THE EFFECT OF USING SONG TO INCREASE STUDENTS' VOCABULARY MASTERY FOR THE 5TH GRADE AT SD IT INSAN KAMIL BUKITTINGGI

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PERSETUJUAN PEMBIMBING

Skripsi dengan judul **" The Effect of Using Song to Increase Students' Vocabulary Mastery for the 5th Grade at SD IT Insan Kamil Bukittinggi "** yang disusun oleh **Melda Yulina** dengan **NIM 2319005** telah diperiksa dan disetujui untuk mengikuti siding munaqasyah pada program studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi. Demikian persetujuan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

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ABSTRACT

Melda Yulina, 2319005. "The Effect of Using Songs on Increasing Students' Vocabulary Mastery for Grade 5 Students at SD IT Insan Kamil Bukittinggi". Thesis. English Education Study Program. State Islamic University Sjech M. Djamil Djambek Bukittinggi, 2023.

This research was conducted because there were several problems in teaching and learning vocabulary. First, many students had difficult to retain vocabulary. Second, only a few students were active in the learning process. Third, teachers never asked students to practiced the vocabulary they had learned due to limited time. Lastly, the media used by teachers was loss interesting. So, given these problems, researchers tried to use songs as a learning media to increase students' vocabulary mastery. Therefore, researchers want to found out the effect of using songs on increasing students' vocabulary mastery in class 5 at SD IT Insan Kamil Bukittinggi.

The design of this research was quasi-experimental research. The population in this study were all 5^{th} grade students at the school, totaling 112 students. The sample in the research was 56 students consisting of 28 students in the experimental class and 28 students in the control class. The instrument of this research was a vocabulary test. To analyzed the data, researchers used SPSS Version 2.5 for Windows. In analyzing the data, researchers used an independent sample t-test to determine the effect of using songs on increasing students' vocabulary.

The results of this research show that there was an effect of using songs on increasing the vocabulary mastery of grade 5^{th} students at SD IT Insan Kamil Bukittinggi. Through songs, students were motivated and happy, which can make students remember easily, be more interested and more active in the learning process. It means, songs is an effective teaching media for increasing students' vocabulary mastery. This was demonstrated by the results presented using unpaired sample T-test statistics in SPSS. The criteria for the unpaired sample T-test was if the significant value is <alpha (0.05), then Ha is accepted, and Ho is rejected. Based on the research results, the significant test value obtained is 0.000 < 0.05, which means Ha is accepted. Furthermore, the findings of this research also show that there was a significant influence from the use of songs on increasing vocabulary mastery of grade 5 students at SD IT Insan Kamil Bukittinggi. (Ha: t-count > t-table)

Keywords: Media, Song, Vocabulary Mastery

ABSTRAK

Melda Yulina, 2319005. " Pengaruh Penggunaan Lagu Terhadap Peningkatan Penguasaan Kosakata Siswa Untuk Siswa kelas 5 SD IT Insan Kamil Bukittinggi". Skripsi. Program Studi Pendidikan Bahasa Inggris. UIN Bukittinggi, 2023.

Penelitian ini dilakukan karena adanya beberapa permasalahan yang ditemukan dalam pembelajaran vocabulary. Pertama, banyak dari siswa yang memiliki kesulitan dalam mempertahankan ingatan terkait dengan vocabulary. Kedua, hanya sedikit siswa yang aktif dalam proses pembelajaran. Ketiga, guru tidak pernah meminta siswa untuk mempraktekan kosakata yang telah mereka pelajari dikarenakan waktu yang terbatas. Terakhir, media yang digunakan guru kurang menarik. Jadi, dengan adanya beberapa permasalahan tersebut, peneliti mencoba menggunakan media lagu sebagai media pembelajaran untuk membuat penguasaan kosakata siswa meningkat. Oleh karena itu, peneliti ingin menemukan pengaruh penggunaan lagu terhadap peningkatan penguasaan kosakata siswa di kelas 5 pada SD IT Insan Kamil Bukittinggi.

Desain penelitian ini adalah penelitian quasi experimental. Populasi dalam penelitian ini adalah semua siswa kelas 5 di sekolah tersebut yang mana berjumlah 112 siswa. Sampel dalam penelitian adalah sebanyak 56 siswa terdiri dari 28 siswa di kelas experiment dan 28 siswa dikelas control. Instrument penelitian ini adalah test vocabulary. untuk mengolah data, peneliti menggunakan SPSS Versi 2.5 untuk windows. Dalam menganalisis data, peneliti menggunakan test uji sample tidak berpasangan (independent sample t-test) untuk mengetahui pengaruh penggunaan lagu terhadap peningkatan kosakata siswa.

Hasil dari penelitian ini menunjukkan bahwa terdapat pengaruh penggunaan lagu terhadap peningkatan penguasaan kosakata siswa kelas 5 SD IT Insan Kamil Bukittinggi. Lagu dapat memotivasi siswa dalam belajar sehingga membuat siswa lebih mudah mengingat, lebih tertarik, dan lebih aktif dalam proses pembelajaran. Artinya, lagu adalah media pembelajaran yang efektif dalam meningkatkan penguasaan kosakata siswa. Hal ini ditunjukkan dengan hasil yang disajikan menggunakan statistic uji sample tidak berpasangan di SPSS. Kriteria uji sample tidak berpasangan adalah apabila nilai significant < alpha (0.05), maka Ha diterima, dan Ho ditolak. Berdasarkan hasil penelitian, nilai uji significant yang didapat ialah 0.000 < 0.05, maka artinya Ha diterima. Selanjutnya temuan penelitian ini juga menunjukkan bahwa terdapat pengaruh yang significant dari penggunaan lagu terhadap peningkatan penguasaan kosakata siswa kelas 5 SD IT Insan Kamil Bukittinggi. (Ha : t-hitung > t-table)

Kata kunci : Media*, Lagu, Penguasaan Kosakata*

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CHAPTER I

INTRODUCTION

A. Background of the problem

English is the main medium of communication for people in England, the United States and countries where English is the official language. English is used by many countries in the world including Indonesia. In Indonesia, foreign languages have become one of the vital communication media in this era. Mastery of foreign languages is one of the important requirements so that the younger generation is not only able to survive but also able to compete with other languages in this era.[1] English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from the second language.

Foreign languages in Indonesia are taught as one of the subjects in schools with the aim of basic communication. In learning English students must mastering the four language skills (listening, reading, writing and speaking). To support these skills students must master a lot of vocabulary which is the basis for learning English. Vocabulary is an element of language that students need to manage.[2] Vocabulary is one of the important components that must be taught to students, this is the main

[1] Lusi Nurhayati, "The Use of Songs in Learning English for Elementary Students; Why And How," nd, 2.

[2] Nurul Ulum, The Effect Of English Song On Young Learners Vocabulary Mastery of Fifth Grade at SDN Pakong 2 Pemekasan (Madura: IAIN, 2020), 1.

aspect in acquiring and understanding language.[3] Mastering of a person's vocabulary impacts their capacity and aptitude for acceptable language and thought expression**.** Vocabulary is one of the important things that need to be understood to learn a language. Because learning will be tough without comprehending vocabulary.

Teaching English in elementary school students is different from junior or high school level. Elementary school students have their own uniqueness and characteristics which more or less affect the learning media that choice by the teacher in the classroom. An effective, fun, interesting and meaningful learning process for students is influenced by various elements including teacher who fully understand the nature and characteristics of students, learning methods that are centered on student activities, adequate student learning facilities, availability of various learning resources and media that attract and encourage students to learn and others.[4] In particular, the availability of various learning resources will support the creation of interesting and fun student learning conditions.

Learning media is a message carrier that can be used for learning purposes in terms of content or material such as books, films, videos, slides, songs and other, so as to achieve learning objectives.[5] Among the learning media used by teachers in teaching English to children is to use songs. The role of learning media is very important in creating

[3] Tatik Muflihah, Using Song to Improve Students' Vocabulary Mastery (Sidoarjo: Muhammadiyah University Sidoarjo, nd), 369.

[4] Cepi Riyana, *Media Pembelajaran* (Jakarta: Direktorak Jenderal Pendidikan Islam, 2012), 3.

[5] Riyana, 11.

comfortable and interesting learning situations, so that learning outcomes will be maximized.

Songs are an excellent tool to help a students' English learning process, more specifically songs are believed to be able to motivate students while participating in English learning, besides songs can also increase a strong memory for children and children will be more sensitive to sounds so that by using children's songs is expected to make it easier to remember learning.[6] Songs can also be said to make class more interesting and lively. When children like songs taught by the teacher, they will be happy and enthusiastic about doing it.

Songs can be understood easily by children, there are many repetitions of vocabulary in a song. Repetition of vocabulary in a song really helps students to memorize new vocabulary easily. In addition, Songs are also great at introducing vocabulary because they provide meaningful context for vocabulary. Song can help in improving speech and pronunciation skills.[7] The variety of songs available requires attention in selecting songs by taking into account the characteristics of students and the possibilities that these songs provide to present the language they want**.** Meanwhile, the use of songs in the classroom is a powerful technique in teaching and training vocabulary, grammar, listening and speaking.[8] Songs are an alternative way to improve English and provide opportunities for

[6] Nurhayati, "The Use of Songs in Learning English for Elementary School Students; Why and How" 4.

[7] Camilo Morales, Using Rock Music as a Teaching-Leraning Tool (Colombia: Universidad Nacional de Colombia, 2008), 175.

[8] Robin Walker, "Going for a Song," English Teaching Profesional 43 (2006): 19.

students, especially in vocabulary. In addition, Griffe states songs are good introductory vocabulary because songs provides a meaningful context for the vocabulary.[9] Therefore, using songs can be a good alternative for educating young people.

Through the songs media, it is hoped that it will be able to attract students' interest in carrying out English learning activities, especially in mastering vocabulary in a fun and easy to remember way for students. By making students like and happy with the learning media used, it is hoped that the learning process will run well and smoothly so that children do not easily feel bored, difficult and easy to mastering vocabulary.[10] When students familiar with the learning media used, it will be easy for them to follow each stage of learning, easy to master and memorize every vocabulary that has been taught by the teacher.

The researcher conducted preliminary research on February 2023 in grade 5 of SD IT Insan Kamil Bukittinggi by carrying out observation and interview. In carrying out the English learning process in grade 5 SD IT Insan Kamil Bukittinggi, based on the results of observations, researcher found students at SD IT Insan Kamil Bukittinggi, especially grade 5 Mina, most of the students had difficulty achieving learning indicators caused by students' mastery of vocabulary inadequate and the lack of media used by teachers in the learning process. In addition, they had felt bored and uninterested in learning English due to several factors

[9] Dale T. Griffe, *Songs in Action* (New York: Prentice Hall, 1992), 5.

[10] Ratna Purwanti and Fatima, "Introduction to Language Aspects (English) for Early Childhood Through Singing" 5 (2019): 138.

and constraints. Factors that could affect students' interest in learning English include the learning media, the learning methods used by the teacher, low student vocabulary mastery, and finally the students had difficult to retain the vocabulary that had been given by the teacher during the learning process. The teacher as the educator of education is fully responsible for the implementation of learning. He must be able to provide learning methods can prioritize the needs of students during learning, develop the potential of students through teaching and learning activities in class.

During the process of teaching and learning English in class, researcher found that students had difficulty remembering the lessons that had been given by the teacher. Only few students were able to remember well the lessons that have been given by the teacher. This could been seen when the teacher asks to repeat the vocabulary, most of them are silent and when asked why they are silent when the teacher asks and repeats the vocabulary again because they don't know English from the object or word the teacher was asking.

Additionally, the teacher acknowledges that there is very little media use in the classroom. This is so that students can continue the material in accordance with what was planned in the learning design, which is why he believed that using the students' existing modules as a medium was sufficient. To practice vocabulary itself is very rarely done, because of time constraints, he admits that it takes quite a long time. The

time allotted for learning English is currently at least 60 minutes per week. The teacher only needs to instruct students to repeat and absorb the terminology at home because practice takes a lot of time.

Mastering a vocabulary set by the time students are in elementary school is crucial because it sets them up for success in junior high school and beyond. At that time, students learnt the importance of routine guidance to help them retain new vocabulary. Although some children are able to remember every vocabulary effectively, the reality on the ground is that students' still low to retain. This is due to the fact that student learning is still boring and ineffective. In general, students continue to be perplexed by the teacher's new vocabulary.

Based on the explanation above, the researcher is interested to help students increase their vocabulary mastery to offer an interesting learning media by using song media. This media can be used to improve students' vocabulary mastery and foster students' interest in learning English. In this media, students are given the confidence to be able to remember well the new vocabulary that is given which is considered difficult for students to remember. For this purpose, the researcher plans to use learning media using song media to be able to increase students' vocabulary mastery, and also the researcher is interested in conducting the research entitled: "THE EFFECT OF USING SONG TO INCREASE STUDENTS' VOCABULARY MASTERY FOR THE 5^{TH} GRADE AT SD IT INSAN KAMIL BUKITTINGGI

B. Identification of the problem

Based on the background of the problem above. The researcher identified some problems were :

1. Most of students had low ability to retain their vocabulary
2. Only few students had active learning process
3. The teacher never asked the students to practice vocabulary because the their time was limited
4. The media used by the teacher was less interesting

C. Limitation of the research

Based on the identification of the problems above and the limited time and cost that had of the researcher. So, the researchers will be focused on just one problem namely : increasing students' vocabulary mastery through the media of songs.

D. Formulation of the problems

Based on the limitations of the research above, the researcher formulates the research question as follows ;

1. Is there a significant effect of using songs on students' vocabulary mastery?
2. Is there any significant effect on students' vocabulary mastery between the use of song media and the the use of conventional media?
3. Is the use of song media better than the use of conventional media on students' vocabulary mastery?

E. Purpose of the research

Based on the research questions above, the objectives of this research are :

1. To find out the effect of using song media on students' vocabulary mastery.
2. To find out a significant effect of students' vocabulary mastery between the use of song media and the use of conventional media
3. To find the media use of songs is better than the use of conventional media.

In addition, the researcher wants to find out empirical facts about the effect of using song media on students' vocabulary mastery. Following the variables in this study.

F. Significance of the research

The significance of this research has two benefits, the first is namely theoretical benefits and the second is practical benefits. The expected result of this both theoretically and practically are ;

1. Theoretically significant
    a. It gives for further researchers who want to study the same case. Hopefully, this research becomes the source of information and reference.
    b. It gives the empirical evidence of the effect of using songs to increase students' vocabulary mastery.

2. practical significance

    a. For the researcher, this research is willing to fulfill the prerequisite of achieving bachelor degree.

    b. For teachers, this research will be useful for English teachers to know the students' difficulties in learning English especially in the aspect of vocabulary learning. Furthermore, it gives more information that in teaching English, the children's songs can be used as interesting learning media.

    c. For students

        This research will help students learn vocabulary in a more interesting way so that students feel that learning English is so fun. Also, it helps them to memorize vocabulary and they can practice in daily communication.

    d. For future researchers

        This research hopes to give them a reference about the effect of using songs to increase students' vocabulary mastery. And also, this research will be useful for future researchers who want to carry out the same technique but in other skills or English components with a wide range of participants.

G. Definition of key terms

The key terms is intended to assist researcher in describing variables so that we are can equate the meaning of variables between researchers and readers.

1. Vocabulary mastery is the skill of understanding and apply a word contained in a language which includes pronunciation, spelling, usage and meaning.
2. Song is one of the learning media that is very influential on students' creativity, songs are able to set students' moods, change students' mental , and support student learning environments.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of vocabulary

Vocabulary is one of the important things that need to be understand to learn a language. Because, without understanding vocabulary, it will make it difficult for us to learn. The development of a person's vocabulary affects the ability and skills to express ideas and language appropriately.

Vocabulary can be defined in many ways, one of them according to Richards and Renandya, it is a core component of fluency and provides much of the basis for how learners speak, listen, read, and write.[11] Without a broad vocabulary and strategies for acquiring new vocabulary, learners often reach their potential and may be reluctant to take advantage of language learning opportunities around them such as watching television, listening to the radio, hearing someone speak directly, using the language in a different context.

Meanwhile, according to Brown and Hatch, they said that vocabulary is the basis for building language, which playas a fundamental role in communication, by mastering vocabulary, people can express their ideas and understand other people well. It means vocabulary refers to a list of words for a particular language or a list of collections that might be

[11] Jack C Richards and Willy A Renandya, *Metodology in Language Teaching an Anthology of Current Practice* (New York: Cambridge University Press, 2002), 255.

used by speakers of each language and also vocabulary is a system involved only in alphabetical order.[12]

In line with the opinion Hiebert and Kamil, vocabulary is knowledge about the meaning of words. It is includes conceptual knowledge about words that goes beyond simple definitions.[13] In addition, According to UR Pheny explained vocabulary not only that we learn words better when we can easily assign meaning to them, but also that is much easier to learn words in groups, where one can be associated with another.[14] It is interesting that an association through rhyme can be just as effective as an aid to memory as one through meaning, though of course this varies from learner to learner. Students who have adequate vocabulary will find it easier to express their opinions, feelings and ideas. Communication will go well because students understand what is being said. In conversation students need not only speaking but also listening skills to understand and apply word stock.

Touran also adds that words are the fundamental building blocks of language, serving as the units of meaning from which larger structures such as sentences, paragraphs, and entire text are constructed. The knowledge of stored information about the meanings and pronunciations of words that are required for communication is referred to as vocabulary.

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[12] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), 1.

[13] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (New Jersey: Lawrence Erlbaum Associates, 2005), 3.

[14] Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1994), 64.

Vocabulary is essential for language learners since it is crucial to language and language acquisition. [15]

In conclusion, we can understand that vocabulary refers to a collection of words that constitute an important part of the English language and have significance when they use in communication mastering it is a requirement for learning the English language. It means vocabulary basic words are used as forming components sentences which consist of several aspects, they are, meaning, spelling, word usage and pronunciation.

2. Definition of Vocabulary Mastery

In order to understand language, vocabulary is a crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. There are definition of mastery, the word mastery means complete knowledge, great skill. It is tightly related to the complete knowledge, and great skill of something. Webster said mastery is great skill or knowledge in a particular subject or activity. Webster also said same meaning that mastery is the skill or knowledge in subject that makes one a master in it.[16] Besides, mastery is knowing, or really understanding something, and having no problem using it.[17]

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[15] Touran Ahour and Fateme Jahedi, "Vocabulary Learning Strategies Used by Poor Iranian High School Students." 11, no. 1 (2015): 12.

[16] Merriam Webster, *Webster's Third New International Dictionary of the English Language Unabridged* (Massachusetts: Meriam Company, 1966), 123.

[17] Rahmasiah, "Improving Students' Vocabulary Mastery Using Storytelling at SMPN 3 Sungguminasa," 2021, 12.

Vocabulary mastery is the ability that is in a person to be able to explore and understand a word and become the basis in communicating that everyone has known both verbally and writing, so that it can give meaning when using the language.[18] According to thornbury there are several indicators of vocabulary mastery, namely pronunciation, spelling, and meaning. [19]

Meanwhile, according to Ur, Vocabulary mastery is great skill and knowledge of words and meaning in both oral and print language and in productive and receptive form. She stated that some aspect that the learner should be mastered and should be taught in order to help the learners in mastering vocabulary, there are pronunciation, spelling, grammar, collocation, aspect of meaning (denotation, connotation, appropriateness, and meaning relationship) and word formulation. This skill and those aspects are used for learning English in order to understand the meaning of a great number of vocabulary. [20]

3. The Importance of Vocabulary

Vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expression. Hatch and Brown state that vocabulary is the basis for building language, which plays a fundamental role in communication, by mastering

[18] Rima Rikmasari and Yudi Budianti, "Penguasaan Kosakata Bahasa Inggris Melalui Model Pembelajaran Circuit Learning Pada Siswa Kelas 3 Di SDN Jati Mulya 03 Bekasi," n.d., 136.

[19] Scott Thornbury, *How to Learn Vocabulary* (England: Pearson Education, 2022).

[20] Ur, *A Course in Language Teaching*, 60.

vocabulary, people can express their ideas and understand other people well.[21] Philips and Walters said that there will be a break in communication if someone lacks vocabulary stock.[22] Vocabulary stock is of words for communication. Without sufficient vocabulary, students cannot communicate effectively or express their ideas both in spoken and written form. Having a limited vocabulary is also an obstacle that prevents students from learning a foreign language.

Students who have adequate vocabulary will to express find it easier to express their opinions, feelings, and ideas. Communication will go well because students understand what is being said. In conversation, students need not only speaking but also listening skills to understand and apply word stock. It is important that students have a supply of words to be able. David Wilkins in Thornbury says that vocabulary learning is very important. " without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[23] Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written. It is in line concept of communicative approach in which learners have a big chance to use the language directly in classroom activities.

This approach is useful in improving students' vocabularies. Through the approach students are forced to use the language directly in either spoken or written communication. Learning vocabulary of a foreign language present

[21] Hatch and Brown, *Vocabulary, Semantics, and Language Education*, 1.
[22] Sarah Philips, *Young Learners* (Oxford: Oxford University Press, 1993), 142.
[23] Thornbury, *How to Learn Vocabulary*, 13.

the Lerner with firstly making the correct connections when understanding the language between the form and the meaning of words including discriming the meanings of closely related words. Secondly, when producing the language, using the correct form of a word for the meaning intended.

4. Kinds of Vocabulary

Vocabulary is obviously necessary for four language skills as well. Anyone who uses a language well has a number different, in the most general way, we can classify for major skills as listening, speaking, reading and writing. Vocabulary is divided into two categories, according to Fries: [24]

a. Function words are closed classes. We cannot add prepositions, auxiliary words, modals, or any other grammar to the language.

b. Content words or lexical words are words that carry the content or meaning of a sentence. It can be called as said open class. Open class accepts the addition of new morphemes such as compounding, derivation, infection, coining, and borrowing processes.

Meanwhile, according to Hiebert and Kamil, vocabulary is divided into three categories: [25]

a. Oral vocabulary is a collection of words that learn their meaning when we speak or listen to other people.

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[24] Charles C. Fries, *Teaching and Learning English as a Foreign Language* (Michigan: University of Michigan Press, 1945), 44.

[25] Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, 3.

b. Print vocabulary, it consists of words whose meaning is clear we write or read silently. We can reach a decision orally and then write it down. Students' vocabulary is separated into groups based on how they learn the words.

c. Productive vocabulary is a collection of terms that can be used in writing and speaking. Those are words that are well known and often used by someone.

Besides, according to Andi in A. M Zainuri's book there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Below is a brief explanation of active and passive vocabulary.[26]

a. Active vocabulary, refers to items that students can use correctly in speaking or writing. Active vocabulary can also be called productive vocabulary. That means students must know how to express it well and students must know and be able to use the grammar of the target language.

b. Passive vocabulary refers to the elements of language that can be recognized and understood in the context of reading and listening. It is also referred to as receptive

5. Techniques in Teaching Vocabulary

Teaching is the practice of assisting and leading students through theoretical learning. Teaching vocabulary is obviously very important in teaching English because vocabulary is the most significant component in

[26] Andi Saputra Tanjung, "Reinforcing Students' Vocabulary Through Scrabble Game" (Syarif Hidayatullah State Islamic University, 2011), 8.

achieving communicative goals. This goal cannot be achieved if students do not have a strong mastery of terminology. To help students learn English vocabulary, it must be introduced from the start. Learners usually spend a lot of their time looking up words in dictionaries and translating texts from foreign languages into their native languages. Teaching vocabulary is one of the most discussed parts of teaching English foreign language. When the teaching and learning process takes place, problems would appear to the teachers. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. Teaching vocabulary to young students would be better if the words given relate to the world of children. This implies that the teacher must provide vocabulary in simple words that are commonly used by young learners.

The following techniques in teaching vocabulary:[27]

a. Introduce

   The teacher must mention the pronunciation of new words clearly and correctly. Teachers can use pictures or real objects in class.

b. Modeling

   The teacher gives examples as models of new words. For example the teacher introduces the word smile then the teacher shows a smiling expression in front of the class. So young learners can imagine words in real activities.

[27] Kasihani KE. Suyanto, *English for Young Learner* (Jakarta: Bumi Aksara, 2007), 47.

c. Train

Young learner repeats and practices words as teacher says. Teachers have to say words many times to make young learners repeat and remember them easily.

d. Apply

The young learner is asked to act out the situation with the help of the teacher. The teacher must create an interesting situation to make the young learner apply the new word easily. Teachers also have to make young learners understand how to use and express the words as the teacher says.

6. Assessing Vocabulary Mastery

There are various assessment instruments that can be used to measure and assess the learning process and results that have been carried out on students, one of them is a test. A test is used to measure a student's ability. A test, as defined by Brown, is a means of assessing a person's knowledge or performance in a specific topic. There is no reliable way to determine the effectiveness of the training sequence without testing. Testing gives students and teachers with feedback. The purpose of a vocabulary test, according to John Read, is to see if students can match each word with a synonym, a dictionary definition, or an analogous word in their own languag**e**.[28] There are many different

[28] John Read, *Assesing Vocabulary* (UK: Cambridge University Press, n.d.).

sorts of vocabulary tests that teachers can use to assess their students' abilities.

In addition, there are a variety of vocabulary testing methods. They are as follows:

1. Multiple-choice

   There is just one correct answer to this question, which consists of a stem and four choices. It's simple to mark using this technique, but it's more complex to create with. It can be used to test single words, words in a sentence, or entire texts.

2. Matching

   This test will consist of two groups of words in two columns, which students must sort into the right pairs.

3. Writing sentence

   This strategy challenges students to construct sentences from supplied words such as "healthy," "violence," "elephant," and so on. While this is a fun examination, teachers should keep in mind that marking such an exercise will be difficult.

4. Gap filling

   This technique can be used for a variety of applications, such as testing irrational verbs or prepositions. The teacher constructs certain sentences with gaps, which the student must fill in while avoiding more than one viable response.

5. Dictation

   This technique needs the teacher to speak a word or a sentence to the students. The essential here is that the students must be able to answer what the words mean if they know how to spell them.

6. Odd one out

   Students must determine which items do not belong to the others stated in this situation. The quantity of objects can vary. This type of test is simple to design, but the teacher is expected to know which terms her students are familiar with in order to discover the odd one.

7. Translation

   This strategy is a rapid way to find out about pupils' understanding, however marking it must be challenging because there are so many different answers.

To measure vocabulary mastery, it could be done by doing vocabulary test. According to Brewster, there are 4 main stages for guide students vocabulary mastery[29]

1. Attending Form

   This can involve, depending on the age and level of pupils, all or some of the following :

[29] Jean Brewster, Gaill Ellis, and Denis Girard, *The Primary English Teacher's Guide* (England: Penguin English, 2002).

a. Listening and repeating
b. Listening for specific phonological information (*consonant and vowel sounds, number of syllables, stress pattern*)
c. Looking at observing the written form *(shape, first, and last letters, letter clusters, and spelling)*
d. Noticing grammatical information : (*an apple* : a countable noun, needs an article, in this case an because the words begins with a vowel)
e. Copying and organizing

2. Word meaning

When introducing vocabulary it should ideally be presented in a context which is familiar to the child. Visual support is also very important to help convey meaning and to help pupils memorize new vocabulary. Related to the meaning of vocabulary and its relationship with other vocabulary concepts. One of the things that determines a person is said to have mastered vocabulary is his ability to understand the meaning of vocabulary.

a. Lexical sets : *shops, fruits, rooms in house*
b. Rhyming sets : *bat, rat, hat, mat*
c. Colour sets : *things that are green, : a pea, a leaf, an apple*
d. Grammatical sets : *adjectives, verbs, prepositions, nouns*. This will also help children recognize patterns in words such *as – or, - er, - ist, for jobs, - ly, for adverbs*

e. Patterns or collocation : *play the piano, ride a bike, (verb+ noun) or easy class, loud noise (adjective +noun)*

f. Opposite or male and female : *hot/ cold, boy/girl*

3. Pronunciation

The emphasis in this section is on pronunciation of vocabulary. A person's vocabulary mastery is said to be good if person is able to pronounce vocabulary correctly. The range of pronunciation at primary level includes : individual sounds and consonant clusters (English has many), syllables and stress, weakly stressed and strongly stressed syllables in words, example : compound nouns, verbs, adjectives, long words, how stress, works in phrases and sentence, how stress is used to contrast things, how stress is used in sentences to change their meaning, how the sounds in some word are joined up and link together in phrases and sentences, how to intonation is used to refer to old information, how intonation is used to refer to new information, and how to intonation is used in question.

4. Usage

Usage is an indicator that complements the previous indicator. If someone is able to pronounce and mention the meaning of a vocabulary, but has not been able to arrange the vocabulary in the right way, then his vocabulary mastery is still said to be lacking, because that's why usage is said to be a complementary indicator in vocabulary mastery. This involves children in activities requiring to do things with the words in order to

make strong memory connections by learning words in groups, as shown below :

a. Classifying/ sorting : pupils sort words into categories, example : *hot and cold things, sweet or salty foods, red things, farm animals, African animals,*
b. Giving instruction : the teacher gives an instruction, focusing on specific vocabulary , example :*show me a red square, go the door, show me a table*
c. Word searchers : children enjoy searching for English spelling patterns and if the words are all of one category it can reinforce categorization skills.

In addition, there are two aspect of word knowledge can be realized receptively (in listening and reading) or productively (in speaking and writing). Any vocabulary test, therefore needs to take into account the multidimensional character of word knowledge. Most vocabulary test target only one or two aspects of word knowledge. For example focus on spelling, meaning and collocation respectively :[30]

a. Spelling

Teacher : "write down these words. Number 1 *confident.* Number 2, *independent.* Number 3, *expectant.* Number 4, *reluctant"*

[30] Thornbury, *How to Learn Vocabulary*.

b. Meaning

Write the English word that means : 1. *a place where you go to buy meat.* 2. *The person who repairs your kitchen tap if it leaks.*

c. Collocation respectively

Choose the best word to complete each sentence :

1. The flight attendant asked the passengers to….. attention to the safety demonstration.
   a. Claimed b. devote c. pay d. lend
2. A severe hurricane in the south pacific has…. Many lives
   a. Claimed b. taken c.killed d.destroyed
3. The delegates blamed each other when the peace talks broke…
   a. Off b. up c. on d.down

The learners should be included in the process of assessing foreign language vocabulary knowledge. By focusing on learners' knowledge of the most frequently occurring terms in a language, a well direct test

of vocabulary knowledge can be created. It should enable a determination of how valuable the learners' vocabulary is for comprehension and communication. Cameron additionally mentioned the following vocabulary skills:[31]

a. Pronunciation

   One of the factors that has a significant impact on vocabulary is pronunciation. The manner a person pronounces a word is referred to as pronunciation. Learners need to hear new words in a foreign language in order to properly pronounce it.

b. Spelling

   Spelling is the act of forming words correctly from individual letter. We can say that spelling is the way of how a word is spelt.

c. Grammar

   Grammar of vocabulary must be taught because if a teacher wishes to teach a noun, the teacher must show the plural, singular, regular, and irregular forms of the noun.

d. Meaning

   Learners are responsible for determining the meaning of new foreign language words. They must consider the word and its meaning before remembering it.

[31] Cameron Lynne, *Teaching Language to Young Learners. Cambridge Teaching Library* (Cambridge: Cambridge University Press, 2001), 78.

B. Songs in Teaching Vocabulary Mastery

1. Definition of song

Song is a series of words sung with a certain rhythm and tone that can convey messages through lyrics, song lyrics are easily made so that they can convey messages and express feelings to those who listen to them. By singing, teachers can invite students to do activities related to everyday life. Actually songs are created for two purposes, namely songs are created only to be enjoyed and songs are created for learning purposes, for example songs are used in learning vocabulary, or grammar. There are some definitions of song that can be found through references.

According to Anna Kusnierek, song is rhythmic and melodic in content and is a form of communication in the linguistic sense. In addition, it can be used to improve listening skills, improve pronunciation, acquire vocabulary, provide examples of grammatical structures, train reading and writing and can make students aware of cultural aspects.[32]

Meanwhile, Winter stated that Songs often organize words into musical melodies and use language features, such as rhyme, repetition, and alliteration, to communicate the story they feel.[33] Many people use songs as a medium in conveying messages and self-expression through song lyrics. Song lyrics are a communication medium that has meaning, if a song lyric is right in the selection it can have the same value as thousands

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[32] Anna Kusnierek, *The Role of Music and Songs in Teaching English Vocabulary to Students* (Poland: Marcin Street, 2016), 25.

[33] Nicole D Winter, *Sing, Sing a Song: How Using Songs Affect Productive Vocabulary*, 2010, 15.

of words or events, and is also able to attract the attention of the general public who listen to the song.

In addition, Lusi Nurhayati defined Songs are an excellent tool to help a students' English learning process, more specifically songs are believed to be able to motivate students while participating in English learning, besides songs can also increase a strong memorize for children and will be more sensitive to sounds so that by Using children's songs is expected to make it easier to remember learning.[34] Songs can also be said to make class more interesting and lively. When children like songs taught by the teacher, they will be happy and enthusiastic about doing it, and that's when indirectly they are learning something. The use of songs in learning must be effective, there are several things that must be considered, namely the ability of students and the type of song to be used. There are several types of songs that are not suitable for learning, for example the pronunciation is not good or even difficult for students to understand. We can use various types of songs according to the needs of the class. Such as children's songs for elementary school , animal songs, number songs, food songs, activity songs and others.

According to Rohmah and Indah Songs have an important role in the development of children learning a second language.[35] Meanwhile, according to Hadi Song is a way to gain student interest in practicing their

[34] Nurhayati, "Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk Siswa SD ; Mengapa Dan Bagaimana," 4.

[35] Nuzular Rohmah and Rohani Nur Indah, "The Use of Modified English Song to Improve Vocabulary" 9 (2021): 121.

mastery of English.[36] Children's songs are a means of educating children, because children's songs can convey messages in a simple and fun way. Besides it can also defined one of the excellent teaching materials for children learning vocabulary for elementary school children. Then, children's songs are able to provide an interesting and cheerful atmosphere besides that they can also help learning for children to make it easier to memorize every vocabulary in English. So that children can enjoy learning English more and students will not easily feel bored and their attention will focus on learning

Children's song are part of popular culture and are pop songs with a childish feel. There are several choices of songs used according to Nurhayati :[37]

1. songs must be related to education,
2. simple lyrics song,
3. songs that can strengthen grammar

Besides, according to Pamadhi music for children is adapted to the characteristics of the child. Their music must be adapted to the child's development in terms of biology, soul, intellect, and children's interests, they are: [38]

1. short, easy-to-remember, melodic and rhythmic patterns that are very useful to build on from time to time.

[36] Muhammad Sofian Hadi, "The Use of Song in Teaching English for Ju Nior High School Student" 2 (2019): 108.

[37] Nurhayati, "Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk Siswa SD ; Mengapa Dan Bagaimana," 5.

[38] Hajar Pamadhi, "Objectifitasi Budaya Nusantara Dalam Penelitian Budaya," 2011, 25.

2. Contains other musical elements, such as tempo. Dynamics, sounds and musical expressions that can be processed and expressed.

In conclusion, we can understand song is an effective media for conveying messages, song is a piece of music that consist of words and people can sing it anyway, anytime and it can be part of expression of feeling which can increase student learning motivation, make it easier for students to learn, and also can help stimulate memory. Children's song must be related education because children song adapted to the characteristics of the child.

2. The Advantages of Songs in Teaching Vocabulary

Many studies claim that speaking and pronunciation skills can be improved through songs. Camilo Morales said A suitable song must be selected to ensure that it will contribute to the improvement of language learning.[39]

Additionally, Walker suggest using songs as an important technique in improving vocabulary, grammar, listening, and speaking.[40] Then, Wrenshall said There's plenty of evidence that songs help memorization, and the rhythm and rhyme of lyrics can definitely help vocabulary too. In addition, there are many advantages of teaching English using songs, they are: [41]

[39] Morales, *Using Rock Music as a Teaching-Leraning Tool*, 166.
[40] Walker, "Going for a Song," 19.
[41] J. Wrenshall, *Using Songs to Improve Communication Comptence* (Bangkok: AUA Language Center, 2002), 43.

1. Motivating will motivate children to have more fun learning English.
2. During the learning process, children can catch learning material easily through singing.
3. Singing and various learning activities, educators can foster children's interest to be more happy and active in learning.
4. A happy and active learning process can be achieved
5. Teaching rhymes and songs in elementary education to students can benefit them both inside and outside of school.

One of the many advantages of using music and songs in teaching English is that the teacher can keep students' attention focused and keep them eager to learn.[42] There are many advantages to using songs for preschoolers as a learning reference. According to Brewster, the advantage of using song is, first of all, it is a linguistic resource. This means that language can be used both as an introduction to the target language and as a medium for strengthening grammar and vocabulary. both are affective sources. This means that the song supports not only a fun learning situation, but also a positive attitude and confidence towards English. Third, as a cognitive resource, songs help create memory, concentration and coordination, songs can

[42] Tribhuwan Kumar et al., "Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts," 2022, 1.

function as a way to interpret meaning.[43] Another advantage of teaching English is using songs, according to Andayani there are:[44]

a. Through songs, it will motivate children to be happier learning English
b. By singing children become happy and easier to understand the teaching material presented.
c. Through songs and various learning activities, educators can foster children's interest to be more happy and active in learning
d. Children are made happy not bored and interested in participating in learning.

Sarah Philips state Music is an important part of language learning. Young learners really enjoy learning and singing songs.[45] Songs and music in general affect our emotions. People can cry, smile and other strong emotions after hearing that song, never and wherever they do it. From the reasons above it can be seen that songs have many benefits in the teaching and learning process, they are: [46]

a. Songs or music can be used to relax and give students pleasure in a classroom setting.
b. Songs have a lot to do with student interests
c. Songs and music as a complement: can be used to complement a textbook or can function as a text in itself

[43] Brewster, Ellis, and Girard, *The Primary English Teacher's Guide*, 162.

[44] Endang Sri Andayani, "Implementation of the Use of Song as a Method of Learning English for Children" 10 (2022): 291.

[45] Philips, *Young Learners*, 94.

[46] Nur Indah Rusydah, *The Effectiveness of Songs to Increase Students' Vocabulary* (Jakarta: IAIN Syarif Hidayatullah, 2015), 15.

d. Songs are great for introducing vocabulary because they provide meaningful context for vocabulary.

The advantages of teaching vocabulary through songs state by Hill, Are follows :

1. Through using contemporary popular songs, which are already familiar to teenager, the teacher can meet the challenges of the teenage needs in the classroom.
2. Through using traditional folk songs the base of the learners' knowledge of the target culture can be broadened.
3. Songs may both be used for the presentation or the practice phase of the grammar lesson.

It can be concluded that the advantages using song in teaching vocabulary mastery is it will motivate children to be happier learning, and also trough song they interest to be active learning and make easir to remember material.

3. Techniques in teaching vocabulary by using songs

Related to the importance of vocabulary in learning, the role of vocabulary is very influential for students. Teaching vocabulary requires the right technique. One of the techniques in teaching vocabulary to young students is using songs. Music or song is a trend of modern society. Most students want to learn English in a different style. They enjoy learning with fun activities such as singing and listening to music.

The songs we learn will be easy for children to understand. There is a lot of repetition of words in a song. Repetition of words in a song really helps young learners to memorize new vocabulary easily. No matter what culture young learners come from, singing is a great way to introduce, improve and strengthen language skills.

According to Griffe there are some techniques teaching vocabulary using song:[47]

1. Play song with no preparation and no hand outs
2. Tell the students to listen the song
3. Then, give the students the lyrics face down
4. Tell them to listen the song and circle any word they do not understand
5. Ask the students discuss as a whole groups class
6. Ask students to circle words that they do know and then ask they to tell you each other what the word means.
7. Write the vocabulary and save them for review
8. Use the above cards for a circle conversation.

By using English songs as a media in learning English they can increase their knowledge, especially in vocabulary. this song provides English material that they want to understand. In addition they can sing and also understand what the song tells. There are two reasons for suggesting music or songs as media in language teaching.[48] The first is, it is an idiom that is familiar to many young learners in both academic and

[47] Griffe, *Songs in Action*, 26.
[48] Rusydah, *The Effectiveness of Songs to Increase Students' Vocabulary*, 12.

non-academic settings. The second reason that music or songs represent life so differently from other mass media is because learning songs pushes them to the top of the priority list. Teachers can use songs to teach vocabulary to students.

Some techniques for presenting songs in class according to Rusydah: [49]

a. Choose a song

Before introducing a song in class, it is expected that the following song selection criteria must be met:

1. Songs should be popular with students whenever possible
2. Songs should be clear and understandable
3. The song must have an appropriate theme

b. Presenting songs in class

There are four basic steps in presenting songs in class:

1. The teacher plays the song, while the students look at the words and recite them silently.
2. The students repeat the words without singing them
3. The teacher shows vocabulary, idioms, grammar items, and gives pronunciation instructions.
4. The teacher plays the song again, letting students join in when they feel confident enough to sing alone.

[49] Rusydah, 12.

Griffe states songs are good introductory vocabulary because songs provide a meaningful context for the vocabulary.[50] It is stated that there are several reasons for using songs at a certain age. The reason is as follows :[51]

a. Kids love songs and songs are easy to remember
b. Songs can be integrated into language learning, singing activities and dongs around songs.
c. In many cultures, songs are used to introduce or train their mother tongue to young children
d. Songs often include lots of repetition which helps make language memorable
e. Because songs must be sung at a reasonable pace, they encourage natural phonological features such as linking and weak forms.
f. Kids have energy and want to make a scene
g. Parents will be delighted to hear their children sing in English
h. Singing is a fun, stress-free activity that will add to a positive classroom learning environment.

Therefore, using songs can be a good alternative for educating young people. Teachers can use this technique in teaching English vocabulary to students. The use of songs will make the process of learning English more successful because students will feel closer to their lives.

[50] Griffe, *Songs in Action*, 5.
[51] Ika Devi, *The Use of Songs to Increase English Vocabulary to the First Grade Students of SDN Tugu Jebres No 120 Surakarta* (Surakarta: Sebelas Maret University, 2009), 32.

C. Review of related literature

To support this research, the researcher found some previous studies that relate to this research, here are some additional related literatures :

First, the researcher took from a thesis written by Risty Valentina entitled “the effect of using English songs on the fifth year student's vocabulary achievement of SDN Kasiyan Timur 03 Puger, Jember. The respondents of this research were V.a as the experimental group and V.b as the control group. Those two classes were taken by population sampling. The total of the respondents was 50 students divided into experimental design and control group. The experimental group consisted of 25 students who were taught vocabulary by using songs, and the control group consisted of 25 students who are taught vocabulary without using English songs (no treatment). The primary data of this research were collected from the students’ vocabulary test, while supporting data of this research were gained through interview and documentation. The primary data were collected and then analyzed by using t-test formula. The results of her study are that English songs can improve students' memory in memorizing the vocabulary they have learned, by using English songs students can learn English more easily besides that students will also feel happier learning in class. Therefore it is recommended for the English teacher to use English songs as an alternative media in teaching

vocabulary to develop the students' vocabulary achievement and the students can use English songs in order to master English vocabulary. [52]

The Second study, the researcher was a journal written by Iman I A Shehadeh and Mohammed A Farrah entitled " The effectiveness of using children's songs in developing elementary graders' English vocabulary and pronunciation in Jerusalem, Palestine". This study aimed at investigating the effect of using children's songs in developing the elementary graders' vocabulary and pronunciation. It aimed also to investigate teachers' attitudes towards the use of songs in their English classes. The participants were 123 EFL students of the fourth grade 72 females and 51 males. Both groups are from four private schools in Jerusalem, two groups for boys and two groups for girls . one boys' school and one girls' school were chosen to be the experimental group consisting of 58 participants, while the other boys' and girls' school were chosen to be the control group consisting of 65 participants. Study data were collected via students, ore and post test and teachers' questionnaire. Exam results showed that students have improved their vocabulary and pronunciation due to the use of songs in learning. Questionnaire results showed that teachers have positive attitudes towards the use of songs

In their classes as songs have positive effects in increasing students' achievement, interest and motivation.[53]

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[52] Risty Valentina, *The Effect of Using Songs on the Fifth Year Students' Vocabulary Achievement of SDN Kasiyan Timur 03 Jember* (Jember: Jember University, 2010).

Third, the researcher took from journal written by Miftahul Muttaqiin entitled " the correlation between children's song and memorizing vocabulary to young learners as foreign language on kindergarten". This research used quantitative approach, while the kind of research used non experimental design that is correlation design. Population of this research is all of the students in TK PKK Polagan Pamekasan 2020/ 2021 that consist of 28 students. The obtained data from questionnaire, test and documentation. The obtained data analyzed by using statistical analysis that used product moment. The result of this study showed that the use of children song related to memorizing vocabulary to young learner as foreign language of kindergarten PKK Pologan Pamekasan. Children song can use as strategy in vocabulary learning, this can make the students interest to study and make the students easy to memorize of vocabulary. [54]

The last, the researcher took from journal written by Anggi Yulia Astuti., et al entitled " The Effect of Using English Song Towards Students Vocabulary Mastery" This research used quasi experimental design. Population of her research all of fourth grade students at SD IT Cahaya Madani, with total of 81 students divided into three classes, the researcher used purposive sampling with totaling sample of 54 students. She was used vocabulary test as the gear on this took a look at submitting

[53] Iman I A Shehadeh and Mohammed A A Farrah, "The Effectiveness of Using Children's Songs in Developing Elemantary Graders English Vocabulary and Pronunciation in Jerusalem, Palestine" 4 (2016).

[54] Miftahul Muttaqin, "The Correlation Between Children's Song and Memorizing Vocabulary to Young Learner as Foreign Language on Kindergarten" 9 (2020): 140–46.

the data. The result of her study demonstrate that the incorporation of English songs in teaching vocabulary is an effective approach. Students who were taught using English songs achieved higher scores compared to those who were not on students' vocabulary acquisitions. The result highlight the importance of integrating innovative, and enganging teaching strategies, Such as incorpating songs, into language instruction. The use of English songs provides a dynamic and enjoyable learning experiences for students, promoting active participation and improving their vocabulary retention.[55]

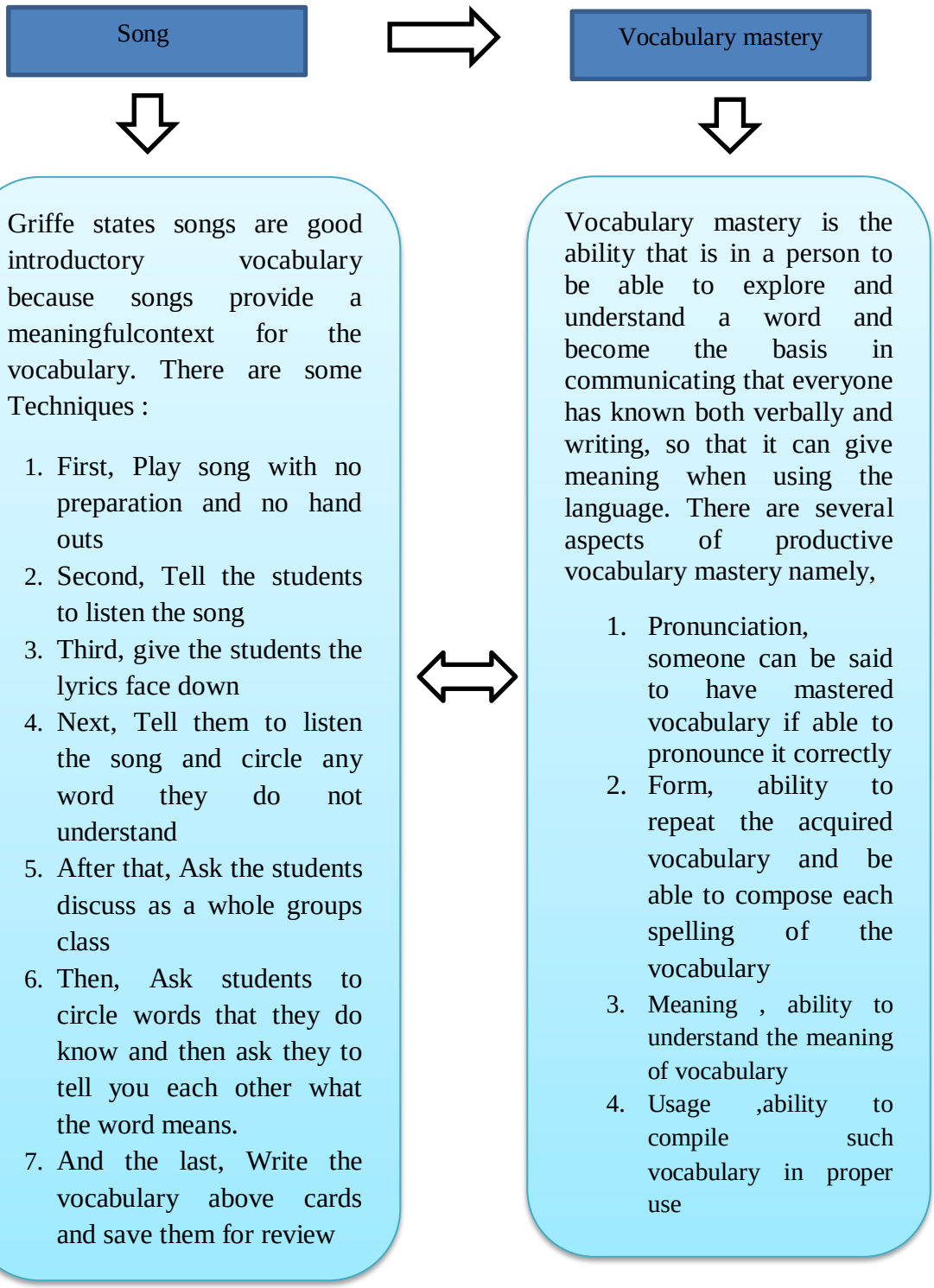
The review of related studies above indicates that there is similar research with the researcher which research about using songs as learning media with the aim of increase students' vocabulary mastery and also using song can make students more happy and comfortable in learning process.

The difference of this research with previous research, this research focused on increasing students' vocabulary mastery of grade 5th elementary school. It is conducted at SD IT Insan Kamil Bukittinggi. In addition, this research used experiment research, using test as an instrument, and to collect data this research performed pretest- treatment-post test.

[55] Anggi Yulia Astuti et al., "The Effect of Using English Song Towards Students' Vocabulary Mastery" 8 (2023): 225–34.

D. Conceptual Framework

This study aimed to find out the effect of using children's songs on increase students' vocabulary mastery. This research can be seen based on



E. Research Hypothesis

The research hypothesis that is used in this research focused on the influence of using songs on increasing the vocabulary of students there are two kinds of hypotheses, they are :

1. Null hypothesis (H0)

   The null hypothesis instilled that using songs has no significant effect on increasing students' vocabulary. The null hypothesis is accepted if there is no significant difference between the population.

2. The alternative hypothesis (ha)

   The alternative hypothesis stated is the significant effect of using songs to increase the vocabulary of students. It will be seen from the difference between controlled class and experimental class. If there is a significant difference between population means, the alternative hypothesis is accepted. In this research, the alternative hypothesis is chosen as the hypothesis.

In alignment with the possible hypotheses discussed above, the researcher hypothesized that using songs would be effective in increasing the vocabulary of students at 5th grade at SDIT Insan Kamil Bukittinggi.

CHAPTER III

RESEARCH METHOD

A. Design of the research

This research was use a quantitative approach. It is the collection and analysis of numerical data to explain, predict and control phenomena of which is interesting. However, a quantitative research approach entails more than just the use of numerical data. Quantitative research state the hypothesis to be examined and specify the research procedures that was used to carry out the study. According to Gay there are several types of quantitative research, it can be classified, survey research, correlational research, causal- comparative research, experimental research and single-subject research. [56] The design utilized to explore in this research was done experimental design.

Experimental design is the most structured of all research types. When well conducted, experimental studies produce the soundest evidence concerning cause- effect relations. There are three types of experimental design: pre- experimental design, true- experimental design and quasi-experimental design. [57] In this research was used quasi experimental design because researcher was found out the effect between variables involving experimental class and control class, by providing treatment and to find out changes from the treatment given (Pre-test, Treatment- Post-test). In addition, it is able to facilitate researcher in controlling class

[56] L.R Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Applications* (Florida Pearson, 2012), 9.

[57] Gay, Mills, and Airasian, 265.

because class have formed naturally and researcher do not need to form groups randomly.

According to Barry Gribbons, a quasi experimental design is especially useful in addressing evaluation questions about the effectiveness and impact of programs.[58] Meanwhile according to Nunan quasi-experimental design has both pre-test and post-test and has experiment class and controlled class, but no random assignment of subject.[59]

The experimental and control groups are given different treatments in this study. In the experimental class, the researcher uses the treatment, meanwhile in the control class, it doesn't have treatment.[60] The researcher administrated pre-test to those classes. The pretest was given to know the initiation score of students' vocabulary mastery on both experimental class and control class before treatment, and the post test to see the effectiveness of the treatment based on the score. The post- test consist of the vocabulary test with the same difficulties as the pre- test, it could be explained as below: [61]

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[58] Barry Gribbons and Joan Herman, "True and Quasi Experimental Design : Practical Assesment, Research and Evaluation" 5 (1997): 1.

[59] David Nunan, *Research Method in Language Teaching* (Cambridge: University Press, 1992), 41.

[60] Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Lincoln: Pearson Education, 2012), 310.

[61] Creswell, 310.

Table 3.1

Selected Control class	Pre- test	No Treatment	Post- test
Selected Experiment Group	Pre- test	Treatment	Post- test

a. Experiment class

In experiment class, in the first meeting the researcher given pre- test to the students. Then, in the second, third meeting and fourth meeting, the researcher do treatment where the researcher use song as a media. On the last meeting, the researcher given post- test to the students.

b. Control class

In control class, in the first meeting the researcher was given pre-test to the students. Then, in the second, third meeting and forth meeting, the researcher taught the students without using song as a media (no treatment). On the last meeting, the researcher will give post- test to the students.

In addition, this research focused on two variables, song as the independent variable and students' vocabulary as the dependent variable. An independent variable is an explanatory variable that is a presumed cause of variation in other explanatory variable.[62] While a dependent

[62] John Bacon Shone, *Introduction to Quantitative Research Method* (Hongkong: Univeristy of Hongkong, 2013), 24.

variable is a an explanatory variable that is presumed to be affected by the independent variable. In short, dependent variable is an affected variable and the independent variable is the variable which is giving the effect to the dependent variable.

B. Population and Sample of the Research

1. Population

Population, according to Frankael and Wallen, is the group of interest to the researcher, the group to whom the researcher wishes to generalize the finding of the study.[63] A population is a set or collection of all items that have one or more of the desired characteristics .[64] The population of this research is the 5th grade students of SDIT Insan Kamil Bukittinggi. The students was picked after it is discovered that they are lack on vocabulary. It suggested that the students required additional training and would need to acquire new words in a fun approach in order to increase their vocabulary.

Table 3.2

Number	Class	Students' Numbers
1	5 Madinah	28
2	5 Makkah	28
3	5 Mina	28
4	5 Muzdalifah	28

[63] Jack R. Frankel, Norman E. Wallen, and Hellen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed. (New York: MC Graw Hill, 2012), 92.

[64] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2002), 108.

	Total of the students	112

2. Sample

In quantitative research, a good sample is one that is representative of the population from which it was selected and selecting a representative sample is not a haphazard process. According to Arikunto, sample is a part of the population that was investigated the researcher selected a sample of the population for some reasons, and it is representative of the entire population. [65] As Sugiyono pointed out, the sample is a subject of the population.

The sampling method use in this research is cluster random sampling. It is based on few reasons. First, it is because the population has same syllabus or same material. Second, the population has same teacher. The last, the population was conducted homogeneity test and normality test based on the result of the students' test score that the researcher have done by input the score into SPSS. 2.5. The steps as follows :

1. Normality
    a. The researcher opened SPSS 2.5 for windows
    b. Then, the researcher filled the variables in variable view before coming into data view
    c. After that put the score into the data view

[65] Arikunto, 108.

d. Next, the researcher processed the pre-test and post-test scores in data view by using chosen menu in SPSS 2.5 for windows. The way will analyze- Descriptive Statistic- put the class scores into dependent list- clicked plots- checklist normality plots- clicked ok then continue- the data on process.

2. Homogeneity

a. The researcher opened SPSS 2.5 for windows

b. Then, the researcher filled the variables in variable view before coming into data view

c. After that put score into the data view

d. Next, the researcher processed the pretest and post-test scores in data view by using chosen menus in SPSS 2.5 for windows. The way will analyze- the researcher processed descriptive statistic- put the class scores into dependent list- clicked plots- checklist untransformed- clicked OK then continue- the data on process.

In the school, there are fourth fifth grade classes. The researcher divided the population into 2 smaller groups and then randomly selected these clusters to generate a sample in cluster random sampling. This research featured two classes, one as an experiment and the other as a control group. The experimental class was taught by using song, whereas

the control class was taught by using traditional methods or without the use of song.

C. Instrumentation

Instrumentation is a part of data collection. It is the tool are use by the researcher in collect the data. In this research, the researcher will use a test as an instrument.

a. Test

A test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristic. A cognitive characteristics is a mental characteristics related to intellect such as achievement, an affective characteristics is a mental characteristics related to emotions, such as attitude. Test typically procedure numerical scores.

Test was going use to measured students vocabulary mastery . The purpose of vocabulary mastery test is to see if students can match each word with a synonym a dictionary definition, or analogous word in their own language. There are many different sorts of vocabulary test there are multiple-choice, matching, writing sentence, gap filling, dictation, odd one out, translation. In this research, researcher was used two type of test, first the researcher will use multiple- choice which

consist 20 questions. Secondly, the researcher conduct an oral test which consist 5 questions.

The researcher conduct the learning process over four meetings. With the first meeting consisting of pretest, the second and third meetings consisting of treatment, and the fourth meeting consisting of a final test or post test. At the conclusion learning treatments, a final test is administered.

b. Test validity

Validity is a metric for determining how to accurate a test is when it is applied as an instrument. The validity of the vocabulary mastery exam was determined in this research by employing expert judgment, in which experts provide their judgment on whether the test is valid to assess what the researcher intends to measure or not. The validators of this research were the English lecturers of UIN Sjech M. Djamil Djambek Bukittinggi named Muthia Rahman, M.Pd and Elsy Pranita,M.Pd. Also to make it more believable, the instrument of this research was validated by the English teacher school named Yovandra Kurnia, S.Pd.

c. Test reliability

The test that consistency assess whenever it is used is concerned with reliability. The formula employed by the researcher was as follows :

$$r^{11} = \left[\frac{k}{(k-1)}\right]\ [1 - \frac{\Sigma{\sigma_1}^2}{{\sigma_1}^2}]$$

In which:

r^{11} = reliability coefficient

$\Sigma\sigma_1^2$ = the sum of variant each item

σ_1^2 = total variant

N = the sum of item in the text

D. Data Collection Technique

Data collection technique is a key element in conducting a study knowing that the ultimate goal of research is to get data, the researcher was unable to obtain correct data unless he or she is familiar with data collection methodologies. Furthermore, the data gathering method or technique used in this research is test. The data was collected using a vocabulary test as the instrument. The test material was derived from the subject matter that has been taught to the students. To begin, the researcher administrated a pre-test to both the experimental and control class. The pre-test will given to know the initiation score of students' vocabulary mastery on both experimental class and control class.

The researcher applies the treatment after administering the pre-test. There are three different treatments then given each class. Control class will do taught by traditional media or without the using song whereas experiment class taught through the using song. Both experiment and

control groups was taught with the same material. After the treatment, the researcher was give post-test in collecting the data for both experimental and control group. The test is performed in order to measure the students' vocabulary mastery.

E. Technique of data analysis

It implemented the following methods to learn and determine the scores of the experiment and control groups :

1. Prerequisite analysis test[66]

   a. Normality test

      Normality test is the prerequisite test data about the eligibility of data to be analyzed using parametric statistics or non-parametric statistics. The normality test is used to determine whether a set of data is from a population with a normal distribution or has a normal curve. To assess the data's normality, the researcher employed IBM SPSS Statistic 2.5

   b. Homogeneity test

      Homogeneity test is a prerequisite test of analysis on data feasibility to be analyzed using statistical test. The homogeneity test is developed to determine the resemblance of a sample drawn from a homogeneous population. To assess the data's homogeneity, the researcher employed IBM SPSS Statistic 2.5

[66] Misbahuddin and Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, 2nd ed. (Jakarta: PT Bumi Aksara, 2014).

2. Hypothesis test

The T-test is a data analysis method for determining whether there is a significant effect between students' vocabulary mastery using song in experimental class and students' vocabulary mastery without using song in control class. Using IBM SPSS statistic version 2.5. The t-test utilized in this study was independent samples t-test with two tailed test of significance. If the result shows Sig(2-tailed) > sig $\alpha = 0.05$ (5%), then the null hypothesis is accepted. But, if sig (2-tailed) < sig $\alpha = 0.05$ (5%), then alternative hypothesis is accepted.

The steps to process the data in SPSS 2.5 for windows by the researcher as below:

a. Collecting all data of research, pre-test and post-test scores
b. Putting the data of scoring in one table and also the name of the students
c. Then, opened the SPSS 2.5 for windows
d. After that, the researcher filled the variables in variable view before coming into data view
e. Next, the researcher should open the data view. The researcher copied the data of pre-test and post-test score in one table into data view sheet
f. After that, the researcher processed the pre-test and post- test scores in data view by using chosen menus in SPSS 2.5 for

windows. The way will analyze- compare means- independent sanple t- test the data on process.

g. From the result sheet in SPSS 2.5 for windows, the researcher can take conclusion which if the significance of data < 0.05, the H_a is accepted and if the significance of data > 0.05 H_a is refused

The researcher analyze the data for both the classes, the experiment and the control class in order to determine the significance effect of treatment, the researcher use the t-test formula proposed by Gay et al. the formula as follow : [67]

$$\bar{x} = \frac{\sum fxi}{n}$$

$$s = \sqrt{\frac{\sum f\,(x_i - \bar{x}\,)^2}{n-1}}$$

$$ss = \sum x1^2 - \frac{(\sum x1)^2}{n1}$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(SS1+SS2)}{n1+n2-2}} \cdot \frac{1}{n1} + \frac{1}{n2}}$$

Where :

$\bar{x}$: Mean Score
$\bar{x}1$: Mean Score of Experiment Class
$\bar{x}2$: Mean Score of Control Class
s : Standard Deviation
ss : The Sum of Squares
$ss1$: The Sum of Squares of Experiment Class
$ss2$: The Sum of Squares of Control Class
$n1$: Number of Sample of Experiment Class
$n2$: Number of Sample of Control Class
t : The Value of the Obtained-t

[67] Gay, Mills, and Airasian, *Educational Research Competencies for Analysis and Applications*.

F. The statistical hypothesis

According to Kothari, a hypothesis is simply an assumption or a supposition that must be proven or disproven.[68] This research's hypothesis is used to identify and draw the researcher's conclusion. The hypothesis will be write with the assumption of a T-test result in mind, as shown below :

1. Alternative hypothesis (Ha)

   There is as effect of using song to increase students' vocabulary mastery if p-value < sig $\alpha = 0.05$ (5%). It means that the alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected.

2. Null hypothesis (H0)

   There is no any effect of using song to increase students vocabulary mastery if p-value > sig $\alpha = 0.05$ (5%).

   It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (H0) is accepted.

[68] C.R Kothari, *Reserach Methodology (Methods and Techniques)* (New Delhi: New Age International, 2004), 1184.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher is going to discuss the result of research " The Effect Of Using Song To Increase Students' Vocabulary Mastery For The 5th Grade At SD IT Insan Kamil Bukittinggi". This research was Conducted at SD IT Insan Kamil Bukittinggi, carried out in class 5 Mina is the experiment class and 5 Madinah is the control class.

The result and discussin of this research presented below include an explanation of the data narrative, testing the prerequisites for data data analysis and hypothesis testing. The analysis of pre-test and post-test data on the experimental and control classes, as well as hypothesis testing, are all part of the findings the researcher findings include the students' vocabulary mastery scores from both the control and experimental classes, as well as an analysis of the students' scores. This chapter discusses data collection analysis in order to answer the research questions listed below :

1. Is there any significant effect of using songs on students' vocabulary mastery?
2. Is there any significant effect on students' vocabulary mastery between the use of song media and the use of conventional media?
3. Is the use of song media better than the use of conventional media on students' vocabulary mastery ?

The result of this study show that using the song has a significant effect on students' vocabulary mastery in the fifth grade at SDIT Insan Kamil Bukittinggi (Ha: t-calculated > t-table). Furthermore, there is a significant difference between students who were taught the song and students who were not (Ho: t-calculated < t-table). Furthermore, the students' vocabulary mastery improved when they were taught using song rather than the traditional media. The data descriptions can be found below:

1. Description of the data

The data for this study was gathered based on research conducted by the researcher in the 5^{th} grade of SDIT Insan Kamil Bukittinggi. The students' vocabulary mastery scores were collected after a pre-test at the start of the research and a post-test at the end of the research after the treatment. This study's data was drawn from the experimental and control class. The pre-test and post-test were given in the form of multiple choice test which had 20 questions and oral test which consist 5 questions, then the students were asked to answer the last. There were 112 students in the population, with 56 students serving as the sample. The sample in experimental class (5 Mina) was 28 students and the sample in the control class (5 Madinah) was 28 students. The description of the data in both of the experimental and control classes explained below :

a. The data of pre-test of experimental and control class

The experimental class was taught using song while the control class was taught without using the song. The researcher gave the students a pre-test before teaching both the experimental and control classes. The following table summarizes the analysis of pre-test scores obtained by the experimental and control classes :

Table 4.1 : the result of score calculation from the pre-test

Class	N	Mean	Std.D	Lowest score	Highest score
Experiment	28	54.57	11.685	28	72
Control	28	53.29	5.848	28	72

According to the table above, the mean score of the experimental class was 54.57, whereas the mean score of the control class was 53.29. The experimental class's pre-test score is higher than the control class's.

b. The data of post-test of experimental and control class

In this research, the post-test was held at the end of the meeting that was done after the treatment in experimental class and no treatment in control class. There were 28 students included in the post-test of experimental class. We can see that the highest score 100 and the lowest score is 76, there are no students who got score below 75. Then, there were 28 students included in post-test of the control class. The data shows that the highest score is 96 and the lowest score is 64. Then,

there are 16 students who got score above 75 and 12 students who get below 75. The table below shows the result of the post-test for the experimental and control classes.

Table 4.2. the result of score calculation from post-test

Class	N	Mean	Std. D	Lowest score	Highest score
Experiment	28	93.14	5.848	76	100
Control	28	77.14	9.164	64	96

Based on the table above, it shows that the mean score of the experimental class on post test is 93.14 while the mean score of control class is 77.14. It significance that the mean score of experimental class is higher than control class.

2. Data analysis

1. Prerequisite analysis test

Before data analysis is carried out, the researcher need to prerequisite analysis test. This is done to find out whether the data for hypothesis test can be carried out or not. The prerequisite analysis test that was carried out are below :

a. Normality test

Normality test was done to know that the data is normal or not. Normality was measured by using SPSS.2.5. It measured the normality of pretest and post test which if the significance of pre-

test and post-test > 0.05 means the data was normal but if the significance of pre-test and post-test < 0.05 means the data was not normal. Moreover, the result of normality data of this research was showed on the table as below :

1) Normality test of pre-test for both experimental and control class.

This test is used to see whether the pre-test that the researcher distributed was normal or not. It was taken from the score of the oth class students's score of pre-test.

Table 4.3 Test of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
pre test	experiment class	.179	28	.022	.927	28	.052
	control class	.115	28	.200*	.971	28	.602

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result above, the significant value shows that the result of control class and experiment class is normal on Shapiro- Wilk (0.052 and 0.602) the test since it all is higher than alpha value (0.05).

2) Normality test of post-test for both experiment and control class

This test is used to see whether the post- test that the researcher distributed was normal or not. It was taken from the score of the both class students' score of post-test.

Table 4.4 Test of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Post test	Control class	.141	28	.161	.950	28	.194
	Experiment class	.169	28	.040	.954	28	.251

a. Lilliefors Significance Correction

Based on the result above, both experiment and control class on Shapiro- wilk which has significant value are (0.194 and 0.251). They are bigger than 0.05. So it proves that both of the data are distributed normally.

b. Homogeinity test

1) Homogeinity test of pre-test for both experiment and control class

This test is used to see whether the pre-test that the researcher distributed was homogeny or not. It was taken from the score of both class students' score of pre-test. As same as

normality, homogeinity test was accepted if the significance of data was > 0.05 and refused if it was < 0.05

Table 4.5 Test of Homogeinity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	1.182	1	54	.282
	Based on Median	.714	1	54	.402
	Based on Median and with adjusted df	.714	1	50.029	.402
	Based on trimmed mean	.992	1	54	.324

Based on the result above, the result of homogeinity test shows that the pre-test of both classes is homogeiny which has significant value is bigger than alpha (0.282 > 0.05).

2) Homogeinity test of post-test for both experiment and control class

This test is used to see whether the post-test that the researcher dsitribited was homogeiny or not. It was taken from the score of the both class students' score of post-test.

Table 4.6 Test of Homegeinity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	.401	1	54	.529
	Based on Median	.435	1	54	.512
	Based on Median and with adjusted df	.435	1	45.918	.513
	Based on trimmed mean	.526	1	54	.472

Based on the result above, the result of homogeinity test shows that the post-test of the classes is homogeny whisch has significant value is bigger than alpha (0.592 > 0.05)

3. Hypothesis testing

After calculating the data from pre-test and post-test in experimental and control class, the researcher tested the hypothesis in this research. There are three hypothesis in this research as follow :

a. The first hypothesis

The first hypothesis result in this research, The researcher used t-test formula to test the hypothesis. It was found that t-calculated is higher than t-table. It mean Ha is accepted and Ho is rejected. The conclusion could be seen below :

Table 4.7 the calculation of first hypothesis testing

Category	**Value**
Degree of freedom (Df)	28+28-2 = 54
level of significant (α)	0.05
T-Calculated	16.276
T- Table	1.673
T- Calculated > T-Table (16,276 > 1.673)	

Based on the data above, it shows that the degree of freedom (Df) is 54, the level of significance is 0.05 and the T-calculated is 16.276. T-table of 54 (the close df) is 1.673. The t-

calculated is higher than t-table (16.276 > 1.673). In conclusion, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. To make it more believable, the researcher found that the mean score of post-test which was done by the experimental class is higher than pre-test score (93.14 > 54.57). So, it means there is a significant effect of students vocabulary mastery who were taught by using song toward at 5^{th} grade of SD IT Insan Kamil Bukittinggi

b. The Second Hypothesis

In second hypothesis, there is significant difference on students' vocabulary mastery between the use of song media with the students who were not taught by the use song. (Ha : t-calculated > t-table). The conclusion could be seen below :

Table 4.8. the calculation of second hypothesis testing in both classes

Category	**Value**
Degree of freedom (Df)	28 +28 -2 = 54
level of significant (α)	0.05
T-Calculated	9.331
T- Table	1.673
T-Calculated > T-table (9.331 > 1.673)	

Based on the data above, it shows that the degree of freedom (Df) is 54, the level of significance is 0.05 and the T-calculated is 9.331. T-table of 54 (the close df) is 1.673. So, T-calculated is higher than T-table (9.331 > 1.673). In conclusion , the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

The researcher compared the data from both courses after completing the pre-test and post-test. The following is a comparison of the data from the pre-test and post-test in the experimental and control classes :

Table 4.9. the comparison of pre-test and post-test from experimental class and control class

Test result / **Class**	**Pre-test**	**Post- test**
Experimental class	$\bar{x}$ = 54.57 **SD** = 11.685	$\bar{x}$ = 93.14 **SD** = 5.848
Control class	$\bar{x}$ = 53.29 **SD** = 5.848	$\bar{x}$ = 77.14 **SD** = 9.164

Based on the table above, it can be concluded that the post-test result of experimental class is higher than pre-test result (93.14 > 54.57). It means that the media used have improved students' vocabulary mastery. Then, the post-test result between experimental and control class shows that the experimental class got higher mean score rather than control class (93.14 > 77.14). In

conclusion, there is significant difference effect on students' vocabulary mastery between the use of song media with the students who were not taught by the use song

c. The third hypothesis

In third hypothesis, it found that the students' vocabulary mastery who were taught by using song is better than the students who were not taught by using the song. It can be seen from the improvement of mean score experimental class is 38.57 (93.14 – 54.57) whereas the improvement of control class is 23.85 (77.14 > 53.29). It showed that the improvement of the experiment class is better than the improvement of the mean score of control class (38.57 > 23.85). So, it proves that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

In addition it could be seen from this result independent sample t-test as showed below :

Table 4.10 T-test result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
post-test	Equal variances assumed	7.418	.009	7.788	54	.000
	Equal variances not assumed			7.788	45.863	.000

From the T-test, it shows that value of sig (2tailed) is smaller than alpha (0,000 < 0.05). It indicates that there is significant difference of both classes. It means, the students' vocabulary mastery who were taught by using song is better than the students who were not taught by using the song

B. Discussion

Based on the result of data analysis on students' vocabulary mastery, the average pot-test score in the experimental class was 93.14 and the average pot-test score in the control class was 77.14. This shows that the average of the experimental class is gigher than the control class. According to the result of this research that there is significant difference between experiment class and control class. There are some reason that caused song is an effective tool be used in learning English. The reasercher found out while during the research, they are :

First, researcher use song media to improve vocabulary mastery. Using songs during the English learning process can make students relax and enjoy learning. Through songs, students are motivated and happy to learn English. Songs are a very good medium for improving students' vocabulary mastery. More specifically, songs are believed to be able to help and motivate students' English learning. Besides, songs can also improve children's memory, so by using songs it is hoped that students will make it easier to remember learning. By using songs during the learning process, students feel that this learning is very interesting and not

boring, they will be happy and enthusiastic during the English learning process.

Second, songs are good for introducing vocabulary because songs provide context for the vocabulary, improve speaking skills, can practice grammar and listening. By getting students used to listening to songs, it has a tremendous impact on children's speaking skills or channeling pent-up feelings and emotions because the songs they have heard contain many words and can later increase the child's vocabulary and memory. Increasing vocabulary from songs can certainly influence the mastery of pronunciation and understanding of vocabulary.

Third, the songs played are songs that are able to strengthen students' speaking skills, because when songs are played students are active in singing, singing can give students satisfaction, joy and happiness. Singing is a fast step for students to master, learn something. Students are very enthusiastic about learning during the English learning process, all students sing along when the song is played. Then, the songs used are songs that have simple lyrics and have meaning related to students' daily lives.

After the research was carried out, the researcher knew that, in the process of learning English, students needed different media than usual. Based on the result of the research, the researcher found the use of the songs on students' vocabulary mastery shows that, the students more easily to remember vocabulary, more interest, and them look be happier in

learning English. So, that the use of the songs can increase students' vocabulary mastery. This is in line with the theory presented by Morales songs can be understood easily by children, there is a lot of repetition of vocabulary in a song. Repetition of vocabulary in a song really helps students memorize new vocabulary easily, an alternative way to improve English and provides opportunities for students, especially vocabulary. Besides, Griffe stated that songs are a good introductory vocabulary because songs provide a meaningful context for the vocabulary. Therefore, songs can be a good alternative for educating the younger generation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, Teaching vocabulary using song is one of the alternative solutions that the teacher can use to teach vocabulary to their students. It makes students more relax in learning new words, thus they can memorize them easily. It means, song is an effective teaching media for increasing students' vocabulary mastery. This conclusion gathered not only from the experts and previous researchers' ideas but also from the empirical data that had been found by the researcher herself.

B. Suggestion

Based on the finding of the research, the researcher would like to propose some suggestion as following :

1. Based on the result of the research, the English teacher is recommended to use song as a media to increasing students' vocabulary mastery
2. The students are expected to keep use song so then they will be master in vocabulary

3. Further researcher are suggested to conduct a research in the effect of using song in teaching another aspect of English skills ad components and use wide sample.

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Apendix 1

TEST INSTRUMENT

Name :

Class :

Time allocation : 45 minutes

Choose the correct answer from direction a, b, and c !!

1. We need… as a healthy drinks
   a. Milk
   b. Ice cream
   c. Soft drink
2. I always eat… every day
   a. Junkfoods
   b. Healthy foods
   c. Snacks

3. F-R-I-T-U-S
   The correct order of these letters is..?
   a. Friuts
   b. Fruits
   c. Furits



4. Healthy foods in Indonesia means …?
   a. Minuman sehat
   b. Makanan cepat saji
   c. Makanan sehat

5. *Alpukat* is called….. in English
   a. Mango
   b. Avocado
   c. Orange

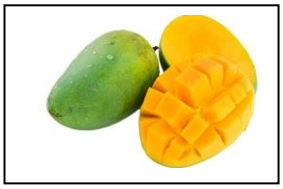


6. Fruits and …. are good for our health !
   a. Snacks
   b. Ice creams
   c. Veggies

7. We need… for our activity
   a. Healthy foods
   b. Junk food
   c. Soft drinks
8. One of the effect consuming of junk food ..?
   a. Make us grow
   b. Give us energy all day long
   c. Make us weak and sick

9. *Lazy* in Indonesia means...?
   a. Malas
   b. Pintar
   c. Rajin

10. *Mango* is called… in Indonesia
    a. Mangga
    b. Jeruk
    c. Pisang



11. Which is of the following is a fruits ..?
    a. Carrot
    b. Strawberry
    c. Meat

12. R-O-N-G-A- E
    The correct order of these letters is..?
    a. Ongare
    b. Angore
    c. Orange



13. S-C-I-K
    The correct order of these letters is..?
    a. Sikc
    b. Sick
    c. Skic

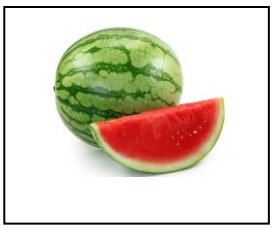
14. Healthy food can make us…
    a. Sick
    b. Energy all day long
    c. Lazy

15. Junk food can make us…
    a. Strong
    b. Grow tall
    c. Lazy
16. Synonym of the *"Grow"* is ..?
    a. Get taller
    b. Get small
    c. Get weak
17. Antonym of the "*Weak"* is ... ?
    a. Lazy
    b. Bad
    c. Strong
18. We say no to consume ….!
    a. Healthy food
    b. Junk food
    c. Fruits

19. *Pisang* is called…in English
    a. Mango
    b. Banana
    c. Watermelon



20. *Semangka* is called… in English
    a. Carrot
    b. Broccoli
    c. Watermelon



Pre- Test lisan

How to pronounce the vocabulary properly and correctly !

English	**Indonesia**
Healthy foods	Makanan sehat
Fruits	Buah- buahan
Vegetable	Sayur- sayuran
Orange	Jeruk
Mango	Mangga

1. What is “makanan sehat” in English ?
2. What is “buah- buahan “ in English ?
3. What is “sayur- sayuran “ in English ?
4. What is “jeruk”in English?
5. What is “manga” in English?

Post test lisan

How to pronounce the vocabulary properly and correctly !

English	**Indonesia**
Healthy foods	Makanan sehat
Mango	Mangga
Orange	Jeruk
Fruits	Buah- buahan
Vegetable	Sayur- sayuran

1. What is “makanan sehat” in English ?
2. What is “mangga” in English ?
3. What is “jeruk” in English ?
4. What is “ buah-buahan” in English ?
5. What is “sayur- sayuran” in English ?

Appendix 2 : Lesson Plan

Lesson Plan of Control class :

First meeting : giving pre- test and introduction

1. The teacher said salam and introduce herself
2. Then, the teacher check their attendance list.
3. After that, the teacher opened the activity
4. Next, the teacher gave the students the pre test
5. The students answered all questions
6. After the students done it, they gave it back to the teacher
7. The last, the teacher closed the first meeting

Second meeting : teaching healthy foods

RENCANA PELAKSANAAN PEMBELAJARAN

KELAS CONTROL

Nama sekolah : SDIT Insan Kamil Bukittinggi

Kelas : 5

Alokasi waktu : 1 X 30 menit

Mata pelajaran : Bahasa inggris

Materi pokok : Healthy foods

Sub materi : Healthy foods

A. Kompetensi inti
   1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya
   2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun , peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga
   3. Memahami pengetahuan factual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu entang dirinya, mahkluk ciptaan tuhan dan kegiatannya, dan benda benda yang dijumpainya di rumah, sekolah, dan tempat bermain.
   4. Menyajikan pengetahuan factual dalam bahasa yang jelas, sitematis, dan logis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi dasar dan indicator

Kompetensi dasar	Indicator
3.3 memahami kata, dan kalimat yang berkaitan dengan healthy foods	3.3.1 mengetahui kosa kata bahasa inggris yang berkaitan dengan healthy foods 3.3.2 mengidentifikasi hal yang penting dalam teks bacaan yang terdapat dalam bacaan healthy foods.
4.3 menyajikan penguunaan kata dan kalimat yang berkaitan dengan healthy foods	4.3.1 menyajikan kosa kata tentang healthy foods 4.3.2 mempraktekan teks bacaan tentang healthy foods

C. Tujuan

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang
2. Siswa mampu mengetahui hal penting dalam teks bacaan healthy foods
3. Siswa mampu mempraktekan pembacaan teks tentang healthy foods

D. Materi

1. Kosa kata bahasa inggris tentang healthy foods
2. Teks bacaan tentang healthy foods

E. Pendekatan dan metode

Pendekatan : scientific
Strategi : cooperative learning
Metode : pengamatan, diskusi dan praktek

F. Kegiatan pembelajaran

Pendahuluan	1. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran 2. Materi yang akan dipelajari oleh siswa adalah the importance of healty foods for the body 3. Memberitahukan tentang tujuan pembelajaran dan materi yang akan dipelajari	5 menit
Kegiatan inti	1. Guru memberikan pengantar materi berupa sebuah teks bacaan tentang the importance of healty foods for the body melalui kegiatan mendengarkan, membaca dan mengamati teks bacaan. *" Good morning, friends my name is kiki. I am a student and I am healthy. If you want to be healthy like me, just eat nutritions food. Nutrition food can help us to grow. It also produces energy. We need the energy for our activity.* *There are some exampel of nutritious food. They are rice, vegetable. Meat, eggs, chicken, fruits, and so on. Besides the nutritious food,*	20 menit

	we also need healthy drinks. The example for healthy drinks are milk, plain water, juice, etc. " 2. Guru menjelaskan tujuan dari teks bacaan tersebut 3. Guru meminta peserta didik mencatat kosakata- kosakata yang terdapat didalam sebuah teks bacaan 4. Peserta didik mempraktekan kosa kata yang telah dipelajari di depan kelas secara bergantian	
Penutup	1. Menginformasikan kegiatan pembelajaran yang akan dipelajari pada pertemuan berikutnya 2. Meminta peserta didik untuk selalu bersemangat dalam belajar dan mengulang pembelajaran dirumah 3. Guru mengakhiri pembelajaran dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	5 menit
Refleksi dan konfirmasi	Refleksi pencapaian siswa/ formatif asesments, dan refleksi guru untuk mengetahui ketercapaian prosses pembeljaran dan perbaikan.	

G. Penilaian

Kemampuan	Pengetahuan	Keterampilan
- Mengenal manfaat dari healty foods - Mengetahui makanan yang baik untuk kesehatan - Mengetahui kosakata baru	- Mengetahui teks tentang healty foods	- Mampu memprakteka n kosakata

Bukittinggi, Agustus 2023

Mengetahui

Guru mata pelajaran | Mahasiswa

Irwandi, S.H | Melda Yulina
Nim.2319005

The last meeting : giving post-test

1. The teacher gave the students post- test
2. The students did the test and answered it
3. The teacher took the students answer
4. The teacher closed the last meeting and said thank you for coming.

Lesson plan of experiment class

First meeting : giving pre-test and introduction

1. The teacher opened the class and introduction herself
2. Then, the teacher called their name based on the attendance list
3. After that, the teacher opened the activity
4. Next, The teacher gave the students pre-test
5. The teacher gave time to the students to answer the test
6. After the students done it, they gave back to the teacher
7. The teacher closed the first meeting

Second meeting : teaching healthy food

RENCANA PELAKSANAAN PEMBELAJARAN

KELAS EKSPERIMEN

Nama sekolah : SDIT Insan Kamil Bukittinggi

Kelas : 5

Alokasi waktu : 1 X 30 menit

Mata pelajaran : bahasa inggris

Mata pelajaran : healthy foods

Sub materi : Healthy foods

A. Kompetensi inti

1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun , peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga
3. Memahami pengetahuan factual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu entang dirinya, mahkluk ciptaan tuhan dan kegiatannya, dan benda benda yang dijumpainya di rumah, sekolah, dan tempat bermain.
4. Menyajikan pengetahuan factual dalam bahasa yang jelas, sitematis, dan logis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi dasar dan indicator

Kompetensi dasar	Indicator
3.3 memahami kata, dan kalimat yang berkaitan dengan healthy foods	3.3.1 mengetahui kosa kata bahasa inggris yang berkaitan dengan healthy foods 3.3.2 mengidentifikasi hal yang penting dalam lirik lagu yang terdapat dalam lagu healthy foods.
4.3 menyajikan penguunaan kata dan kalimat yang berkaitan dengan healthy foods	4.3.1 menyajikan kosa kata tentang healthy foods 4.3.2 mempraktekan lagu tentang healthy foods

C. Tujuan

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang
2. Siswa mampu mengetahui hal penting dalam lirik lagu healthy foods
3. Siswa mampu mempraktekan lagu tentang healthy foods

D. Materi

1. Kosa kata bahasa inggris tentang healthy foods
2. Lagu tentang healthy foods

E. Pendekatan dan metode

Pendekatan : scientific
Strategi : cooperative learning
Metode : pengamatan, diskusi dan praktek

F. Kegiatan pembelajaran

Pendahuluan	1. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran 2. Materi yang akan dipelajari oleh siswa adalah healthy foods 3. Memberitahukan tentang tujuan pembelajaran dan materi yang akan dipelajari	5 menit
Kegiatan inti	1. Guru memberikan pengantar materi dengan sebuah lagu tentang healthy foods melalui kegiatan mendengarkan dan menghayati lagu yang akan di putarkan ***"HEALTY FOOD"*** *Healthy, healthy, healthy food* *Helps my body and my mood* *Healthy, healthy, healthy food* *Fruits are good* *Yummy, yummy, yummy* *Fruits are good* *Healthy, healthy, healthy food* *Helps my body and my mood* *Healthy, healthy, healthy food* *Veggies are good*	20 menit

	Yummy, yummy, yummy *Veggies are good* *Healthy, healthy, healthy food* *Helps my body and my mood* *Healthy, healthy, healthy food* *Junk food is not good* *Yucky, yucky, yucky* *Junk food is not good* *Have good manners wherever you eat* *Be polite! Don't be rude* *Yummy. Yummy, yummy,* *Healthy food* ***"I KNOW NAME OF FRUITS "*** *I know the name of fruits* *Watermelon, strawberry, mango* *Banana, orange, apple* *Yummy, yummy, and yummy* *I know the name of fruits* *Watermelon, strawberry, mango* *Banana, orange, apple* *Yummy, yummy, and yummy* 2. Guru memutarkan lagu tanpa lirik 3. Siswa mendengarkan lagu yang diputarkan 4. Kemudian, guru memberikan lyric lagu kepada siswa 5. Guru memutarkan kembali lagu dan meminta siswa menggaris bawahi setiap kosa kata yang tidak mereka pahami. 6. Setelah itu, guru meminta siswa untuk bernyanyi secara bersama sama. 7. Menulis kosa kata di catatan / kertas lirik lagu	
Penutup	1. Guru dan siswa mengambil kesimpulan tentang topic hari ini 2. Guru meminta siswa untuk menghafal lagu beserta dengan kosakata dirumah 3. Meminta peserta didik untuk selalu bersemangat dalam belajar dan mengulang pembelajaran dirumah	5 menit

	4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat dan diakhiri dengan berdoa	
Refleksi dan konfirmasi	Refleksi pencapaian siswa/ formatif assessment, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	

G. Penilaian

Kemampuan	Pengetahuan	Keterampilan
- Mengenal manfaat dari healthy foods - Mengetahui makanan yang baik untuk kesehatan - Mengetahui kosakata baru	- Mengetahui lagu tentang healthy foods	- Mampu memprakteka n kosakata.

Bukittinggi, Agustus 2023

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Irwandi, S.H

Melda Yulina
Nim. 2319.005

The last meeting : giving post test

1. The teacher gave the students post-test
2. The students did the test and answered
3. The teachers took the students' answer
4. The teacher closed the last meeting and said thankyou for coming.

Appendix 3

RESEARCH GUIDELINE

Variable	Sub variable	Indicator	Description	No item	Amount items
Using song to increase to students' vocabulary mastery	Vocabulary mastery	Usage	Usage is focused into the use of vocabulary, usage is a complementary indicator of other indicators. Students are able to classify vocabulary based on the type of noun (fruits, vegetables, health foods, and drink), adjectives and others, and usage healthy foods in daily life	1, 2,6,7,8 ,11,14, 15,18	9
		Meaning	Meaning connects vocabulary with others and is able to understand the meaning of vocabulary. The students are able to find the meaning of nouns (healthy foods, fruits, and vegetables)	4,5,9,1 0 ,19, 20	6
		Form	Forms relate to listening and repeating information that is listened to specifically sounds of vocal and consonant letters, spelling sets, and paying attention to grammar. Students are able to spell vocabulary, and pay attention to the correct	3,12,13 ,16,17	5

			writing procedures. The students are able to find the arrange letter into correct noun, adjectives and find synonym and antonym of nouns based song's lyrics		
		Pronunciation	Pronunciation Emphasizes pronunciation and being able to pronounce properly and correctly. Students can repeat the pronunciation of vocabulary by pronouncing the correct vocabulary contained in the lyrics of the healthy foods song.		

Appendix 4 : surat izin penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-3773/Un.26.1/PP.07/08/2023 Bukittinggi, 30 Agustus 2023
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**MELDA YULINA**
NIM	:	**2319005**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***The Effect of Using Song to Increase Students' Vocabulary Mastery for the 5 th Grade at SDIT Insan Kamil Bukittinggi***
Lokasi Penelitian	:	SD IT Insan Kamil Bukittinggi
Waktu	:	Agustus 2023 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP 197605192006041001

Appendix 5: Surat Balasan Penelitian

YAYASAN AQABAH BUKITTINGGI
SEKOLAH DASAR ISLAM TERPADU
"INSAN KAMIL"
JL. SUTAN SYAHRIR KELURAHAN TAROK DIPO
KECAMATAN GUGUK PANJANG KOTA BUKITTINGGI TELP 0752-22204
Email : insankamil.sdit@yahoo.com Website: http://sdinsankamil.bkt.sch.id NSS : 102086001004 NPSN : 10307449 Kode Pos : 26117

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor : 107 /421.2-Sket/SDIT. IK/X/2023

Saya Yang bertanda tangan dibawah ini

Nama	: Nasrullah, S.Pd.I
Jabatan	: Kepala SDIT Insan Kamil
NIY	: 197510070018
NUPTK	: 0339753655200013

Dengan ini menerangkan bahwa :

Nama	: MELDA YULINA
NIM	: 2319005
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Universitas	: Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi

Yang tersebut namanya di atas benar telah melaksanakan penelitian pada bulan Agustus Sampai Oktober 2023 dengan Judul **"The Effect of Using Song to Increase Students' Vocabulary Mastery fot the 5 th Grade at SDIT Insan Kamil Bukittinggi"**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Bukittinggi, 13 Oktober 2023
Kepala SDIT Insan Kamil

NASRULLAH, S.Pd.I

Appendix 6 : SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-3701/Un.26.1/HK.00.5/08/2023

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh Muhammad Djammil Djambek Bukittinggi an. **Melda Yulina, NIM. 2319005** tanggal 29 Agustus 2023 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"The Effect of Using Song to Increase Students' Vocabulary Mastery for the 5 th Grade at SDIT Insan Kamil Bukittinggi"***

KEDUA : Menunjuk Saudara :

Nama	: **Syahrul,SS,.M.Pd**
NIP	: **197003252003121008**
Pangkat/Gol.Ruang	: Penata /III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 29 Agustus 2023

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP.197605192006041001

Appendix 7 : Normality and Homogeinity data awal

Normality test of the 5th Grade (Vocabulary Score)

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Mina	28	73.7%	10	26.3%	38	100.0%
Makah	28	73.7%	10	26.3%	38	100.0%
Madinah	28	73.7%	10	26.3%	38	100.0%
Musdalifah	28	73.7%	10	26.3%	38	100.0%

One-Sample Kolmogorov-Smirnov Test

Test of Normality

		Unstandardized Residual
N		27
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.10064233
Most Extreme Differences	Absolute	.127
	Positive	.102
	Negative	-.127
Test Statistic		.127
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Homegeneity Test of The 5th Grade

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Nilai Vocabulary	Based on Mean	1.831	3	108	.146
	Based on Median	2.152	3	108	.098
	Based on Median and with adjusted df	2.152	3	48.040	.106
	Based on trimmed mean	1.961	3	108	.124

Appendix 8 :Test Normalitas dan Homogenitas kelas Control dan Experiment, dan Independent sample T-test

Normalitas Pretest kelas Control dan Experiment

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
pre test	experiment class	.179	28	.022	.927	28	.052
	control class	.115	28	.200*	.971	28	.602

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normalitas Posttest kelas Control dan Experiment

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Post test	controlclass	.141	28	.161	.950	28	.194
	experimentclass	.169	28	.040	.954	28	.251

a. Lilliefors Significance Correction

Homogenitas pretest kelas control dan experiment

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pre test	Based on Mean	1.182	1	54	.282
	Based on Median	.714	1	54	.402
	Based on Median and with adjusted df	.714	1	50.029	.402
	Based on trimmed mean	.992	1	54	.324

Homogenitas Post-test celas Control dan Experiment

Case Processing Summary

	kelas	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Post test	eksperimentclass	28	100.0%	0	0.0%	28	100.0%
	classcontrol	28	100.0%	0	0.0%	28	100.0%

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
posttest	Based on Mean	.401	1	54	.529
	Based on Median	.435	1	54	.512
	Based on Median and with adjusted df	.435	1	45.918	.513
	Based on trimmed mean	.526	1	54	.472

Independent sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
post-test	Equal variances assumed	7.418	.009	7.788	54	.000
	Equal variances not assumed			7.788	45.863	.000

Appendix 9 : Surat Validitas

PERMOHONAN VALIDASI

Kepada Yth
Bapak/ Ibu
Di tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini :

Nama	: Melda Yulina
Nim	: 2319005
Fakultas/ Prodi	: FTIK/PBI
Judul Proposal	: The Effect of Using Song to Increase Vocabulary Mastery for the 5th Grade at SDIT Insan Kamil Bukitinggi
Pembimbing	: Syahrul, SS., M.Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/ Ibu, sekiranya berkenan melakukan validasi instrument yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/ Ibu, sekiranya Bapak/ Ibu dapat mengabulkannya. Atas pertimbangannya saya ucapkan terimakasih.

Bukittinggi, 21 Agustus 2023

Mengetahui,
Ketua Prodi

Merry Prima Dewi, M.Pd
NIP. 198403152015032003

Pemohon,

Melda Yulina
NIM. 2319.005

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Isi Soal						
	a. Kebenaran Soal				✓		
	b. Soal Mengacu pada KD				✓		
	c. Soal mudah diukur				✓		
	d. Soal menggunakan kata-kata operasional				✓		
3	Bahasa yang digunakan						
	a. Kebenaran tata bahasa				✓		
	b. Kesederhanaan struktur kalimat				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument vocabulary test dengan judul "The effect of Using Song to Increase Students' Vocabulary Mastery for the		✓			

C. KOMENTAR/ SARAN

Instrumen ini layak digunakan dg sedikit perbaikan pada penulisan nomor 1 dan format alternatif jawaban

Bukittinggi, 25 Agustus 2023

Validator

Muthia Rahman, M.Pd

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama MELDA YULINA dengan NIM 2319005 dengan judul **"The Effect of Using Song to Increase Students' Vocabulary Mastery for the 5th Grade at SDIT Insan Kamil Bukittinggi"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 25/08 2023
Validator

Muthia Rahman, M.Pd
NIP:

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : ELSY PRANITA, M.Pd

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama MELDA YULINA dengan NIM 2319005 dengan judul "**The Effect of Using Song to Increase Students' Vocabulary Mastery for the 5th Grade at SDIT Insan Kamil Bukittinggi**" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Sept 2023
Validator

ELSY PRANITA, M.Pd
NIP:

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument.		✓			

C. KOMENTAR/ SARAN

1. Perjelas lagi perbedaan antara item soal untuk indicator "usage" dan "form".
2. Description hendaknya sudah dijelaskan di chapter 2 (landasan teori) dan sudah cocok digunakan untuk Young Learner, karena ada beberapa sekolah belum belajar B. Inggris.

Bukittinggi, September 2023
Validator

ELSY PRANITA, M.Pd.
NIP

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : YOVANDRA KURNIA, S.Pd

Jabatan : GURU

Dengan ini menyatakan bahwa mahasiswa yang bernama MELDA YULINA dengan NIM 2319005 dengan judul **"The Effect of Using Song to Increase Students' Vocabulary Mastery for the 5th Grade at SDIT Insan Kamil Bukittinggi"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 2023

Validator

Yovandra Kurnia, S.Pd.

NIP: 198507152010011012

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Isi Soal						
	a. Kebenaran Soal					✓	
	b. Soal Mengacu pada KD					✓	
	c. Soal mudah diukur					✓	
	d. Soal menggunakan kata-kata operasional					✓	
3	Bahasa yang digunakan						
	a. Kebenaran tata bahasa				✓		
	b. Kesederhanaan struktur kalimat					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument vocabulary test dengan judul The effect of Using Song to Increase Students' Vocabulary Mastery for the	✓				

C. KOMENTAR/ SARAN

Soal yang di susun telah mengikuti kaidah yang tepat sesuai dengan instrumen yang ada. dari hasil penilaian dapat di simpulkan bahwa soal yang di susun valid dan layak untuk di ujikan kepada peserta didik. hal yang perlu di perhatikan adalah penggunaan huruf kapital dan tanda baca yang tepat pada beberapa soal.

Bukittinggi, Agustus 2023

Validator

YOVANDRA KURNIA, S.Pd.

198507152010011012

Appendix 10 : Test Reabilitas

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded[a]	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.613	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
NO1	60.29	217.989	.218	.600
NO2	60.29	228.656	.035	.620
NO3	60.14	213.905	.298	.591
NO4	60.14	230.497	.007	.623
NO5	60.29	213.249	.302	.590
NO6	60.29	235.767	-.082	.633
NO7	60.29	210.878	.344	.585
NO8	60.14	226.942	.068	.617
NO9	60.14	215.090	.277	.593
NO10	60.29	234.582	-.063	.631
NO11	60.14	210.349	.363	.583
NO12	60.14	224.571	.109	.612
NO13	60.14	207.979	.408	.578
NO14	60.00	220.444	.189	.603
NO15	60.14	211.534	.341	.585
NO16	60.14	223.386	.129	.610
NO17	60.00	207.407	.433	.575
NO18	60.57	226.032	.075	.616
NO19	60.14	209.164	.385	.580
NO20	60.29	232.212	-.024	.627
NO21	60.29	214.434	.280	.592
NO22	60.29	225.101	.095	.614
NO23	60.14	211.534	.341	.585
NO24	60.29	229.841	.015	.623
NO25	60.14	213.905	.298	.591

Appendix 11 : Pretest of Experimental Class & Control Class

KELAS 5 Mina (Experiment)

NO	NAMA	NILAI
1	Alaisha Khalish	64
2	Annaura Syafitri A	48
3	Aqsha Anugrah Aristy	72
4	Arsya Ameliony	48
5	Azzelia Ramadhani	64
6	Dzaky Yaqdan Ilmi	32
7	Fadlan Ahmad Azizan	52
8	Farhan Habibie	40
9	Ibni Ragil Sakhy	60
10	Kayla Saffa Al Marwa	56
11	Khalil Mumtaz Ilham	60
12	Khansa Gievani Arianza	68
13	Kiano Al farizi	48
14	Lakeisya Faranissa	68
15	Lathifah Ananda Fahrezi	68
16	Luthfia Afifah	52
17	Maghfiratul Sakina	60
18	Mhd. Arfil Hanif	28
19	Muhammad Fakhri Ibnu faris	60
20	Muhammad Harits Al Fatih	32
21	Muhammad Zidan	44
22	Nafisah Aqila Adzka	64
23	Najwa Uzma Qhanita	60
24	Naufal Ariqil	44
25	Naufalaska Firzatullah	60
26	Said Sabiq Rahman	64
27	Salwa Sahira Hendri	56
28	Yasmin Jasiilatur Rahmah	56

Sum : 1528

Mean : 54,57

The Lowest : 28

The Highest : 72

VOCABULARY TEST

(PRE-TEST)

68/11

Name : Labhifah Ananda Fauzi

Class : V Mina

Time allocation : **30 minutes**

Choose the correct answer from direction a, b, and c !!

1. We need... as a healthy drinks
   a. Milk
   b. Ice cream
   c. Soft drink
2. I always eat... every day
   a. Junkfoods
   b. Healthy foods
   c. Snacks
3. F-R-I-T-U-S
   The correct order of these letters is..?
   a. Friuts
   b. Fruits
   c. Furits



VOCABULARY TEST

(PRE-TEST)

11

Name : Zidan

Class : V Mina

Time allocation : **30 minutes**

Choose the correct answer from direction a, b, and c !!

1. We need... as a healthy drinks
   a. Milk
   b. Ice cream
   c. Soft drink
2. I always eat... every day
   a. Junkfoods
   b. Healthy foods
   c. Snacks
3. F-R-I-T-U-S
   The correct order of these letters is..?
   a. Friuts
   b. Fruits
   c. Furits



Kelas 5 Madinah (Control)

NO	NAMA	NILAI
1	Abrisam Abbasyi	48
2	Adrian Fadil Nugraha	60
3	Aisyah Regina Putri	60
4	Arghi Gardhilan Akbar	52
5	Chalisa Azahra	60
6	Fadhel El-ghani	56
7	Faradina Riskya Yusra	60
8	Fathiyah Elkhaira	64
9	Ghayatta Khairunnisa A	68
10	Hasbi Asshadiqi	40
11	Husnia Rani Zahra	44
12	Ibnu Abdullah Khairi	44
13	Ichwan Abdullah	52
14	Kallista Haura Thufailah	28
15	Muhammad Adzka	60
16	Muhammad Aqsho Rosya	48
17	Muhammad Hazel Al Ayyubi	48
18	Muhammad Haziq Radikia	56
19	Muhammad Nizam	52
20	Muhammad Shadiq Alafhaya	52
21	Muhammad Syafiq Fahim	64
22	Naura Raihanna Figa	64
23	Raysya Khaizan Baihaqi	72
24	Restyo Atha Nurizqi	56
25	Syakira Alifa	48
26	Syakira Talita	48
27	Tazka Rayyan Dani	48
28	Zahwa Ishara	40

Sum : 1492

Mean : 53,28

The Lowest : 28

The Higest : 72

VOCABULARY TEST

(PRE-TEST)

Name : Adrian Fadil nugraha

Class : 5 Madinah (control)

60

Time allocation : 30 minutes

Choose the correct answer from direction a, b, and c !!

1. We need ... as a healthy drinks
   a. Milk
   b. Ice cream
   c. Soft drink ✗
2. I always eat ... every day
   a. Junkfoods
   b. Healthy foods
   c. Snacks ✗
3. F-R-I-T-U-S
   The correct order of these letters is ..?
   a. Friuts ✗
   b. Fruits
   c. Furits



VOCABULARY TEST

(PRE-TEST)

48

Name : aySHO

Class : V Madinah

Time allocation : 30 minutes

Choose the correct answer from direction a, b, and c !!

1. We need ... as a healthy drinks
   a. Milk ✗
   b. Ice cream ✗
   c. Soft drink
2. I always eat ... every day
   a. Junkfoods
   b. Healthy foods
   c. Snacks ✗
3. F-R-I-T-U-S
   The correct order of these letters is ..?
   a. Friuts
   b. Fruits ✓
   c. Furits



Appendix 12 : Post-Test of Experimental Class & Control Class

Kelas 5 Mina (Experiment)

NO	NAMA	NILAI
1	Alaisha Khalish	96
2	Annaura Syafitri A	96
3	Aqsha Anugrah Aristy	92
4	Arsya Ameliony	92
5	Azzelia Ramadhani	96
6	Dzaky Yaqdan Ilmi	96
7	Fadlan Ahmad Azizan	80
8	Farhan Habibie	96
9	Ibni Ragil Sakhy	96
10	Kayla Saffa Al Marwa	92
11	Khalil Mumtaz Ilham	88
12	Khansa Gievani Arianza	96
13	Kiano Al farizi	88
14	Lakeisya Faranissa	96
15	Lathifah Ananda Fahrezi	96
16	Luthfia Afifah	100
17	Maghfiratul Sakina	92
18	Mhd. Arfil Hanif	96
19	Muhammad Fakhri Ibnu faris	92
20	Muhammad Harits Al Fatih	88
21	Muhammad Zidan	84
22	Nafisah Aqila Adzka	92
23	Najwa Uzma Qhanita	100
24	Naufal Ariqil	76
25	Naufalaska Firzatullah	96
26	Said Sabiq Rahman	100
27	Salwa Sahira Hendri	96
28	Yasmin Jasiilatur Rahmah	100

Sum : 2608

Mean : 93.14

The Lowest : 76

The Highest :100

VOCABULARY TEST

(POST-TEST)

96

Name : Lathifah Ananda Fauzi

Class : V Mina

Time allocation : 30 minutes

Choose the correct answer from direction a, b, and c !!

1. I always eat... every day
   a. Junkfoods
   b. Healthy foods ✓
   c. Snacks
2. Fruits and .... are good for our health !
   a. Snacks
   b. Ice creams
   c. Veggies ✓
3. R-O-N-G-A- E
   The correct order of these letters is..?
   a. Ongare
   b. Angore
   c. Orange ✓



VOCABULARY TEST

(POST-TEST)

Name : Zidan

Class : V mina

Time allocation : 30 minutes

84

Choose the correct answer from direction a, b, and c !!

1. I always eat... every day
   a. Junkfoods ✗
   b. Healthy foods ✓
   c. Snacks
2. Fruits and .... are good for our health !
   a. Snacks
   b. Ice creams
   c. Veggies ✓
3. R-O-N-G-A- E
   The correct order of these letters is..?
   a. Ongare
   b. Angore
   c. Orange ✓



Kelas 5 Madinah (Control)

NO	NAMA	NILAI
1	Abrisam Abbasyi	72
2	Adrian Fadil Nugraha	68
3	Aisyah Regina Putri	84
4	Arghi Gardhilan Akbar	80
5	Chalisa Azahra	88
6	Fadhel El-ghani	72
7	Faradina Riskya Yusra	76
8	Fathiyah Elkhaira	72
9	Ghayatta Khairunnisa A	80
10	Hasbi Asshadiqi	80
11	Husnia Rani Zahra	88
12	Ibnu Abdullah Khairi	64
13	Ichwan Abdullah	76
14	Kallista Haura Thufailah	64
15	Muhammad Adzka	72
16	Muhammad Aqsho Rosya	68
17	Muhammad Hazel Al Ayyubi	64
18	Muhammad Haziq Radikia	76
19	Muhammad Nizam	84
20	Muhammad Shadiq Alafhaya	84
21	Muhammad Syafiq Fahim	72
22	Naura Raihanna Figa	92
23	Raysya Khaizan Baihaqi	72
24	Restyo Atha Nurizqi	76
25	Syakira Alifa	84
26	Syakira Talita	92
27	Tazka Rayyan Dani	64
28	Zahwa Ishara	96

Sum : 2160

Mean : 77.14

The Lowest : 64

The Highest : 96

VOCABULARY TEST

(POST-TEST)

60

Name : ADRIAN FADIL . N.

Class : I MADINAH

Time allocation : 30 minutes

Choose the correct answer from direction a, b, and c !!

1. I always eat... every day
   a. Junkfoods
   b. Healthy foods
   c. Snacks
2. Fruits and .... are good for our health !
   a. Snacks
   b. Ice creams
   c. Veggies
3. R-O-N-G-A- E
   The correct order of these letters is..?
   a. Ongare
   b. Angore
   c. Orange



VOCABULARY TEST

(POST-TEST)

60

Name : AASHO

Class : V Madinah (control)

Time allocation : 30 minutes

Choose the correct answer from direction a, b, and c !!

1. I always eat... every day
   a. Junkfoods
   b. Healthy foods
   c. Snacks
2. Fruits and .... are good for our health !
   a. Snacks
   b. Ice creams
   c. Veggies
3. R-O-N-G-A- E
   The correct order of these letters is..?
   a. Ongare
   b. Angore
   c. Orange



Appendix 13 : Dokumentasi

Pre-Test Experiment class

Students answered the test





Pre-Test Control Class

The teacher explains how to filling the test



Students answered the test



Post-Test Experiment Class

The students answered the test and the teacher explain how to filling the test



The students answered the test and the teacher explain how to filling the test



Post-Test Control Class

The students answered the test and explain how to filling the test



The students answered the test and explain how to filling the test



Meeting 2-4

Class Control

The teacher explains the material related to the conversation



The students read conversation text in front of the class



The teacher explains related to the reading text about nutritions food



Meeting 2-4

Experiment Class

The teacher writes meaning of vocabulary that the students don't know



The teacher plays songs related to healthy foods



The teacher explain the material about healthy foods through songs

