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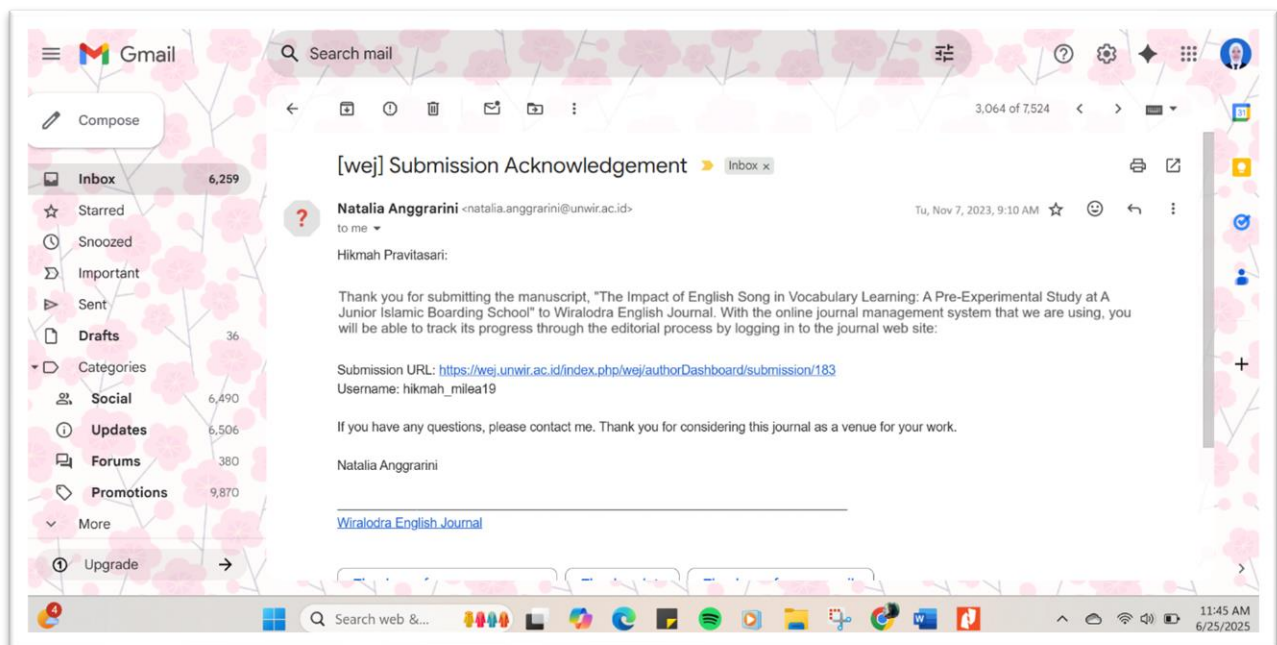**ARTIKEL JURNAL NASIONAL TERAKREDITASI SINTA 4**

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THE IMPACT OF ENGLISH SONG IN VOCABULARY LEARNING: A PRE-EXPERIMENTAL STUDY AT A JUNIOR ISLAMIC BOARDING SCHOOL

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ABSTRACT

Pre-experimental design with one group pre-test and post-test was used in this study to determine whether there is any positive or negative effect on students' vocabulary mastery after they are taught using English songs. This study's instruments were a written vocabulary test and a field note. The researchers employed English songs combined with a Vocabulary self-collection (VSS) technique in the treatment to improve students' vocabulary acquisition. The mean pre-test score for 39 students in the eighth grade at an Islamic junior high school was 48,71, and the mean post-test score was 80, 89. The mean results of the pre-test and post-test demonstrated a significant improvement in students' vocabulary mastery. The t-test's p-value (sig-2-tailed) was 0.00, which is less than 0.05. This outcome indicated that H_o was refused but H_a was authorized. It was able to prove that gaining vocabulary in the eighth grade of an Islamic junior high school utilizing an English song and VSS had a positive impact on students' vocabulary mastery. The main teaching implication of this study is that when an English song is combined with specific teaching and learning objectives and supported by learning assessment through VSS, it might assist students in learning English vocabulary effectively.

INTRODUCTION

Currently, one of the most entertaining teaching methods for EFL students is listening to English songs. Songs are undeniably a fun activity that is a great tool for language learning since it allows students to utilize the language at their own pace rather than pressuring them to do so immediately (Džanić & Pejić, 2016). (Phisutthangkoon & Panich, 2016)examined that words are typically used in song lyrics in context, and the melody of the song aids listeners in remembering the sound of new words. Hence, the new words they learn will be recalled by listening to the songs on repeat. Pavia et al., (2019)explored that listening to songs, particularly repeated and frequent listening, contributed to three vocabulary knowledge dimensions: spoken-form recognition, form–meaning connection, and collocation recognition. Likewise, Kusnierek, (2016)investigated that songs can help students learn vocabulary, pronunciation, and grammar in English classes naturally. Romaniuk, (2019)also studied that learning to use songs is very effective and productive because it promotes students to study vocabulary and enhance their pronunciation and grammar.

A number of researchers have conducted studies on learners' mastery of vocabulary issues all across the world. They discovered that many EFL learners still struggle to memorize vocabulary in school because they have less vocabulary learning techniques (Arndt & Woore, (2018);Feng & Webb, (2020);Laufer & Vaisman, (2023); Xia, (2018). Some students have difficulties remembering the definitions that has been given, which hinder the learning. The biggest challenge they encounter is that getting monotonous method in learning vocabulary. Based on the researcher's teaching experiences at an Islamic boarding school in Indonesia, the students are required to memorize vocabulary every day to improve their English. Students who do not increase their vocabulary will

be punished by the school coordinator. This causes students to become bored with the habit of memorizing English vocabulary and meaningless for them. As a result, having an entertaining approach of teaching vocabulary is the right technique to improve students' enthusiasm to study English. The researchers chose to employ an English song and a Vocabulary Self-collection Strategy in the learning session to help students master their vocabulary and make learning more enjoyable.

The purpose of this study was to utilize an English song as the medium combined with the VSS technique to apply the learning method in order to improve a student's vocabulary ability. According to Lynch, (2005), the English Song was chosen as the media since it is one of the learning mediums that can assist students in grasping the subject matter due to its unique characteristics. The use of English song and the VSS is meant to provide better and ideal results. Learning provides a positive outcome because it is joyful. Students that are capable will find it easy to apply certain words in their daily lives.

This research aims at investigating quantitatively whether there is any positive or negative impact in students' vocabulary learning after they are taught by using English songs as a media and the Vocabulary self-collection strategy.

LITERATURE REVIEW

There have been several studies dealing with teaching vocabulary through song and various media that have been conducted by other researchers. As an introduction, this previous study was conducted in Taiwan by Haghverdi, (2015)in their research titled "The Effect Song and Movie on High School Students Language Achievement in Dehdasht." They used sixty high school male and female students who were randomly divided into two groups, experimental and control, at the Saee learning English institute in Dehdasht. The implementation of song and movie used in the study had a significant effect on student's language achievement in listening, reading, vocabulary, and grammar using quasi experimental and two instruments: a pre/post achievement test and a questionnaire, both created by the researchers.

Usraeni, (2017), who carried out a study that demonstrated the effectiveness of using vocabulary self-collection in improving vocabulary mastery in 8th grade students, backs this up. A pre-experimental design with one class experimental was employed to meet the goal of this study. The population of this study consisted of 285 eighth grade students, whereas the sample consisted of 27 individuals from class VIII-F. Multiple choice questions were used to collect the data. The students' post-test mean score (72,26) was greater than their pre-test mean score (54,48). Furthermore, the t-test value was 0.01 (less than 0.05). it can be concluded that employing vocabulary self-collection has a substantial impact on 8th grade students' vocabulary understanding.

In the same way, SEVİNÇ, (2018), a resident of Bursa, Turkey, carried out the subsequent earlier study, which was named "The Effect of Instrumental Music and Songs on Vocabulary Learning, Reading Comprehension and Motivation in English as a Foreign Language: a quasi-experimental study with Turkish high school students." This study, which lasted six weeks and involved 203 Turkish high school students studying EFL, had two goals. It used a quasi-experimental design with two groups of participants: one for instrumental music and another for songs. The results showed that including songs and instrumental music into English language classrooms enhanced students' reading comprehension and vocabulary acquisition based on the t-test result which showed p-value (0.01) was lower than 0.05. Additionally, there was a strong correlation between the use of song-based language instruction and high levels of progress in reading comprehension and vocabulary acquisition.

The use of modified English songs to improve vocabulary was also examined by Rohmah & Indah, (2021). The study took a quantitative approach with a quasi-experimental methodology. There are two kinds of tests: pre-test and post-test. It consisted of 20 matching word test items. The subject of this study was 40 students from Superior Junior High School. The findings demonstrated a significant difference in vocabulary knowledge between students in the experimental class taught

using Modified English Song as a medium and those who did not. The average post-test score for the experimental group was 86.80, while the control group scored 82.80. The alternative hypothesis is accepted, and the null hypothesis is rejected, because the t-observation value is greater than the t-table value (2.6539>1.685) according to the t-test result. Finally, using Modified English Song may help students improve their vocabulary mastery.

Another one has already been conducted by Kamal et al., (2022)that focuses on the impact of using Team Game Tournament (TGT) in vocabulary mastery of the second-grade students of an Islamic junior high school in Indonesia. The researchers took two classes experiment and control classes to take a pre-test and post-test using quantitative method with quasi-experimental design. The research participants included 40 students from two classes that arranged in age from 13 to 14 years. Based on the findings in the study, TGT technique is more effective than conventional strategy to improve students' vocabulary mastery. This is achieved due to the features of TGT that make students easier to gain vocabulary and that it allows them to interact with other game players. Based on the T-test results, t_o=0,35298 and t_t=0,705, the experiment's result demonstrated that the experimental class taught using TGT had an average value higher than the control group. It can be concluded that TGT gives effectiveness in improving vocabulary mastery.

For the concrete research, Tilwani et al., (2022)conducted research on the implementation of English song in vocabulary learning, which indicated the effect of song in implicit vocabulary learning of Iranian English as EFL learners. 150 female participants between the ages of 11 and 15 were randomly assigned to four experimental groups and two control groups, with the result that there was a statistically significant difference between the experimental group that received both the pre-test and the treatment and the experimental group that received only the treatment but no pre-test. It also concluded that the experimental group outperformed the control group, demonstrating that the treatment had a positive influence on the learners' vocabulary learning.

Another previous investigation demonstrated that studying through the VSS approach had a positive impact on attaining it. Hutauruk et al., (2023)investigated the effect of adopting a vocabulary self-collection technique on students' vocabulary competence in the eighth grade of junior high school. This study used a quantitative technique and a pre-experimental design with one group pre-test and post-test. it consisted of one class with a total of 23 students. A vocabulary test with a pre-test and post-test design of 30 questions was used to collect data. According to the data analysis, the t-obtain was 17.52, while the t-table was 1.717. It denotes that the hypothesis (H_a) was accepted, whereas the H_o (null hypothesis) was rejected. As a result, the statistics show that utilizing a self-collection technique has a significant effect on student vocabulary proficiency in eighth grade.

The previous studies had several similarities to this current study. All the researchers explored the progress in learning vocabulary at senior high school. The differences between both studies are in the learning media. Haghverdi, (2015)used song and media, SEVİNÇ, (2018)used instrumental songs, Rohmah & Indah, (2021)used modified English songs, and Kamal et al., (2022)used TGT as the media. The current investigation explored at how an English pop song entitled "A Whole New World" by Zayn and Zhavia Ward as a song media in the learning session, where a lot of vocabulary, particularly adjectives, verbs, and nouns, is conveyed in several song lyrics that are used for learning can help students improve their vocabulary mastery at an Islamic junior high school in Indonesia. Furthermore, various kinds of Vocabulary Self-collection Strategy (VSS) were used in this study to enhance students' memory, develop vocabulary with meaningful learning, and highlight students' choice in learning, and support students' vocabulary mastering throughout learning.

RESEARCH METHOD

In this study, the researchers examined the use of English Song to increase students' vocabulary mastery by using a pre-experimental design. This study employed a quantitative method design since it works with numerical data that can be collected and analyzed statistically(Creswell, 2014, p.23). The study was carried out at an Islamic boarding school in Indonesia. 39 students from

8th grade of junior high school students were took part in the study. Because there were only 39 students in the study, the researchers would gather data using a one-group pre-test and post-test approach. It normally comprises of three steps: (1) providing the experimental treatment X to the subjects; (2) administering a pre-test to measure the dependent variable again; and (3) managing a post-test to measure the dependent variable again.

Statistical data were used in this investigation. The researchers employed English written tests and field notes as an instrument to demonstrate the impact of using English songs in vocabulary learning. The test used in this study was missing words consisting of 15 items to identify vocabulary and the duration is 40 minutes. The test is designed to assess how much a student's English vocabulary mastery grows. The test comprised of students finding the correct answer by listing vocabulary in empty spaces. After writing the vocabulary, the students were also instructed to locate the vocabulary to it word classes. The researchers observed the employment of English song technique during the treatment process using field notes. The findings of the pre-test will be used as a baseline for students to master vocabulary before the treatment is administered. As the treatment is repeated six times, the progress will be visible. Following treatment, the post-test will be performed. The researchers collects data during the observation to ascertain the outcome of each action. After collecting the data, the researchers investigates it with microsoft excel to determine whether the treatment was effective or not based on the passing grade in junior high school.

The data analysis technique employed hypothesis testing. If the p-value is less than 0.05 with a confidence level of = 0.05% and t-observation > t-table, then (Ho) is rejected and (Ha) is accepted, indicating that there is a positive impact on students' vocabulary mastery after they are taught using English songs.

FINDING
Validity and Reliability Test

The researchers will talk about the validity and reliability of the questions that were tested on students before moving on to data analysis. From the song's lyrics, the researchers chose 15 words. All the assessed questions displayed good validity, according to the results of a validity test. The table below displays the validity evaluation that Microsoft Excel 2016 computed.

Table 1. The calculation result of the valid questions.

No Question	R-count	R-table	Conclusion
1	0,321051566	0,316	valid
2	0,407385814	0,316	valid
3	0,359430106	0,316	valid
4	0,321886994	0,316	valid
5	0,389473082	0,316	valid
6	0,322386781	0,316	valid
7	0,449583321	0,316	valid
8	0,492749529	0,316	valid
9	0,500877094	0,316	valid
10	0,33206326	0,316	valid
11	0,429986389	0,316	valid
12	0,604860364	0,316	valid
13	0,567473337	0,316	valid
14	0,706945344	0,316	valid
15	0,366101939	0,316	valid

Source:Excel output (Researcher's Data 2023)

Table 1 above explains that there were 15 questions tested, and all of the data showed valid results. If r-count is more than r-table, the question is considered valid (0,316). Number 14 has the greatest r-count (0,706), while number 1 has the lowest (r-count 0,321), yet both are still higher than r-table (0.316).

We'll evaluate the validity of the questions' reliability. If the spearman half method value is higher than 0.316, the question seems to be reliable. The results of reliability calculations made in Microsoft Excel 2016 are as follows.

Table 2. The result of the reliability questions

r-count	0,753272845
Split half method	0,859276235
r-tabel	**0,316**
Conclusion	reliable

Source:Excel output (Researcher's Data 2023)

According to the results of the reliability calculation described above, the outcome was 0.859, which was higher than 0.316. Based on the Score coefficient which was

taken from Arikunto (2010, p. 319), 0,859 exhibits a very high level of reliability. These findings indicate that the instruments were valid and reliable.

Pre-test

The researchers conducted the pre-test on Thursday, July 27, 2023, for 39 students from class 2b as the first stage in the experiment. The pre-test was used to figure out learners' vocabulary mastery abilities. The researchers conducted the learning activity by providing the students a vocabulary test that included 15 words from the song lyrics utilized in this study in a missing word test. This test took 45 minutes for students to complete.

Table 3. The Result of Pre-test

No	Reg no	Gender	Class	Score
1	41184	M	2b	45
2	41121	M	2b	30
3	41111	M	2b	50
4	40961	M	2b	40
5	40962	M	2b	50
6	40944	M	2b	70
7	41450	M	2b	50
8	41317	M	2b	50
9	41272	M	2b	35
10	41052	M	2b	50
11	41139	M	2b	30
12	41427	M	2b	60
13	40836	M	2b	55
14	41460	M	2b	60
15	41137	M	2b	45
16	41271	M	2b	30
17	42421	M	2b	75
18	41457	M	2b	25
19	40816	F	2b	35
20	41456	F	2b	90
21	40904	F	2b	45
22	41183	F	2b	40
23	41445	F	2b	70
24	40852	F	2b	50
25	40842	F	2b	50
26	40947	F	2b	50
27	41443	F	2b	50
28	40743	F	2b	35
29	41116	F	2b	35
30	40768	F	2b	80
31	40913	F	2b	45
32	41455	F	2b	50
33	41090	F	2b	35
34	41161	F	2b	60
35	41084	F	2b	35
36	41441	F	2b	55
37	41444	F	2b	45

The student's earned score was described in Table 3. With a total of 39 students, there were 18 male and 21 female students. The following data will be utilized in Microsoft Excel to compute the average, maximum, minimum, and number of students' score:

Table 4. The calculating of pre-test

Mean	48,71794872
Min	25
Max	90
Sum	1900

Pre-test scores for students totaled 1,900, with a mean of 48,71. The highest pre-test score was 90, and the lowest was 25. There were 65 point disparities.The researchers discovered that 11 students had fail scores, 17 students occupied the less level, 6 students were in the enough position, 3 students had in the good position, and 2 students earned the predicate very good level as a result of the pre-test results. Students had not mastered the vocabulary as a whole, according to the above-mentioned score data.

Treatment

The treatment was divided into six sessions. The learner will be provided with a vocabulary learning program that will employ an English song as the media and a variety of VSS as a strategy for improving their vocabulary mastery. The first session took place on July 30, 2023. The teacher distributed the paper with the already-provided vocabulary self-collection (VSS) form and explained that the purpose of this initial treatment was to find new vocabulary from the song. All assessments were carried out individually in order to measure the progress of every student. Students learned new words from the song as a result of the first treatment.

On Tuesday, August 1, 2023, the second treatment was carried out. The teacher reminded the students that the purpose of the second treatment was to determine why they chose the word in the previous session. While the teacher played the treatment song, all students paid attention and completed the VSS task of filling in the reason they chose the vocabulary. Students learn why they chose the words they did throughout this second treatment.

The third treatment took place on Tuesday, August 2, 2023. The teacher explained to the students that the third treatment's objective was to recognize the pronunciation from earlier words, which they could look up in their dictionaries to finish the pronunciation section of the VSS. Remember how the teacher asked the students to sing along and rehearse it in front of the class. The third treatment allowed the student to consider how to pronounce the words they were given.

The fourth treatment took place on Thursday, August 3, 2023. The fourth treatment's goal was to categorize the vocabulary into word classes (adjective, verb, noun) based on the VSS. The teacher instructed students to categorize the words they had into the word classes contained in the dictionary. Students recognized the group of vocabulary according to its classes during this fourth treatment.

The fifth treatment took place on August 6, 2023. The teacher informed the students that the aim of this fifth treatment was to complete the meaning section of the VSS by finding the meaning of the language that they could find in their dictionaries. As the task's difficulty level increased, this demonstrated that this learning is beneficial for pupils learning vocabulary.

The sixth treatment took place on Tuesday, August 8, 2023. The teacher told students in this final treatment to search for synonyms of the words from the first to the last treatment in their own dictionary. While they were writing their vocabulary, the instructor strolled around the classroom to see how each of them was doing and asked them to gather their VSS so the teacher could see how they were progressing in their vocabulary understanding. Following that, the teacher and students discussed the vocabulary synonym they had discovered.

The student enthusiasm for each therapy varies due to the range of assignments in the VSS. All of the treatments performed had a positive impact on vocabulary acquisition, as indicated by the variety of activities in the vocabulary self-collection (vocabulary log) that the students completed from the first to the last treatment.

Post-test

The post-test was carried out after the students had learned vocabulary through English Song. The post-test was place on August 9, 2023. The written test of missing word vocabulary was employed for the post-test with 15 missing words connected to the treatment materials. The post-test was carried out to determine the difference in scores obtained after being taught using English Song and VSS. The post-test results revealed that there was an improvement in students' vocabulary mastery, since the post-test results were better than the pre-test results.

Table 5. The Result of Post-test

No	Reg no	Gender	Class	Score
1	41184	M	2b	80
2	41121	M	2b	70
3	41111	M	2b	70
4	40961	M	2b	70
5	40962	M	2b	70
6	40944	M	2b	85
7	41450	M	2b	85
8	41317	M	2b	85
9	41272	M	2b	45
10	41052	M	2b	75
11	41139	M	2b	90
12	41427	M	2b	90
13	40836	M	2b	90
14	41460	M	2b	80
15	41137	M	2b	70
16	41271	M	2b	70
17	42421	M	2b	90
18	41457	M	2b	45
19	40816	F	2b	90
20	41456	F	2b	90
21	40904	F	2b	90
22	41183	F	2b	50
23	41445	F	2b	90
24	40852	F	2b	90
25	40842	F	2b	90
26	40947	F	2b	90
27	41443	F	2b	90
28	40743	F	2b	90
29	41116	F	2b	90
30	40768	F	2b	90
31	40913	F	2b	90
32	41455	F	2b	90
33	41090	F	2b	85
34	41161	F	2b	90
35	41084	F	2b	50
36	41441	F	2b	85
37	41444	F	2b	85
38	40917	F	2b	90
39	41016	F	2b	90

Source: Author's data 2023

The student's post-test score was described in Table 5. With a total of 39 students, there were 18 male and 21 female students. The following data will be utilized in Microsoft Excel to compute the average, maximum, minimum, and number of students' post-test score:

Table 6. The Calculating of Post-test

Mean	80,89744
Sum	3155
Min	45
Max	90

According to table 6. The post-test scores of the 39 students totaled 3.155, with a mean of 80.89. The greatest pre-test score was 90, while the lowest was 45 with 50 score differences. The researchers discovered that there were no students with bad and enough scores; additionally, there were 4 students who occupied the lower level, 7 students were in the good position, and 28 students who received the predicate at the highest level. Students had attained vocabulary mastery after multiple treatment s, according to the score data. It can also be concluded that teaching vocabulary through English songs enhances students' vocabulary knowledge.

The Differences between Pre-Test and Post-Test

Based on the results of the analysis of the pre-test and post-test scores, there was an improvement in the total score and mean score. It indicates that the use of English songs as the media in the teaching-learning process could improve students' achievement in vocabulary mastery.
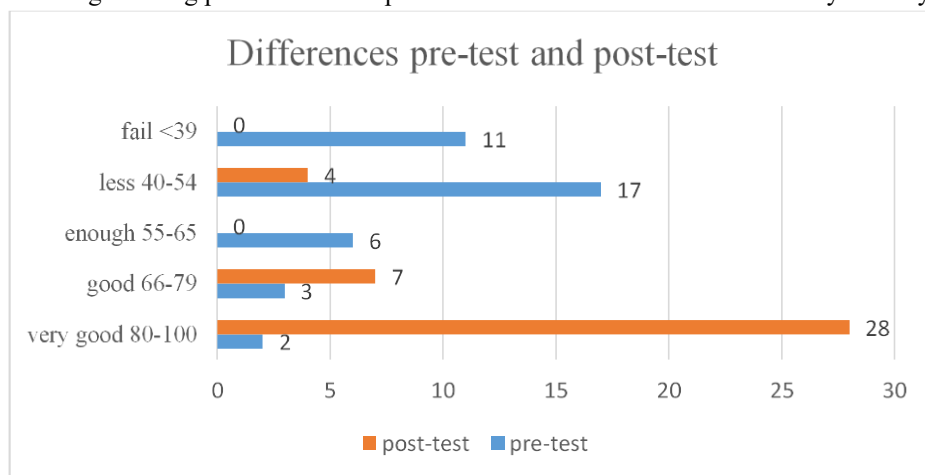

Figure 1. The Differences of Students' Vocabulary Mastery in Pre-Test and Post-Test

Depicted from the figure 1, there were 11 students who belong to the fail classification with a score range of 39; 17 students who belong to the less classification with a score range of 40-54; 6 students who belong to the enough classification with a score range of 55-65; and 3 students who belong to the good classification with a score range of 66-79; and 2 students who belong to the very good classification with a score range of 66-79. In the post-test, there were no student who belongs to the fail and enough classifications; there have been four students who belong to the less classification with scores ranging from 40 to 54; there additionally exist 7 students who belong to the good classification with scores ranging from 66 to 79; and the final and highest classification was the very good with scores ranging from 80 to 100, which belongs to the remaining 28 students in the class. The frequency of student results from pre-test to post-test illustrates this. There was a decrease from 11 students to none who scored <39 in failed classification; similarly, there was a decrease from 17 students to only 4 students who scored between 40-54 in less classification. In the same way, an increase from 6 students to none who scored between 55-65 in good classification; as

well as an increase from 3 students to 7 students who scored between 66-79 in very good classification. In short, evaluated by their results, students' achievement may be considered to be improving. It can also be concluded that teaching vocabulary through English songs enhances students' vocabulary knowledge.

Hypothesis Testing

Hypothesis testing was carried out to find out whether the hypothesis proposed by the researchers is accepted. In this study the hypothesis was tested statistically by comparing the average pre-test and post-test scores using the Excel program whose significance was determined by $p<0.05$.

Table 7. The Result of T-test

T-TEST: PAIRED TWO SAMPLE FOR MEANS

	pretest	posttest
MEAN	48,71794872	80,8974359
VARIANCE	211,4709852	184,0418354
OBSERVATIONS	39	39
PEARSON CORRELATION	0,449516989	
HYPOTHESIZED MEAN DIFFERENCE	0	
DF	38	
T STAT	-13,60606909	
P(T<=T) ONE-TAIL	0,00	
T CRITICAL ONE-TAIL	1,68595446	
P(T<=T) TWO-TAIL	0,00	
T CRITICAL TWO-TAIL	2,024394164	

The level of significance in this statistic is 0.05 while df is 38 according to Arikunto, (2010, p. 406). According to Table 7, the T-test produced significant results; P-value (2-tailed) = 0.00 at a significant level of 0.05 (0.00 > 0.05). The data revealed that the degree of freedom is 38, the t-value is 2.0243 > t-table 2.021 with the level of significance is 5%. This indicates that the t-value is greater than the t-table; as of, the alternative hypothesis (H_a) provided in this study was accepted, whereas the null hypothesis (H_o) was rejected. Based on the research data, learning vocabulary using English songs had a positive impact on students' vocabulary mastery. This study's findings are in line with the previous investigations (Rohmah & Indah, (2021); Gasma, et al., (2021); SEVİNÇ, (2018); Haghverdi, (2015).

Discussion

The researchers already mentioned the unattractiveness of students in learning English, notably vocabulary mastering; students find it difficult to retain vocabulary because they rapidly become bored, which is also due to teachers' repetitive teaching techniques. As is known for the problem, the researchers used English Song as a media in this vocabulary learning study. As explained by Al-Azri et al., (2015); Susanto, (2017); Murphey, (1992), that there are many learning media that are useful for creating fun ways. Borisai & Dennis, (2016)stated that using English songs in a classroom is one method that teachers like to use in learning. Then the researchers discovered that teaching vocabulary through English songs as a medium significantly improves students' vocabulary accomplishment. With these reasons and the choice of learning media, a fundamental question was created, namely "Is there a positive or negative impact in students' vocabulary learning after they were taught using English songs?"

Based on the findings of this study, the first results were visible in the students' pre-test scores before the researchers provided the treatment; the mean of the pre-test was 42,71 which is still at a low point. Following that, the researchers has chosen the usage of English songs as a learning

method and vocabulary self collection as the media that would improve students' vocabulary acquisition over time. The grades that students earned after conducting the treatment learning utilizing English songs increased to 80, 89 for the mean of post-test. To be more specific, the researchers examined the significance level of the pre-test and post-test to determine whether there is a significant difference in students' vocabulary success after the implementation of the English Song. The t-test showed up that the level of significance for student improvement is 0.00, which is less than 0.05. As a result, the alternative hypothesis (H_a) that there is a considerable gain in students' vocabulary achievement after being taught through English Song is accepted. This demonstrate that English songs may significantly give a positive impact in students' vocabulary mastery.

The use of English songs in the teaching and learning process inspired students and had a beneficial impact on their vocabulary mastery success. Furthermore, the researchers used a written vocabulary test and vocabulary self-collection or vocabulary log for the treatments. Haggard (1986, p.642) argued that vocabulary self-collection strategy or vocabulary log was created to assist students improve their vocabulary by relating new vocabulary words that have meaning to their own experiences. Students' interest for each treatment varies due to the variety of tasks in the vocabulary self-collection form. Playing music and trying to locate new vocabulary was one of the most exciting parts for students in the initial treatment's application of learning. It was possible to see a beneficial impact on obtaining vocabulary self-collection from all of the treatments that were performed, with the range of tasks in the vocabulary self-collection that they carried out from the first treatment to the last treatment. Usraeni, (2017)conducted the research that proved the effectiveness of employing vocabulary self-collection in improving vocabulary mastery in 8th grade students. The post-test mean score (72,26) of the students was higher than the pre-test mean score (54,48). Furthermore, the t-test value was 0.01 (less than 0.05), suggesting that using vocabulary self-collection has a significant impact on improving vocabulary knowledge in 8th grade students. It is further backed up by Hutauruk et al., (2023)investigated the effect of using vocabulary self-collection strategy on student's vocabulary mastery on 8th grade of junior high school and discovered that t-obtain was 17.52 while the t-table was 1.717, indicating that there is a significant effect of using vocabulary self-collection on students vocabulary mastery. The study that discusses the use of English song in vocabulary learning has also conducted by Rohmah and Indah (2021) that discovered learning with modified English songs would benefit learners because it is a delightful approach to learn with the result that t-observation value is higher than t-table (2.6539>1.685). It is supported by Gasma, et al (2021) who found that teaching vocabulary to students using English song improved the students' vocabulary achievement with the result of post-test (72.21) was higher than pre-test (58.14) and the result of t-test showed that t-count (4.721) was higher that t-table (3.06). Those findings were consistent with Murphey's (1992, p. 744) theory that songs introduce students to vocabulary by allowing them to learn and recite them. A song's content can provide a new technique of learning a language in addition to providing enjoyment.

The findings of this study and previous studies indicated that learning vocabulary through English songs, as well as using vocabulary self-collection to its learning had a considerable positive effect on student vocabulary mastery. There was an improvement in students' pre-test and post-test results followed treatment. As a result, it is reasonable to assume that teaching vocabulary through the use of English vocabulary self-collection in the Islamic eighth grade high school was beneficial and practical.

CONCLUSION AND SUGGESTION

Based on the findings and discussions, it is possible to conclude that using an English song as a medium and a VSS technique to improve students' vocabulary knowledge is more effective than an ordinary strategy. This is due to the characteristics of English songs that make it easier for students to learn vocabulary and allow them to do so in a way that is enjoyable. The T-test result revealed that the p-value (2-tailed) is 0.00, which is less than 0.05. The ultimate outcome of this experiment reveals that using an English song with VSS has a good impact on students' vocabulary mastery.

Research using English songs to improve students' vocabulary mastery has shown a common phenomenon of regarding them as subsidiary in language teaching, as they are normally used simply as physical activities to enhance learner motivation in class rather than as primary teaching tools (Haghverdi, (2015); Rohmah & Indah, (2021); SEVİNÇ, (2018). However, the present study makes it clear that English song can be beneficial to students' learning of English vocabulary when this activity is integrated with clear teaching and learning objectives and accompanied by learning evaluation using VSS. Therefore, the use of English songs to improve students' vocabulary can motivate students to memorize vocabulary in playful ways, and teachers can also see the progress of students' vocabulary development through the activities and evaluations in the VSS.

This study is limited to a small number of participants taken in the eighth grade of Islamic junior high school students. It is suggested to have another study with a larger group of students. Another limitation of this study is the use of variety of English songs. In this research only used an English pop song entitled "A Whole New World" by Zayn and Zhavia Ward as a song media in the learning session. Other teachers and researchers can employ different kinds of English songs and VSS-based learning approaches for further teaching and learning in the same cases. Moreover, a fill-in-the-blank word test can be created by the future teachers using an English song. Furthermore, the teachers and further researchers may conduct a variety of tests in the VSS, such as finding new words, defining words, analyzing pronunciation, and synonyms. This Methods also can increase students' interest in studying through variants the VSS that are included in engaging learning with songs can help students retain the vocabulary that are sometimes difficult for them to remember. Learning to use English songs strengthens students' memory by listening to their vocabulary and practicing it too. In addition, the variation in VSS also improves students' motivation to learn vocabulary. Afterwards, its benefits have been established, learning vocabulary using English songs and variations in VSS might help the students to improve their vocabulary mastery. As a result, this study can be used as a resource for future researchers who want to evaluate the usefulness of utilizing an English song with the VSS technique in students' vocabulary mastery. Future researchers may employ a variety of strategies that encourage students' vocabulary knowledge. The researchers also proposes English songs as a media to improve student listening skills and VSS in projects to improve student writing skills.

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2. Bukti hasil review dan Perbaikan hasil review (27 Desember 2023)
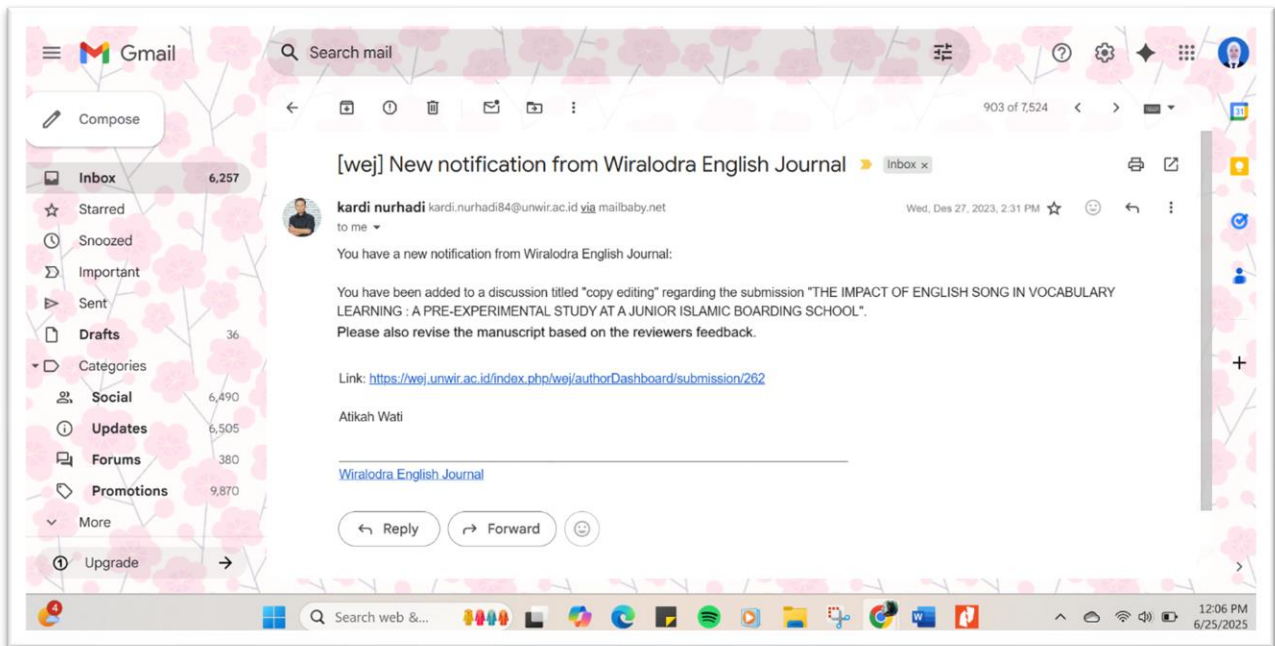
Review Result:

This article is complete in every part, starting from the formulation of the background of the study, literature review, research methods, research findings, and conclusions. However, in terms of the number of words in each aspect, it needs to be simplified to follow the WEJ template, as follows:

– Abstract should be 200 words.

– Introduction should be 500 words

– Literature review should be 1000-1500 words

– References use Mendeley

RESPONSE TO THE REVIEWERS WEJ

Dear Editor and Reviewers,

We would like to sincerely thank you for the thoughtful and constructive feedback provided on our manuscript, titled "The Impact of English Song in Vocabulary Learning: A Pre-Experimental Study at A Junior Islamic Boarding School," submitted to WEJ. We appreciate the time and effort taken to carefully review our work and provide valuable suggestions that have greatly improved the quality and clarity of our study.

In response to the reviewers' comments, we have carefully revised the manuscript to address all concerns raised. Specifically, we have:

- Simplified and revised the abstract by reducing some words fit to 200 words as requirement.

- Simplified and revised the introduction by reducing some sentences fit to 500 words as requirement.

- Simplified and revised the literature review by reducing some sentences around 1500 words as requirement.

- The references and citations used in the manuscript were arranged by using Mendeley-APA citation style.

We believe these revisions have significantly enhanced the manuscript's contribution and readability. A detailed point-by-point response to each reviewer's comments is enclosed for your consideration.

Thank you once again for your valuable feedback and the opportunity to improve our work. We look forward to your positive evaluation of our revised manuscript.

Best regards,

Hikmah Pravitasari (Corresponding author)

MANUSCRIPT REVISE BASED ON REVIEWERS' WEJ FEEDBACK

We appreciate the reviewer's comments on the substance of our article, and we revised it by marking the changes in blue presented in the whole manuscript.

THE IMPACT OF ENGLISH SONG IN VOCABULARY LEARNING : A PRE-EXPERIMENTAL STUDY AT A JUNIOR ISLAMIC BOARDING SCHOOL

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ABSTRACT

A pre-experimental design with one group pre-test and post-test was used in this study to determine whether there is any positive or negative effect on students' vocabulary mastery after they are taught using English songs. This study's instruments were a written vocabulary test and a field note. The researchers employed English songs combined with a Vocabulary self-collection (VSS) technique in the treatment to improve students' vocabulary acquisition. The mean pre-test score for 39 students in the eighth grade at an Islamic junior high school was 48,71, and the mean post-test score was 80, 89. The mean results of the pre-test and post-test demonstrated a significant improvement in students' vocabulary mastery. The t-test's p-value (sig-2-tailed) was 0.00, which is less than 0.05. This outcome indicated that H_o was refused but H_a was authorized. It was able to prove that gaining vocabulary in the eighth grade of an Islamic junior high school utilizing an English song and VSS had a positive impact on students' vocabulary mastery. The main teaching implication of this study is that when an English song is combined with specific teaching and learning objectives and supported by learning assessment through VSS, it might assist students in learning English vocabulary effectively.

INTRODUCTION

Currently, one of the most entertaining teaching methods for EFL students is listening to English songs. Songs are undeniably a fun activity that is a great tool for language learning since it allows students to utilize the language at their own pace rather than pressuring them to do so immediately (Džanić, & Pejić, 2016). Phisutthangkoon, & Panich (2016) examined that words are typically used in song lyrics in context, and the melody of the song aids listeners in remembering the sound of new words. Hence, the new words they learn will be recalled by listening to the songs on repeat. Pavia et al. (2019) explored that listening to songs, particularly repeated and frequent listening, contributed to three vocabulary knowledge dimensions: spoken-form recognition, form–meaning connection, and collocation recognition. Likewise, Kusnierek (2016) investigated that songs can help students learn vocabulary, pronunciation, and grammar in English classes naturally. Romaniuk (2019) also studied that learning to use songs is very effective and productive because it promotes students to study vocabulary and enhance their pronunciation and grammar.

A number of researchers have conducted studies on learners' mastery of vocabulary issues all across the world. They discovered that many EFL learners still struggle to memorize vocabulary in school because they have less vocabulary learning techniques (Arndt & Woore (2018); Feng & Webb (2020); Laufer & Vaisman (2023); Xia (2018). They understand little words but cannot practice them correctly. Some students have difficulties remembering the definitions that has been given, which hinder the learning. The biggest challenge they encounter is that getting monotonous method in learning vocabulary. Based on the researcher's teaching experiences at an Islamic boarding school in Indonesia, the students are required to memorize vocabulary every day to improve their English. Students who do not increase their vocabulary will be punished by the school coordinator. This causes students to become bored with the habit of memorizing English vocabulary and meaningless for them. As a result, having an entertaining approach of teaching vocabulary is the right technique to improve students' enthusiasm to study English. The researchers chose to employ an English song and a Vocabulary Self-collection Strategy in the learning session to help students master their vocabulary and make learning more enjoyable.

Learning can be delivered via a variety of methods and media, including videos, songs, games, and films. Lestari and Hardiyanti (2020) suggested that English Songs are a learning medium that learners can use to help them learn English. Using a learning strategy that provides meaning and fun for students is one way to make English vocabulary learning effective. When students learn in an enjoyable atmosphere, they usually understand the subject quickly. In the case of vocabulary mastery, the researchers selects an English pop song entitled "A Whole New World" by Zayn and Zhavia Ward as a song media in the learning session, where a lot of vocabulary, particularly adjectives, verbs, and nouns, is conveyed in several song lyrics that are used for learning.

Vocabulary Self-Collection Strategy (VSS) is also one of the treatment methods used in this study, with various forms of VSS being used because it enhance students' memory, develop vocabulary with meaningful learning, and highlight students' choice in learning. This strategy was developed by Haggard (1986, p.642) to help students enhance their vocabulary by associating new vocabulary words with significance to their personal experiences.

The purpose of this study was to utilize an English song as the medium combined with the VSS technique to apply the learning method in order to improve a student's vocabulary ability. According to Lynch (2005), the English Song was chosen as the media since it is one of the learning mediums that can assist students in grasping the subject matter due to its unique characteristics. In the technique for assigning students in the treatments, the Vocabulary Self-Collection strategy was applied. When students are still having difficulty gathering vocabulary, this English Song is organized to assist learning. The atmosphere is entertaining and not monotonous, so the students are not depressed. The use of English song and the VSS is meant to provide better and ideal results. Learning provides a positive outcome because it is joyful. Students that are capable will find it easy to apply certain words in their daily lives.

This research aims at investigating quantitatively whether there is any positive or negative impact in students' vocabulary learning after they are taught by using English songs as a media and the Vocabulary self-collection strategy.

LITERATURE REVIEW

There have been several studies dealing with teaching vocabulary through song and various media that have been conducted by other researchers. As an introduction, this previous study was conducted in Taiwan by Haghverdi, et al (2015) in their research titled "The Effect Song and Movie on High School Students Language Achievement in Dehdasht." They used sixty high school male and female students who were randomly divided into two groups, experimental and control, at the Saee learning English institute in Dehdasht. The implementation of song and movie used in the study had a significant effect on student's language achievement in listening, reading, vocabulary, and grammar using quasi experimental and two instruments: a pre/post achievement test and a questionnaire, both created by the researchers.

Usraeni (2017), who carried out a study that demonstrated the effectiveness of using vocabulary self-collection in improving vocabulary mastery in 8th grade students, backs this up. A pre-experimental design with one class experimental was employed to meet the goal of this study. The population of this study consisted of 285 eighth grade students, whereas the sample consisted of 27 individuals from class VIII-F. Multiple choice questions were used to collect the data. The students' post-test mean score (72,26) was greater than their pre-test mean score (54,48). Furthermore, the t-test value was 0.01 (less than 0.05). it can be concluded that employing vocabulary self-collection has a substantial impact on 8th grade students' vocabulary understanding.

In the same way, Sevinç (2018), a resident of Bursa, Turkey, carried out the subsequent earlier study, which was named "The Effect of Instrumental Music and Songs on Vocabulary Learning, Reading Comprehension and Motivation in English as a Foreign Language: a quasi-experimental study with Turkish high school students." This study, which lasted six weeks and involved 203 Turkish high school students studying EFL, had two goals. It used a quasi-experimental design with two groups of participants: one for instrumental music and another for songs. The results showed that including songs and instrumental music into English language classrooms enhanced students' reading comprehension and vocabulary acquisition based on the t-test result which showed p-value (0.01) was lower than 0.05. Additionally, there was a strong correlation between the use of song-based language instruction and high levels of progress in reading comprehension and vocabulary acquisition.

The use of modified English songs to improve vocabulary was also examined by Rohmah and Indah (2021). The study took a quantitative approach with a quasi-experimental methodology. There are two kinds of tests: pre-test and post-test. It consisted of 20 matching word test items. The subject of this study was 40 students from Superior Junior High School. The findings demonstrated a significant difference in vocabulary knowledge between students in the experimental class taught using Modified English Song as a medium and those who did not. The average post-test score for the experimental group was 86.80, while the control group scored 82.80. The alternative hypothesis is accepted, and the null hypothesis is rejected, because the t-observation value is greater than the t-table value (2.6539>1.685) according to the t-test result. Finally, using Modified English Song may help students improve their vocabulary mastery.

Another one has already been conducted by Kamal, et al (2022) that focuses on the impact of using Team Game Tournament (TGT) in vocabulary mastery of the second-grade students of an Islamic junior high school in Indonesia. The researchers took two classes experiment and control classes to take a pre-test and post-test using quantitative method with quasi-experimental design. The research participants included 40 students from two classes that arranged in age from 13 to 14 years. Based on the findings in the study, TGT technique is more effective than conventional strategy to improve students' vocabulary mastery. This is achieved due to the features of TGT that make students easier to gain vocabulary and that it allows them to interact with other game players. Based

on the T-test results, t_o=0,35298 and t_t=0,705, the experiment's result demonstrated that the experimental class taught using TGT had an average value higher than the control group. It can be concluded that TGT gives effectiveness in improving vocabulary mastery.

Another previous investigation demonstrated that studying through the VSS approach had a positive impact on attaining it. Hutauruk et al. (2023) investigated the effect of adopting a vocabulary self-collection technique on students' vocabulary competence in the eighth grade of junior high school. This study used a quantitative technique and a pre-experimental design with one group pre-test and post-test. it consisted of one class with a total of 23 students. A vocabulary test with a pre-test and post-test design of 30 questions was used to collect data. According to the data analysis, the t-obtain was 17.52, while the t-table was 1.717. It denotes that the hypothesis (H_a) was accepted, whereas the H_o (null hypothesis) was rejected. As a result, the statistics show that utilizing a self-collection technique has a significant effect on student vocabulary proficiency in eighth grade.

The current investigation explores at how English songs can help students improve their vocabulary mastery at an Islamic junior high school in Indonesia. Furthermore, various kinds of VSS were used in this study to support students' vocabulary mastering throughout learning.

RESEARCH METHOD

In this study, the researchers examined the use of English Song to increase students' vocabulary mastery by using a pre-experimental design. This study employed a quantitative method design since it works with numerical data that can be collected and analyzed statistically (Creswell, 2012, p.23). The study was carried out at an Islamic boarding school in Indonesia. 39 students from 8th grade of junior high school students were took part in the study. Because there were only 39 students in the study, the researchers would gather data using a one-group pre-test and post-test approach. It normally comprises of three steps: (1) providing the experimental treatment X to the subjects; (2) administering a pre-test to measure the dependent variable again; and (3) managing a post-test to measure the dependent variable again.

Statistical data were used in this investigation. The researchers employed English written tests and field notes as an instrument to demonstrate the impact of using English songs in vocabulary learning. The test used in this study was missing words consisting of 15 items to identify vocabulary and the duration is 40 minutes. The test is designed to assess how much a student's English vocabulary mastery grows. The test comprised of students finding the correct answer by listing vocabulary in empty spaces. After writing the vocabulary, the students were also instructed to locate the vocabulary to it word classes. The researchers observed the employment of English song technique during the treatment process using field notes. The findings of the pre-test will be used as a baseline for students to master vocabulary before the treatment is administered. As the treatment is repeated six times, the progress will be visible. Following treatment, the post-test will be performed. The researchers collects data during the observation to ascertain the outcome of each action. After collecting the data, the researchers investigates it with microsoft excel to determine whether the treatment was effective or not based on the passing grade in junior high school.

The data analysis technique employed hypothesis testing. If the p-value is less than 0.05 with a confidence level of = 0.05% and t-observation > t-table, then (Ho) is rejected and (Ha) is accepted, indicating that there is a positive impact on students' vocabulary mastery after they are taught using English songs.

FINDING

Validity and Reliability Test

The researchers will talk about the validity and reliability of the questions that were tested on students before moving on to data analysis. From the song's lyrics, the researchers chose 15 words. All of the assessed questions displayed good validity, according to the results of a validity test. The table below displays the validity evaluation that Microsoft Excel 2016 computed.

Table 1. The calculation result of the valid questions.

No Question	R-count	R-table	Conclusion
1	0,321051566	0,316	valid
2	0,407385814	0,316	valid
3	0,359430106	0,316	valid
4	0,321886994	0,316	valid
5	0,389473082	0,316	valid
6	0,322386781	0,316	valid
7	0,449583321	0,316	valid
8	0,492749529	0,316	valid
9	0,500877094	0,316	valid
10	0,33206326	0,316	valid
11	0,429986389	0,316	valid
12	0,604860364	0,316	valid
13	0,567473337	0,316	valid
14	0,706945344	0,316	valid
15	0,366101939	0,316	valid

Source:Excel output (Researcher's Data 2023)

Table 1 above explains that there were 15 questions tested, and all of the data showed valid results. If r-count is more than r-table, the question is considered valid (0,316). Number 14 has the greatest r-count (0,706), while number 1 has the lowest (r-count 0,321), yet both are still higher than r-table (0.316).

We'll evaluate the validity of the questions' reliability. If the spearman half method value is higher than 0.316, the question seems to be reliable. The results of reliability calculations made in Microsoft Excel 2016 are as follows.

Table 2. The result of the reliability questions

r-count	0,753272845
Split half method	0,859276235
r-tabel	**0,316**
Conclusion	reliable

Source:Excel output (Researcher's Data 2023)

According to the results of the reliability calculation described above, the outcome was 0.859, which was higher than 0.316. Based on the Score coefficient which was taken from Arikunto (2010, p. 319), 0,859 exhibits a very high level of reliability. These findings indicate that the instruments were valid and reliable.

Pre-test

The researchers conducted the pre-test on Thursday, July 27, 2023, for 39 students from class 2b as the first stage in the experiment. The pre-test was used to figure out learners' vocabulary mastery abilities. The researchers conducted the learning activity by providing the students a vocabulary test that included 15 words from the song lyrics utilized in this study in a missing word test. This test took 45 minutes for students to complete.

Table 3. The Result of Pre-test

No	Reg no	Gender	Class	Score
1	41184	M	2b	45
2	41121	M	2b	30
3	41111	M	2b	50
4	40961	M	2b	40
5	40962	M	2b	50
6	40944	M	2b	70
7	41450	M	2b	50
8	41317	M	2b	50
9	41272	M	2b	35
10	41052	M	2b	50
11	41139	M	2b	30
12	41427	M	2b	60
13	40836	M	2b	55
14	41460	M	2b	60
15	41137	M	2b	45
16	41271	M	2b	30
17	42421	M	2b	75
18	41457	M	2b	25
19	40816	F	2b	35
20	41456	F	2b	90
21	40904	F	2b	45
22	41183	F	2b	40
23	41445	F	2b	70
24	40852	F	2b	50
25	40842	F	2b	50
26	40947	F	2b	50
27	41443	F	2b	50
28	40743	F	2b	35
29	41116	F	2b	35
30	40768	F	2b	80
31	40913	F	2b	45
32	41455	F	2b	50
33	41090	F	2b	35
34	41161	F	2b	60
35	41084	F	2b	35
36	41441	F	2b	55
37	41444	F	2b	45

The student's earned score was described in Table 3. With a total of 39 students, there were 18 male and 21 female students. The following data will be utilized in Microsoft Excel to compute the average, maximum, minimum, and number of students' score:

Table 4. The calculating of pre-test

Mean	48,71794872
Min	25
Max	90
Sum	1900

Pre-test scores for students totaled 1,900, with a mean of 48,71. The highest pre-test score was 90, and the lowest was 25. There were 65 point disparities. The researchers discovered that 11 students had fail scores, 17 students occupied the less level, 6 students were in the enough position,

3 students had in the good position, and 2 students earned the predicate very good level as a result of the pre-test results. Students had not mastered the vocabulary as a whole, according to the above-mentioned score data.

Treatment

The treatment was divided into six sessions. The learner will be provided with a vocabulary learning program that will employ an English song as the media and a variety of VSS as a strategy for improving their vocabulary mastery. The first session took place on July 30, 2023. The teacher distributed the paper with the already-provided vocabulary self-collection (VSS) form and explained that the purpose of this initial treatment was to find new vocabulary from the song. All assessments were carried out individually in order to measure the progress of every student. Students learned new words from the song as a result of the first treatment.

On Tuesday, August 1, 2023, the second treatment was carried out. The teacher reminded the students that the purpose of the second treatment was to determine why they chose the word in the previous session. While the teacher played the treatment song, all students paid attention and completed the VSS task of filling in the reason they chose the vocabulary. Students learn why they chose the words they did throughout this second treatment.

The third treatment took place on Tuesday, August 2, 2023. The teacher explained to the students that the third treatment's objective was to recognize the pronunciation from earlier words, which they could look up in their dictionaries to finish the pronunciation section of the VSS. Remember how the teacher asked the students to sing along and rehearse it in front of the class. The third treatment allowed the student to consider how to pronounce the words they were given.

The fourth treatment took place on Thursday, August 3, 2023. The fourth treatment's goal was to categorize the vocabulary into word classes (adjective, verb, noun) based on the VSS. The teacher instructed students to categorize the words they had into the word classes contained in the dictionary. Students recognized the group of vocabulary according to its classes during this fourth treatment.

The fifth treatment took place on August 6, 2023. The teacher informed the students that the aim of this fifth treatment was to complete the meaning section of the VSS by finding the meaning of the language that they could find in their dictionaries. As the task's difficulty level increased, this demonstrated that this learning is beneficial for pupils learning vocabulary.

The sixth treatment took place on Tuesday, August 8, 2023. The teacher told students in this final treatment to search for synonyms of the words from the first to the last treatment in their own dictionary. While they were writing their vocabulary, the instructor strolled around the classroom to see how each of them was doing and asked them to gather their VSS so the teacher could see how they were progressing in their vocabulary understanding. Following that, the teacher and students discussed the vocabulary synonym they had discovered.

The student enthusiasm for each therapy varies due to the range of assignments in the VSS. All of the treatments performed had a positive impact on vocabulary acquisition, as indicated by the variety of activities in the vocabulary self-collection (vocabulary log) that the students completed from the first to the last treatment.

Post-test

The post-test was carried out after the students had learned vocabulary through English Song. The post-test was place on August 9, 2023. The written test of missing word vocabulary was employed for the post-test with 15 missing words connected to the treatment materials. The post-test was carried out to determine the difference in scores obtained after being taught using English Song and VSS. The post-test results revealed that there was an improvement in students' vocabulary mastery, since the post-test results were better than the pre-test results.

Table 5. The Result of Post-test

No	Reg no	Gender	Class	Score
1	41184	M	2b	80
2	41121	M	2b	70
3	41111	M	2b	70
4	40961	M	2b	70
5	40962	M	2b	70
6	40944	M	2b	85
7	41450	M	2b	85
8	41317	M	2b	85
9	41272	M	2b	45
10	41052	M	2b	75
11	41139	M	2b	90
12	41427	M	2b	90
13	40836	M	2b	90
14	41460	M	2b	80
15	41137	M	2b	70
16	41271	M	2b	70
17	42421	M	2b	90
18	41457	M	2b	45
19	40816	F	2b	90
20	41456	F	2b	90
21	40904	F	2b	90
22	41183	F	2b	50
23	41445	F	2b	90
24	40852	F	2b	90
25	40842	F	2b	90
26	40947	F	2b	90
27	41443	F	2b	90
28	40743	F	2b	90
29	41116	F	2b	90
30	40768	F	2b	90
31	40913	F	2b	90
32	41455	F	2b	90
33	41090	F	2b	85
34	41161	F	2b	90
35	41084	F	2b	50
36	41441	F	2b	85
37	41444	F	2b	85
38	40917	F	2b	90
39	41016	F	2b	90

Source: Author's data 2023

The student's post-test score was described in Table 5. With a total of 39 students, there were 18 male and 21 female students. The following data will be utilized in Microsoft Excel to compute the average, maximum, minimum, and number of students' post- test score:

Table 6. The Calculating of Post-test

Mean	80,89744
Sum	3155
Min	45
Max	90

According to table 6. The post-test scores of the 39 students totaled 3.155, with a mean of 80.89. The greatest pre-test score was 90, while the lowest was 45 with 50 score differences. The researchers discovered that there were no students with bad and enough scores; additionally, there were 4 students who occupied the lower level, 7 students were in the good position, and 28 students who received the predicate at the highest level. Students had attained vocabulary mastery after multiple treatment s, according to the score data. It can also be concluded that teaching vocabulary through English songs enhances students' vocabulary knowledge.

The Differences between Pre-Test and Post-Test

Based on the results of the analysis of the pre-test and post-test scores, there was an improvement in the total score and mean score. It indicates that the use of English songs as the media in the teaching-learning process could improve students' achievement in vocabulary mastery.
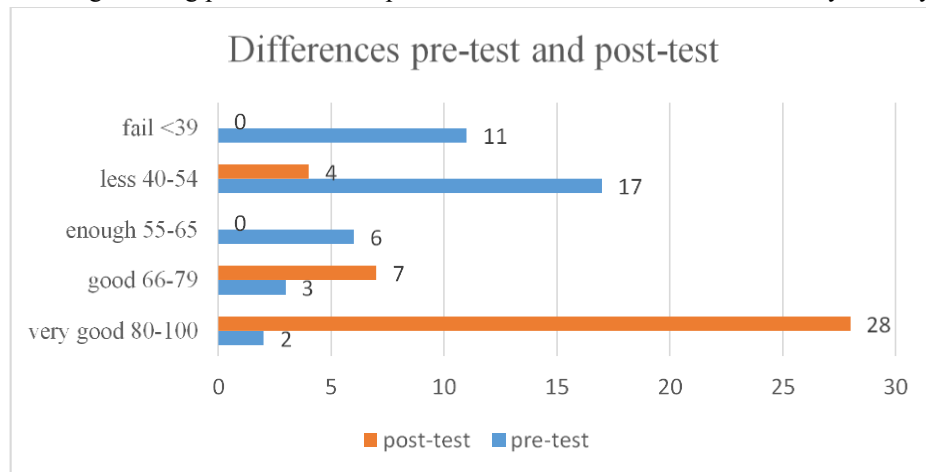

Figure 1. The Differences of Students' Vocabulary Mastery in Pre-Test and Post-Test

Depicted from the figure 1, there were 11 students who belong to the fail classification with a score range of 39; 17 students who belong to the less classification with a score range of 40-54; 6 students who belong to the enough classification with a score range of 55-65; and 3 students who belong to the good classification with a score range of 66-79; and 2 students who belong to the very good classification with a score range of 66-79. In the post-test, there were no student who belongs to the fail and enough classifications; there have been four students who belong to the less classification with scores ranging from 40 to 54; there additionally exist 7 students who belong to the good classification with scores ranging from 66 to 79; and the final and highest classification was the very good with scores ranging from 80 to 100, which belongs to the remaining 28 students in the class. The frequency of student results from pre-test to post-test illustrates this. There was a decrease from 11 students to none who scored <39 in failed classification; similarly, there was a decrease from 17 students to only 4 students who scored between 40-54 in less classification. In the same way, an increase from 6 students to none who scored between 55-65 in good classification; as well as an increase from 3 students to 7 students who scored between 66-79 in very good classification. In short, evaluated by their results, students' achievement may be considered to be improving. It can also be concluded that teaching vocabulary through English songs enhances students' vocabulary knowledge.

Hypothesis Testing

Hypothesis testing was carried out to find out whether the hypothesis proposed by the researchers is accepted. In this study the hypothesis was tested statistically by comparing the average pre-test and post-test scores using the Excel program whose significance was determined by $p < 0.05$.

Table 7. The Result of T-test

T-TEST: PAIRED TWO SAMPLE FOR MEANS

	pretest	posttest
MEAN	48,71794872	80,8974359
VARIANCE	211,4709852	184,0418354
OBSERVATIONS	39	39
PEARSON CORRELATION	0,449516989	
HYPOTHESIZED MEAN DIFFERENCE	0	
DF	38	
T STAT	-13,60606909	
P(T<=T) ONE-TAIL	0,00	
T CRITICAL ONE-TAIL	1,68595446	
P(T<=T) TWO-TAIL	0,00	
T CRITICAL TWO-TAIL	2,024394164	

The level of significance in this statistic is 0.05 while df is 38 according to Arikunto (2010, p. 406). According to Table 7, the T-test produced significant results; P-value (2-tailed) = 0.00 at a significant level of 0.05 (0.00 > 0.05). The data revealed that the degree of freedom is 38, the t-value is 2.0243 > t-table 2.021 with the level of significance is 5%. This indicates that the t-value is greater than the t-table; as of, the alternative hypothesis (H_a) provided in this study was accepted, whereas the null hypothesis (H_o) was rejected. Based on the research data, learning vocabulary using English songs had a positive impact on students' vocabulary mastery. This study's findings are in line with the previous investigations (Rohmah and Indah, 2021; Gasma et al, 2021, Sevinç (2018), Haghverdi, et al (2015).

Discussion

The researchers already mentioned the unattractiveness of students in learning English, notably vocabulary mastering; students find it difficult to retain vocabulary because they rapidly become bored, which is also due to teachers' repetitive teaching techniques. As is known for the problem, the researchers used English Song as a media in this vocabulary learning study. As explained by Al-Azri (2015); Susanto (2017), Murphey (1992), that there are many learning media that are useful for creating fun ways. Borisai and Dennis (2016) state that using English songs in a classroom is one method that teachers like to use in learning. Then the researchers discovered that teaching vocabulary through English songs as a medium significantly improves students' vocabulary accomplishment. With these reasons and the choice of learning media, a fundamental question was created, namely "Is there a positive or negative impact in students' vocabulary learning after they were taught using English songs?"

Based on the findings of this study, the first results were visible in the students' pre-test scores before the researchers provided the treatment; the mean of the pre-test was 42,71 which is still at a low point. Following that, the researchers has chosen the usage of English songs as a learning method and vocabulary self collection as the media that would improve students' vocabulary acquisition over time. The grades that students earned after conducting the treatment learning utilizing English songs increased to 80, 89 for the mean of post-test. To be more specific, the researchers examined the significance level of the pre-test and post-test to determine whether there is a significant difference in students' vocabulary success after the implementation of the English Song. The t-test showed up that the level of significance for student improvement is 0.00, which is less than 0.05. As a result, the alternative hypothesis (H_a) that there is a considerable gain in students'

vocabulary achievement after being taught through English Song is accepted. This demonstrate that English songs may significantly give a positive impact in students' vocabulary mastery.

The use of English songs in the teaching and learning process inspired students and had a beneficial impact on their vocabulary mastery success. Furthermore, the researchers used a written vocabulary test and vocabulary self-collection or vocabulary log for the treatments. Haggard (1986, p.642) argued that vocabulary self-collection strategy or vocabulary log was created to assist students improve their vocabulary by relating new vocabulary words that have meaning to their own experiences. Students' interest for each treatment varies due to the variety of tasks in the vocabulary self-collection form. Playing music and trying to locate new vocabulary was one of the most exciting parts for students in the initial treatment's application of learning. It was possible to see a beneficial impact on obtaining vocabulary self-collection from all of the treatments that were performed, with the range of tasks in the vocabulary self-collection that they carried out from the first treatment to the last treatment. Usraeni (2017) conducted the research that proved the effectiveness of employing vocabulary self-collection in improving vocabulary mastery in 8th grade students. The post-test mean score (72,26) of the students was higher than the pre-test mean score (54,48). Furthermore, the t-test value was 0.01 (less than 0.05), suggesting that using vocabulary self-collection has a significant impact on improving vocabulary knowledge in 8th grade students. It is further backed up by Hutauruk, et al (2023) investigated the effect of using vocabulary self-collection strategy on student's vocabulary mastery on 8th grade of junior high school and discovered that t-obtain was 17.52 while the t-table was 1.717, indicating that there is a significant effect of using vocabulary self-collection on students vocabulary mastery. The study that discusses the use of English song in vocabulary learning has also conducted by Rohmah and Indah (2021) that discovered learning with modified English songs would benefit learners because it is a delightful approach to learn with the result that t-observation value is higher than t-table (2.6539>1.685). It is supported by Gasma, et al (2021) who found that teaching vocabulary to students using English song improved the students' vocabulary achievement with the result of post-test (72.21) was higher than pre-test (58.14) and the result of t-test showed that t-count (4.721) was higher that t-table (3.06). Those findings were consistent with Murphey's (1992, p. 744) theory that songs introduce students to vocabulary by allowing them to learn and recite them. A song's content can provide a new technique of learning a language in addition to providing enjoyment.

The findings of this study and previous studies indicated that learning vocabulary through English songs, as well as using vocabulary self-collection to its learning had a considerable positive effect on student vocabulary mastery. There was an improvement in students' pre-test and post-test results followed treatment. As a result, it is reasonable to assume that teaching vocabulary through the use of English vocabulary self-collection in the Islamic eighth grade high school was beneficial and practical.

CONCLUSION AND SUGGESTION

Based on the findings and discussions, it is possible to conclude that using an English song as a medium and a VSS technique to improve students' vocabulary knowledge is more effective than an ordinary strategy. This is due to the characteristics of English songs that make it easier for students to learn vocabulary and allow them to do so in a way that is enjoyable. The T-test result revealed that the p-value (2-tailed) is 0.00, which is less than 0.05. The ultimate outcome of this experiment reveals that using an English song with VSS has a good impact on students' vocabulary mastery.

Research using English songs to improve students' vocabulary mastery has shown a common phenomenon of regarding them as subsidiary in language teaching, as they are normally used simply as physical activities to enhance learner motivation in class rather than as primary teaching tools (Haghverdi, et al. 2015; Rohmah and Indah (2021); Sevinç (2018). However, the present study makes it clear that English song can be beneficial to students' learning of English vocabulary when this activity is integrated with clear teaching and learning objectives and accompanied by learning evaluation using VSS. Therefore, the use of English songs to improve students' vocabulary can motivate students to memorize vocabulary in playful ways, and teachers can also see the progress of students' vocabulary development through the activities and evaluations in the VSS.

This study is limited to a small number of participants taken in the eighth grade of Islamic junior high school students. It is suggested to have another study with a larger group of students. Another limitation of this study is the use of variety of English songs. In this research only used an English pop song entitled "A Whole New World" by Zayn and Zhavia Ward as a song media in the learning session. Other teachers and researchers can employ different kinds of English songs and VSS-based learning approaches for further teaching and learning in the same cases. Moreover, a fill-in-the-blank word test can be created by the future teachers using an English song. Furthermore, the teachers and further researchers may conduct a variety of tests in the VSS, such as finding new words, defining words, analyzing pronunciation, and synonyms. This Methods also can increase students' interest in studying through variants the VSS that are included in engaging learning with songs can help students retain the vocabulary that are sometimes difficult for them to remember. Learning to use English songs strengthens students' memory by listening to their vocabulary and practicing it too. In addition, the variation in VSS also improves students' motivation to learn vocabulary. Afterwards, its benefits have been established, learning vocabulary using English songs and variations in VSS might help the students to improve their vocabulary mastery. As a result, this study can be used as a resource for future researchers who want to evaluate the usefulness of utilizing an English song with the VSS technique in students' vocabulary mastery. Future researchers may employ a variety of strategies that encourage students' vocabulary knowledge. The researchers also proposes English songs as a media to improve student listening skills and VSS in projects to improve student writing skills.

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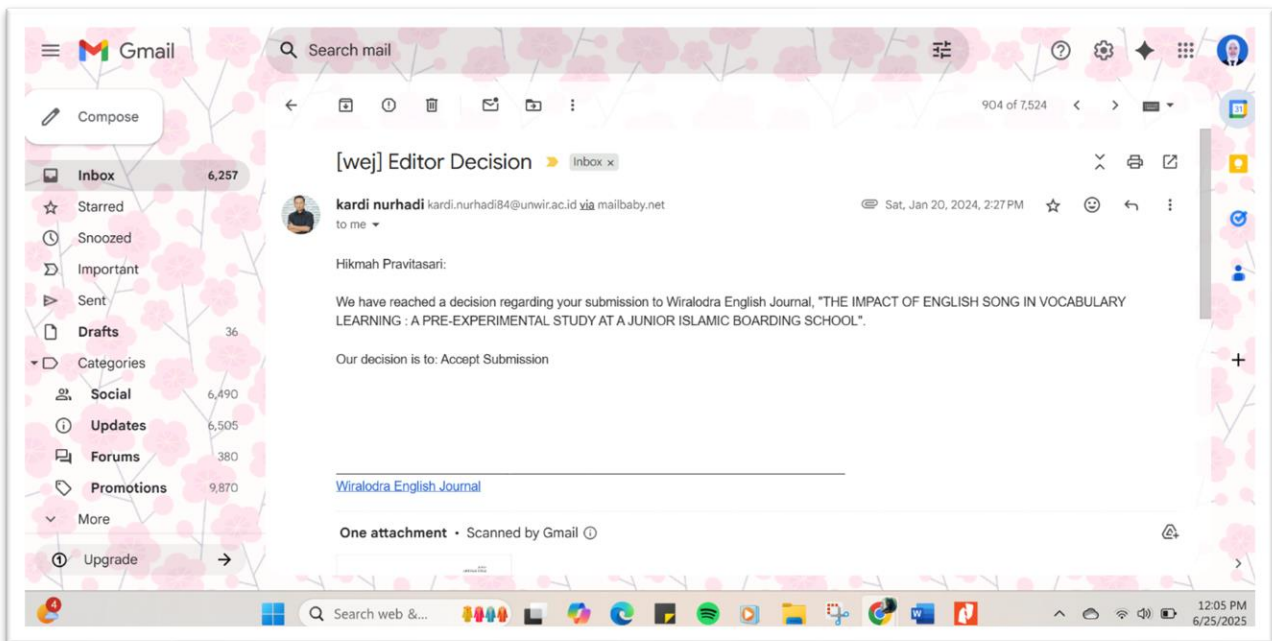
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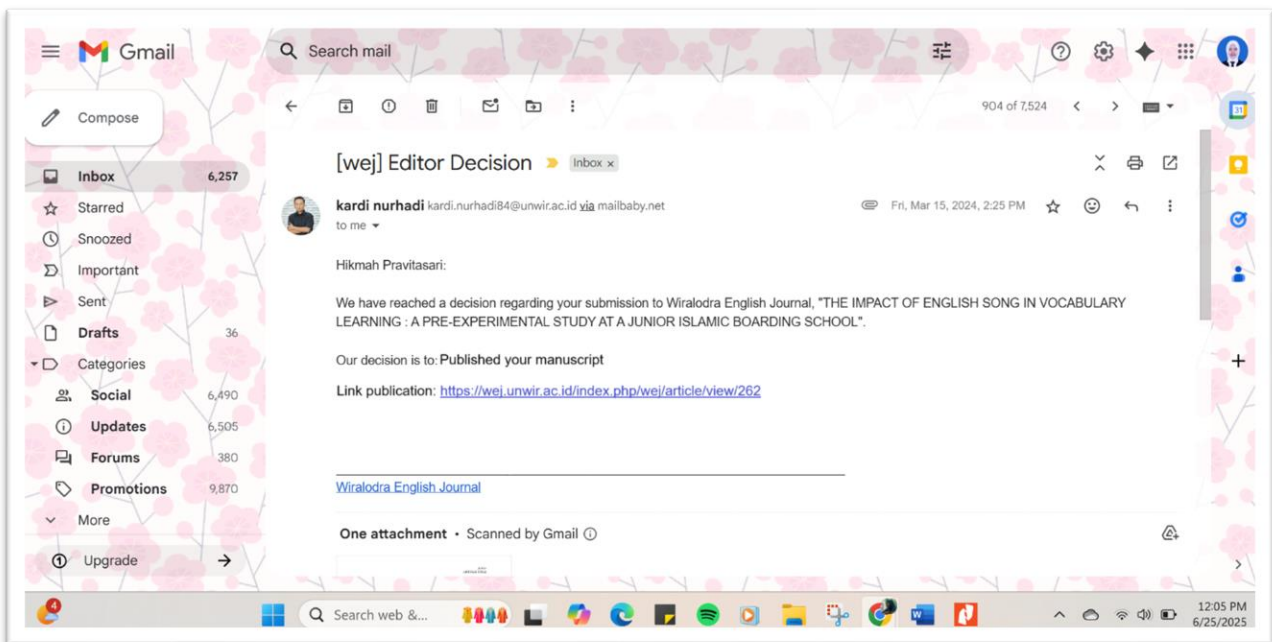
Januari 24, 2024

Dear **Hikmah Pravitasari, Amila Yashila Rahmah**

It's my pleasure to inform you that, after the peer review, your paper "**THE IMPACT OF ENGLISH SONG IN VOCABULARY LEARNING: A PRE-EXPERIMENTAL STUDY AT A JUNIOR ISLAMIC BOARDING SCHOOL**" has been ACCEPTED to be published in WIRALODRA ENGLISH JOURNAL (WEJ), p-ISSN 2597-7504 (Printed), e-ISSN 2622-4100 (Online). It will be available online at https://wej.unwir.ac.id/index.php/wej in March, 2024.

You are requested to follow all the rules and regulations of WEJ related to Publication. Once we publish your paper, you cannot submit it somewhere else.

Thank you very much for contributing to the WIRALODRA ENGLISH JOURNAL (WEJ).

Congratulations,

With Regards,
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Editor-in-Chief

Atikah Wati, M.Pd.

THE IMPACT OF ENGLISH SONG IN VOCABULARY LEARNING: A PRE-EXPERIMENTAL STUDY AT A JUNIOR ISLAMIC BOARDING SCHOOL

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ABSTRACT

Pre-experimental design with one group pre-test and post-test was used in this study to determine whether there is any positive or negative effect on students' vocabulary mastery after they are taught using English songs. This study's instruments were a written vocabulary test and a field note. The researchers employed English songs combined with a Vocabulary self-collection (VSS) technique in the treatment to improve students' vocabulary acquisition. The mean pre-test score for 39 students in the eighth grade at an Islamic junior high school was 48,71, and the mean post-test score was 80, 89. The mean results of the pre-test and post-test demonstrated a significant improvement in students' vocabulary mastery. The t-test's p-value (sig-2-tailed) was 0.00, which is less than 0.05. This outcome indicated that H_o was refused but H_a was authorized. It was able to prove that gaining vocabulary in the eighth grade of an Islamic junior high school utilizing an English song and VSS had a positive impact on students' vocabulary mastery. The main teaching implication of this study is that when an English song is combined with specific teaching and learning objectives and supported by learning assessment through VSS, it might assist students in learning English vocabulary effectively.

Keywords: *Vocabulary Mastery; VSS; English Song; Islamic Boarding School; Pre-Experimental Study*
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INTRODUCTION

Currently, one of the most entertaining teaching methods for EFL students is listening to English songs. Songs are undeniably a fun activity that is a great tool for language learning since it allows students to utilize the language at their own pace rather than pressuring them to do so immediately (Džanić & Pejić, 2016). (Phisutthangkoon & Panich, 2016) examined that words are typically used in song lyrics in context, and the melody of the song aids listeners in remembering the sound of new words. Hence, the new words they learn will be recalled by listening to the songs on repeat. Pavia et al., (2019) explored that listening to songs, particularly repeated and frequent listening, contributed to three vocabulary knowledge dimensions: spoken-form recognition, form–meaning connection, and collocation recognition. Likewise, Kusnierek, (2016)investigated that songs can help students learn vocabulary, pronunciation, and grammar in English classes naturally. Romaniuk, (2019)also studied that learning to use songs is very effective