 4 classes. Every class consists of 32 Students. Amount whole population is 320 Students.

Sample

The sample is part of total and characteristics possessed by population, while technique taking the sample is a technique used by the researcher for taking a sample. For determining the sample to be used in research, there are various techniques taking the sample used [5]. Technique taking sample used in a study this is purposive sampling. [7]) stated that purposive sampling is researchers choose

elements certain from the representative population or informative about topics of interest. Sample in a study this is class XI IPA 2 consisting of 32 Students as class experiment and XI IPA 1 consists of 32 students as class control.

Instrument and Technique of Data Collection

Instrument of the Research

According to [8], the instrument study is all tools used for collecting, researching, investigating something problem, or collecting, process, analyze and present data systematic and objective with destination for solving something problem or test something hypothesis. Because that all tools that can support something study could be called instrument research. A number of the instrument of general research were used Including tests, interviews, observations, questionnaires, documentation, and scale measurement. In a study this researcher used a test. The test consists of pre-test and post-test. The pre-test and post-test consist of test vocabulary referring to on choice double.

Technique of Data Collection

Techniques used by the researcher for getting valid data is a test. Forget data, researcher continue with a test consisting of pre-test and post-test.

1. Pre-Test given before study was done. That given good for class experiment and class control. The function of the pre-test is for getting information about mastery vocabulary beginning student before given treatment. The researcher do a pre-test for class experiment and class control on May 2022.
2. Treatment after being given a pre-test, the researcher does treatment to class experiment using music video material. Treatment was given for 8 meetings while controlling given treatment with use Theory conventional that is English song material (only listen to the song

without seeing text song in videos). Procedure treatment in-class experiments are:

The researcher explains topics to a student about watching music videos with the title "perfect" and asks the student to sing-song together. Then researcher asks the student to fill in the empty part of the text/ lyric song. Meanwhile, in class control, researchers use the usual technique done by the teacher in teaching vocabulary.

3. Post-Test On finally, the researcher gives a good post-test for class experiment or class control. The post-test function is for knowing results test and usually on the instrument, after given treatment [9]. Data prove that there is a significant difference for mastery vocabulary students who use music video material and without use music video material. The researcher do a post-test for class experiment and control on May 2022.

Technique of Data Analysis

In analyzing the data. In this study, researchers used descriptive statistics and inferential statistical analysis. To analyze students' scores on the application of the English song method in the vocabularies of the experimental group, the researchers used the following statistical procedures:

2.5.1 Descriptive statistics

According to Subsana [10] descriptive statistics are statistics that describe data collection activities, data preparation, data processing and data presentation in the form of tables, graphs or diagrams to provide a concise and orderly and clear picture of a situation or situation.

To find out the improvement in the application of the English song method in the vocabularies, the researcher will conduct a pre-test and post-test in the experimental class and the control class. The researcher will calculate the total score

to get the final score by using a scale formula of 100, the formula to be used is as follows:

$$\text{Final score} = \frac{\text{Raw Score}}{\text{Ideal Maximum Score}} \times 100$$

(Sudijono, 2013: 318)

To determine students' vocabulary comprehension, the researcher used the following criteria:

NO.	Score Range	Criteria
1.	86 – 100	Very Good
2.	71 – 85	Good
3.	56 – 70	Moderate
4.	55	Low

(Source Ministry of National Education, 2015: 43)

Meanwhile, to categorize the results of the application of the English song method for vocabulary and to find out the significant differences between the experimental class and the control class, the researcher will use the SPSS 20 program.

2.5.2 Normality

Test Normality test is conducted to assess whether the distribution of data is normal or not. The normality test was carried out on the pretest and posttest score data in the control group and the experimental group. Normality testing was carried out using the Kolmogorov-Smirnov and Shapiro-Wilks formulas. The calculation process uses the SPSS 20 computer program. If the results of the significance normality test show > 0.05 then the data is normally distributed or the significance

normality test results show < 0.05 , it means the data is not normally distributed.

2.5.3 Test Homogeneity

Testing was conducted to determine whether the samples used in this study were obtained from homogeneous groups or not. To test the homogeneity of variance, it is necessary to perform a statistical test (test of variance) on the score data of the group concerned. The test was carried out using the SPSS 20 computer program. If the results of the homogeneity test showed a significance level greater than 0.05 or $p > 0.05$, the data from that group could be interpreted as having a homogeneous variance. After the prerequisite test data is carried out and shows the results of the data being normally distributed and having homogeneous variants, statistical analysis can then be carried out to test the hypothesis.

2.6. Inferential Statistics

In terms of inferential statistics [11] explains that is a statistical technique used to analyze sample data and the results are applied to the population. In calculating the inferential sample, the researcher will use an independent sample test. In this data analysis technique, the researcher will conclude whether the hypothesis is accepted or rejected.

The criteria are as follows:

- If count $>$ table or probability (sig. (2-tailed)) $<$, the alternative hypothesis is accepted and the null hypothesis is matched. That is, there is a significant difference between students who are taught using English song strategies and those taught using conventional methods in class XI students of SMAN 4 Baubau.

If count $<$ table or possibly value (sig. (2-tailed)) $>$, the alternative hypothesis is rejected and the null hypothesis is accepted. This means that there is no significant difference between students who are taught

using English song strategies and those taught using conventional methods in class XI students of SMAN 4 Baubau.

RESEARCH FINDING AND DISCUSSION

Finding

In the findings of this study, there are two kinds of data analysis presented, namely descriptive statistics and inferential statistics. Descriptive statistics show the mean, media, mode, standard deviation, variance, minimum and maximum scores of students' vocabulary comprehension, while inferential statistics provide hypothesis testing.

3.1.1. Descriptive Statistics

This study aims to determine whether there is a significant difference between students who are taught using the English song method and students who are taught using the conventional method.

Before giving treatment to the experimental class, the researcher first gave a pre-test to the experimental class and control class. In the experimental class, the researcher gave the English songs method in teaching, while the control class used the conventional method. The researcher applied this method to improve students' ability in Vocabulary, after giving the method in the experimental class, the researcher gave a post-test in the experimental class and control class.

The results of the pre-test and pot test were then tested with descriptive statistics and followed by an independent sample test to prove the hypothesis formulated in this study. To analyze all the data, the researcher used SPSS 20 for windows to see the students' ability in vocabulary using English songs in the experimental and control classes, which can be shown in the following table.

3.1.1.1. Students' vocabulary the Experimental Class

Data on students' ability to vocabulary were obtained from the pre-test and post-test of Class XI IPA 1 as the experimental class. The number of students is 32 students. The data can be seen from the table below.

3.1.1.2. Pre-Test Results in the Experimental Class

The pre-test before doing treatment in the experimental class aims to determine the initial ability in Vocabulary before treatment using the English song method, the results of descriptive analysis can be seen in the following table.

Table 1. descriptive analysis of students' Vocabulary in pre-test in experimental class

No.	Statistics	
1.	Mean	37.88
2.	Median	36.44
3.	Mode	28
4.	Std. deviation	11,716
5.	Variance	137.274
6.	Range	56
7.	Minimum	16
8.	Maximum	72

Based on the table, it can be seen that the mean value is 37.88, the median is 36.44, the mode is 28, the standard deviation is 11.716, the variance is 137.274, the minimum value is 16 and the maximum value is 72 based on the average score. This shows that the classification of students' abilities in vocabulary is low. The frequency

of each category the ability of students in vocabulary can be seen in table 2.

Table 2. frequency distribution of students Vocabulary in pre-test in experimental class

No.	Score	Frequency	Percentage	Classification
1.	86 – 100	0	0%	Very Good
2.	71 – 85	0	0%	Good
3.	56 – 70	2	6.2%	Moderate
4.	55	30	93.8%	Low

Based on the table above, it is known that in the pre-test there were 0 students or 0% in the very good category, there were 0 students or 0% in the good category, there were 2 students or 6.2% in the medium category and there were 30 students or 93.8% in the low category. From the results of the table above, it can be concluded that the students' ability in vocabulary during the pre-test in the experimental class was low.

3.1.1.3. Post Test Result in the Experimental Class

The post-test was carried out after giving treatment in the experimental class. The aim was to determine the final ability of students after treatment using the English songs method, the results of the descriptive analysis can be seen in the following table.

Table 3. Descriptive analysis of students' vocabulary in post-test in experimental class

No.	Statistics	
1.	Mean	80.00
2.	Median	78.00
3.	Mode	72
4.	Std. deviation	12,892
5.	Variance	166,194
6.	Range	40
7.	Minimum	60
8.	Maximum	100

Based on the table, it can be seen that the mean value is 80.00, the median is 78.00, the mode is 72, the standard deviation is 12.892, the variance is 166.194, the minimum value is 60 and the maximum value is 100. Based on the average value, it shows that the classification of students' vocabulary comprehension is classified as good. The frequency of the category of students' vocabulary shown in table 4 below:

Table 4. Frequency distribution of students' vocabulary in post-test experimental class

No.	Score	Frequency	Percentage	Classification
1.	86 – 100	11	34.3%	Very Good
2.	71 – 85	16	50.1%	Good
3.	56 – 70	5	15.6%	Low
4.	55	0	0%	Very Low

Based on the table in above it is known that in the post test there are 11 students or 34.3% very good, there are 16 students or 50.1% good, there are 5 students or 15.6% moderate and there are 0 students or 0% low. From the results of the table above, it can be concluded that the students' vocabulary during the post-test in the experimental class was good.

3.1.2. Students' Vocabulary in the Control Class

Data on the vocabulary ability of control class students were obtained from the pretest and posttest of Class XI IPA 2 as the control class. The number of students is 32 students, the data can be seen from the table below:

3.1.2.1. The results of the pre-test in the control class.

The pre-test was carried out using conventional methods with the aim of knowing the initial ability to vocabulary student, the results of descriptive analysis can be seen in the following table.

Table 5. Descriptive analysis of students' Vocabulary text in pre-test in control class

No.	Statistics	
1.	Mean	45.25
2.	Median	40.00
3.	Mode	40
4.	Std. deviation	15,423
5.	Variance	237,871
6.	Range	52
7.	Minimum	20
8.	Maximum	72

Based on the table, it can be seen that the average value is 45.25, the median is 40.00, the mode is 40, the standard deviation is 15,423, the variance is 237.871, the minimum value is 20 and the maximum value is 72. Based on the average value, it shows that the classification of students' Vocabulary abilities is low. The frequency of each category of student vocabulary is shown in table 3.

Table 6. Frequency distribution of students' Vocabulary in pre-test control class

No.	Score	Frequency	Percentage	Classification
1.	86 – 100	0	0%	Very Good
2.	71 – 85	3	9.4%	Good
3.	56 – 70	8	25%	Low
4.	55	21	65.6%	Very Low

Based on the table above, it is known that in the pre-test there were 0 students or 0% very good, there were 3 students or 9.4% in the good category, there were 8 students or 25% in the low category and there were 21 students or 65.6% in the low category. very low. From the results of the table above, it can be concluded that the understanding of the vocabulary during the pre-test in the control class was low.

3.1.2.2. Post-Tesr Results in the Control class

Post-test was carried out using conventional methods with the aim of knowing the final Vocabulary ability of students, the results of descriptive analysis can be seen in the following table.

Table 7. Descriptive analysis of students Vocabulary in post-test in control class

No.	Statistics	
1.	Mean	42.38
2.	Median	39.20
3.	Mode	40
4.	Std. deviation	14,073
5.	Variance	198.048
6.	Range	48
7.	Minimum	20
8.	Maximum	68

Based on the table, it can be seen that the mean is 42.38, the median is 39.20, the mode is 40.00, the standard deviation is 14.073, the variance is 198.048, the minimum value is 20 and the maximum value is 68.

Table 8. Frequency distribution of Students vocabulary in post text control class

No.	Score	Frequency	Percentage	Classification
1.	86 – 100	0	0%	Very Good
2.	71 – 85	0	0%	Good
3.	56 – 70	8	25%	Low
4.	55	24	75%	Very Low

Based on the table above, it is known that in the post test there are 0 students or 0% in very good, there are 0 students or 0% in good, there are 8 students or 25% in the low category and there are 24 students or 75% in good condition. From the results of the table above, it can be concluded that the students' vocabulary test in form of the song texts by following the missing lyrics in the song during the post-test in the control class was very low.

Requirements analysis is applied whether the analysis of the data obtained can be continued with hypothesis testing, namely multiple regression analysis. In this study, the needs analysis consisted of normality test and homogeneity test. Needs analysis is presented in the explanation below

a. Normality Testing

Is carried out to determine whether the data is normally distributed. In performing statistical analysis, data were analyzed using Shapiro-Wilk (SW). Data is normally distributed. If the value of sig (2-tailed) is greater than a (0.05), it means that H_0 is abnormally distributed and H_a is normally distributed. However, if the value of sig (2-tailed) is less than a (0.05), H_0 is normally distributed and H_a is abnormally distributed.

Table 9. Normality Testing

Class	Kolmogorov-Smirnov		
	Statistics	Df	Sig
Outcomes Experimental Posttest	,156	32	,045
Post-test Control	,192	32	,004

Table 10, shows that the value of Sig is 0.045. Because the value of Sig is greater

than a ($0.045 > 0.05$), it means that H_a is normal and H_0 is not normal, so it can be concluded that the data is normally distributed.

b. Homogeneity Test

Is conducted to see whether the variance data is homogeneous or not. To find out whether there is an effect, the researcher applies a test using SPSS Statistic 20, namely the Test of Homogeneity of Variances with a significance value (0.05) the criterion is that if the significant value is greater than 0.05 then the variance is homogeneous. However, if the significant value is less than 0.05 then the variance is not homogeneous.

Table 10. Homogeneity Testing Variance

		Levene Statistics	df1	df2	Sig.
Reading Comprehension	Based on Mean	.437	1	62	.511
	Based on Median	.097	1	62	.756
	Based on Median and with adjusted df	.097	1	59.956	.756
	Based on trimmed mean	.385	1	62	.537

Table 10 shows that the significance value is 0.511, because the significance value is greater than a (0.05). Based on the mean $0.511 > 0.05$, the relationship between the test variables for Vocabulary Ability is homogeneous variance.

1.2. Inferential Statistics

In calculating inferential statistics, the researcher used the Independent Sample T-test for hypothesis testing. The test was used to see whether there was a significant effect in improving the vocabulary of students who were taught by the English songs method and those who were taught the conventional method. Significance value (α) = 0.05. The results of the Independent Sample T-test are presented as follows:

Table 11. The result of independent sample T-test

	Lavene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean difference	Std. error difference
Equal variances assumed	.437	.511	111.52	62	.000	37.62500	3.37381
Equal variances not assumed			11,152	61,529	.000	37.62500	3.37381

Based on the table above, the results of sig. (2-tailed) is 0.000 which is between 0.05, meaning that the value is significant. then H_a is accepted and H_o is rejected. This means that there is a significant difference in students' vocabulary skills between students who are taught through the English Songs method and students who are not taught by using English Songs, in which XI IPA 1 and IPA 2 students at SMA Negeri 4

Baubau. This research shows that value of experimental class bigger than control class α (80.0000 > 42.3750).

Discussion

Research was conducted at SMA Negeri 4 Baubau, the research sample was class XI IPA 1 which consisted of 32 students as the experimental group and class XI IPA 2 which consisted of 32 students as the control group. The purpose of this study was to determine the significant difference between students who were taught using the English Songs method and students who were taught using the conventional method. Based on the pretest research, it is known that the average score of the experimental class before being given treatment is 37.88. Where it can be concluded that the students' ability to understand vocabulary before being given treatment is in the low category.

There are 32 students in the control class, in this control class the researcher uses the conventional method, before starting the first study, the researcher gave a pre-test. Based on the pretest study, it is known that the average score of the control class before being given treatment is 45.25. Where it can be concluded that the students' vocabulary comprehension ability is in the low category.

Based on the data analyzed with the help of the SPSS version 20 program, the posttest average score of the control class students was 42.38. While the posttest average value of the experimental class students is 80.00, this shows that there is a significant difference in vocabulary understanding with the English Songs method for class XI IPA 1 and XI 2 SMA Negeri 4 Baubau between students who are taught using the English songs method and students who were not taught using the English songs method.

The above results are supported by [12] states that the English songs strategy method the results of this study indicate

that English song videos are quite effective. And seen from the average N-Gain value for the experimental class is 63.5094 or 63.3%, it is included in the category of quite effective. Meanwhile, for the control class, the average N-Gain value is 23.4864 or 23.4%, which is included in the ineffective category. So it can be concluded that there is a difference in students' vocabulary in learning using English video songs and without using English song videos. It means that English song videos are quite effective to improve students' vocabulary mastery. [13] conducted a study which explained that Song is very interesting for students, so that students can easily improve their listening skills. This means that the use of songs in the teaching and learning process really has a high impact on students. This fact is evidenced by the test results that students' listening skills greatly improved after the treatment. Before applying songs to improve their hearing, their score was 53.4. Then after the researcher implemented the song, it turned out that the results increased (85.6). Based on the research findings, the use of English songs seems to be very important to overcome their lg problems. The researcher hopes that these results will help English teachers who consider English songs as a medium in the teaching and learning process to improve students' listening skills.

CONCLUSIONS

Based on the analysis and discussion above, it can be concluded that English songs can improve students' vocabulary comprehension. It can be seen that based on the t-test value in the appendix, it shows that there is a significant difference in the vocabulary understanding of students who are taught the English songs method and those who are not taught the English songs method. This is evidenced by the probability value (sig. (2-tailed)) which is smaller than then it can be stated as $0.000 < 0.05$. This means that the null hypothesis (H_0) is rejected, while the alternative hypothesis

(H_a) is accepted. In conclusion, teaching vocabulary comprehension with the English Songs method to the XI IPA 1 is better than XI IPA 2 which is taught without using the English songs method.

Based on the research that has been done by the researcher, the researcher hopes that the English teacher of SMA Negeri 4 Baubau to use English songs. because by using this method the teacher can help students in solving problems in students' Vocabulary Learning Comprehension. The researcher also hopes that not only grade XI students, but also grade X and XII students should develop their frequencies to improve their English vocabulary comprehension.

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