

**USING POPULAR ENGLISH SONGS TO IMPROVE STUDENTS'  
VOCABULARY MASTERY IN POST PANDEMIC ENGLISH LEARNING  
(A Classroom Action Research at Eleventh Grade of SMA N 1 Jatisrono in  
Academic Year 2022/2023)**

**THESIS**

Submitted as A Partial Requirements

For the degree of *Sarjana*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

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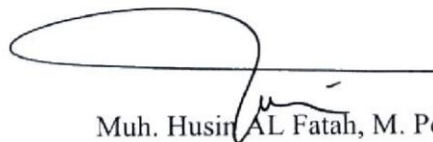
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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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## RATIFICATION

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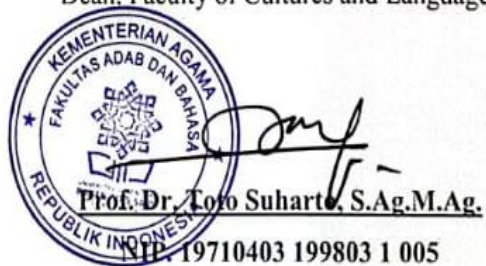
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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents.
2. My lovely brothers and sister.
3. My future.
4. My Almamater UIN Raden Mas Said Surakarta.

## **MOTTO**

“And We task not any soul beyond its scope, and with Us is a record which speaketh the truth, and they will not be wronged”

**-Qur'an 23:62-**

“Sometimes to find the light, we must first touch the darkness”

**-Galadriel-**

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Using Popular English Songs to Improve Students’ Vocabulary Mastery in Post Pandemic English Learning (A Classroom Action Research at Eleventh Grade of SMA N 1 Jatisrono in Academic Year 2022/2023)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Stated by,

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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8. The researcher's brothers, sister, and family, who always advise and support to complete the education.
9. The researcher's future, who always gives support, spirits, advice, motivation, and prayer.
10. All of the researcher's friends.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, March 27<sup>th</sup> 2023

The researcher

A handwritten signature in black ink, appearing to read 'Arista Zulfa Rosyida', with a stylized flourish at the end.

Arista Zulfa Rosyida



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## ABSTRACT

Arista Zulfa Rosyida. 2022. *Using Popular English Songs to Improve Students' Vocabulary Mastery in Post Pandemic English Learning (A Classroom Action Research at Eleventh Grade of SMA N 1 Jatisrono in Academic Year 2022/2023)*. Thesis. English Education Department, Cultures and Languages Faculty.

This research is about using popular English songs to improve the students' vocabulary mastery at eleventh grade of SMA N 1 Jatisrono. The objective of this research was to find out the improvement in the students' vocabulary mastery by using popular English songs in post-pandemic English learning at eleventh grade of SMA N 1 Jatisrono in academic year 2022/2023.

The research was Classroom Action Research (CAR). The subject of this research were the students from class science 2 that consist of 36 students. The data collected were carried out by two methods, namely quantitative and qualitative. In collecting quantitative data, the researcher used tests. The students were given three stages of the test, namely pre-test, post-test 1, and post-test 2. In addition to collect the qualitative data, the researcher used observations. The observation sheets were used to monitor all the activities carried out by the students in the classroom.

The test results showed that there was an improvement of students' vocabulary mastery. The students able to reached the Minimum Mastery Creterion (KKM) of 73. Meanwhile, the mean scores of students has improved in each test. The student's pre-test score was 44.7, the student's post-test 1 score was 78.19, and the student's post-test 2 score was 92.5. From the observation results showed that popular English songs could motivate the students to become more interested, active, and enthusiastic about vocabulary mastery in post-pandemic English learning.

**Keywords:** *Popular English Songs, Vocabulary Mastery, Post Pandemic Learning*

## CHAPTER I INTRODUCTION

### **A. Background of the Study**

Many young people often use some English vocabulary in communication, both in direct communication and indirect communication. Only a few young people use it frequently in daily communication, for example in daily conversation. But in indirect communication, young people often consume and even use a variety of content that uses English vocabulary on social media. In this case, English is familiar enough to young people.

In spite of the fact that English is so familiar enough to them, a high school student should have a wider language skills in English, for instance, students are able to produce vocabulary in written or spoken words. According to Nurdini & Marlina (2017), vocabulary is the basic component that students need to master in order to master the language skills. Vocabulary is not specifically taught in teaching English in the classroom, so students have less knowledge of words which has an impact on the language skills.

According to Frank (2000, cited in Rachmawati et al., 2020), vocabulary is knowledge about knowing the meaning of words, so the purpose of the vocabulary test is to know whether the students can match the word with a synonym, dictionary entry, or their own language word. Actually, as stated by Kurnia (2017), learning English cannot be separated from vocabulary because vocabulary is the most important element in language that can affect language skills. The more vocabulary a person has, the better the level of mastery. Mastering vocabulary is not easy. But by mastering vocabulary, someone is able to understand what is heard and read as well as say what to talk about or read (Aprila, 2019). Mastering vocabulary is not only limited to knowing the words but also their meaning (Bara, 2019).

Sometimes, some students still have some difficulty in understanding about English such as, in the language skills (listening, speaking, reading, and writing), the understanding about the material, or the understanding about the vocabulary. In the context of student difficulties, however, most students experience these problems in post-pandemic learning. Considering that some time ago, learning was carried out online due to the pandemic crisis that hit the world. Based on domestic research by Sri (2021) and Nurul et al. (2021), almost all students in all high school education units experienced problems during the pandemic, namely students experienced a decrease in learning motivation because the learning delivered was not optimal so students could not master learning well.

Also strengthened by previous research abroad in Pakistan, Mexico, and Norway (Hevia et al, 2022; Khan & Ahmed, 2021; and Skar et al., 2021), students experienced the same problem, namely learning loss due to the pandemic. It is impossible to leave it alone, teachers are required to be able to create new alternatives so that students are more enthusiastic about learning in the post-pandemic era. Learning in post-pandemic era is learning that is being carried out again based on instructions issued by UNICEF which are implemented in accordance with health protocols (Prahani & Cheng, 2020).

Based on Satrio et al. (2021), in this post-pandemic learning, learning methods need to be adapted based on students' interests. No matter how difficult the lesson, if students have interest and motivation, their knowledge will improve. Students will more actively participate if learning is fun and not monotonous compared to classical learning, for example using online media. This will help students to better master the lessons delivered.

According to Gushendra (2017), one way to make students more interested and motivated in learning is through songs. Almost everyone knows what song is, because song is a part of language and life. The use of songs in foreign language classes can be beneficial, because in a song someone can learn vocabulary, grammar, and even other language skills. However, in its

implementation, the selection of songs is adjusted to several factors, including interest, age, grammar points, and also depending on the teacher's creativity.

In relation to songs with high school students or in general including generation Z who are familiar with technology which technology is a part of their daily life, popular songs are chosen based on their interest and age factors. Octia (2019) stated that popular songs are songs that can be used for English learning materials because they are related to everyday life.

The researcher conducted the research in SMA N 1 Jatisrono, located on Wonogiri – Ponorogo Km. 26, Watangsono, Jatisrono District, Wonogiri Regency, Central Java, 57691. This school has A accreditation (20311308). The researcher will conduct the research with the subject of eleventh grade science students in academic year 2022/2023. There were five classes, namely: 1, 2, 3, 4, and 5, from the five classes, science 2 which consists of 36 students were chosen as a research subject. There were 12 boys and 24 girls. The reason why the researcher chose a science 2 students to be the subject of the research because this class was appropriate class for research with the problems that the means score of the class was lower than other classes.

Based on pre-research on September 22, 2022 through interviews with English teacher, Mr. Broto Maryono, S. Pd. He explained that students in the eleventh grade of SMA N 1 Jatisrono still use the old curriculum, namely Kurikulum 2013. In this curriculum, there was mandatory English lessons which have 8 chapters for two semesters. There are Offers & Suggestions, Opinion & Thoughts, Party Time, National Disaster-An Exposition, Letter Writing, Cause & Effect, Meaning Through Music, and Explain This. Furthermore, in implementing of research due to research time and student activities at school, the teacher suggested to conduct the research in second semester according to the material set out in the handbook. So, the researcher used “Meaning Through Song” as teaching material to teach students because the vocabulary material in this chapter is related to song, especially popular English songs.



The English teacher also explained some of the students' problem. There were still having difficulties in English subject. The students still difficult to memorize the English vocabulary. This was due to the effects of the pandemic or pandemic graduates where their learning was less than maximum in previous learning (online learning). The lack of teacher ability to provide online learning materials and the lack of student's interest and motivation being the most important thing. He agreed that the research was carried out in eleventh grade which incidentally was the appropriate class based on the research criteria.

Based on interview with students on September 22, 2002, that students in eleventh grade experienced difficulties in English subject. According to them, English was quite difficult especially vocabulary and also boring subject because it is not their daily language. When the researcher asked questioned, "*Kesulitan apa yang kamu alami ketika belajar kosakata bahasa Inggris?*", they answered, "*Sulit untuk mengartikan kalau ga pakai hp mba, intinya susah dipelajari, menerjemahkan maupun pengucapannya. (It's hard to interpret if I don't use my cellphone sis, the point is that it's hard to learn, translate, and pronounce)*" (Interview with S22, IB). Other answered, "*Aku malu ga begitu bisa bahasa Inggris mba, pokoknya susah dan cukup ngebosenin, buat nginget maupun ngucapinnya. (I'm ashamed that I can't speak English well, sis, it's just difficult and quite boring, to remember or say it)*" (Interview with S30, RIA).

In this research, this kind of research had been carried out. There are four previous studies: The first previous study is a thesis conducted by Ummi Kalsum Batu Bara, entitled "*Improving the Students' Vocabulary Mastery by Using English Song at Eight Grade of MTS Islamic Zending Medan*". The second previous study is a thesis conducted by Annisa Mardia Octia, entitled "*Improving Vocabulary Mastery through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidempuan*". The third previous study is a journal conducted by Cecep Setiawan, entitled "*Improving Students' Vocabulary Mastery through Listening Song*". There are used a Classroom action Research as the research method. The fourth previous study is a journal

conducted by Purnamasari, entitled “*The Effect of Using English Song as Teaching Media to Improve Vocabulary Mastery on the Eleventh Grade Students of SMK Negeri 11 Samarinda*”. This study used Quantitative Research. Based on the results of all the previous studies showed that using English songs can improve or have an effect the students’ vocabulary mastery.

The gap between the previous studies was that there were no indicators of vocabulary mastery itself. In the first previous study, there were only fill the blank indicator. In the second previous study, there were fill the blank and translate. In the third previous study, there were indicators, i.e., listening, filling the missing lyrics, interpreting, and finding new vocabulary. While, in the fourth previous study, there were no indicators explained at all. Furthermore, the types of songs used in the first and second previous studies were still random, whereas in the third and fourth previous studies, it was not explained what songs were used.

Based on the description above, the researcher conducted further research to find out the improvement in the students’ vocabulary mastery by using popular English songs in post-pandemic English learning. The researcher used different research object, subject, and variables. Besides that, the researcher used indicators of vocabulary mastery, i.e., Meaning, Translate, Synonym/Antonym, Grammar, and Fill the Blank. In addition, the researcher also have the purpose of using this technique to help students master the vocabulary by using popular English songs. The researcher believes that learning using songs can make it more enjoyable and supportable inside the classroom, so that they will be more interested in joining the English class. Therefore, the researcher will conduct an action research, entitled “Using Popular English Songs to Improve Students’ Vocabulary Mastery in Post Pandemic English Learning (A Classroom Action Research at Eleventh Grade of SMA N 1 Jatisrono in Academic Year 2022/2023)”.

## **B. Identification of the Problems**

Based on the background mentioned above, the problem can be identified as follows:

1. The students have low vocabulary mastery.
2. The students have problems in understanding vocabulary.
3. The students have low motivation in post-pandemic learning.

## **C. Limitation of the Problems**

Since it is impossible to have a wide variety of problems, the researcher limit the problem so this research more accurate. Based on pre-research on September 22, 2022 through interviews with students and teachers, that students in eleventh grade found difficulties in English vocabulary. In addition, the teacher explained that students were still having difficulties in English lesson due to the effects of the pandemic (pandemic graduates). Apart from that, the teacher also explained that for eleventh grades still use the old curriculum, namely Kurikulum 2013. In this curriculum there are 8 chapters for two semesters, one of which is the Meaning Through Songs chapter. Because when the research was carried out in the second semester, the research material was adapted to the proper learning context. From this explanation, the researcher was interested in using popular English songs in improving their vocabulary mastery. The researcher chose popular English songs based on social media (Tik Tok) and Billboard Hot 100 which is quite familiar to them. There are Kill Bill by SZA, Until I Found You by Stephen Sanchez ft. Em Beihold, Night Changes by One Direction, and Somewhere Only We Know by Keane. So that, the study focused on improving students' vocabulary mastery using popular English songs at eleventh grade students of SMA N 1 Jatisrono in academic year 2022/2023.

#### **D. Formulation of the Problems**

Based on the identification of the problems and problem limitation mentioned above, the researcher stated the problem to be researched as follows: “How is the improvement of the students’ vocabulary mastery using popular English songs in post-pandemic English learning at eleventh grade of SMA N 1 Jatisrono in academic year 2022/2023?”

#### **E. Objectives of the Study**

The objective of this study are to find the data that can be used to answer the problems above. The objective of the study is to find out the improvement in the students’ vocabulary mastery by using popular English songs in post-pandemic English learning at eleventh grade of SMA N 1 Jatisrono in academic year 2022/2023.

#### **F. Benefits of the Study**

##### 1. Theoretically

###### a. For the teacher

The result of this study gives us information to the teachers about the importance of popular English songs to improve students’ vocabulary mastery. Learning through songs can be an enjoyable learning in post-pandemic.

###### b. For the students

English learning using songs can make it more enjoyable and supportable inside the classroom so that they will be more interested in joining the English class. Dealing with vocabulary in learning English, they will get easier to master it by using popular English songs.

###### c. For other researcher

It is hoped that the result of this study can help other researchers who conduct the further research.

## 2. Practically

### a. For the teacher

This research is expected to be useful for English teacher as the one of the alternative technique to teach in post-pandemic Covid-19.

### b. For the students

This research is expected to be useful in making the students more interested and motivated in improving their vocabulary mastery.

### c. For other researcher

This research is expected to be used as a reference in making a thesis for other researchers and as a reference for further research.

## **G. Definition of Key Terms**

### 1. Vocabulary Mastery

Vocabulary is the content and function of words that can be used in communication. By mastering vocabulary, students can become speakers, listeners, readers, and even writers. However, in classroom teaching, students often encounter difficulties, so they need attention so that students master vocabulary better (Finnochiaro, 2010 cited in Rachmawati et al, 2020).

### 2. Popular English Songs

Popular English songs are music that is well-known at a certain time in English that can motivate someone, where the meaning contained in it touches and connects with everyday life, for example about friendship, love, dreams, etc. (Kuśnierek, 2016).

### 3. Post Pandemic Learning

Learning is a process of changing knowledge, skills, behaviors, etc. that is passed through exercises and experiences (Richards & Schmidt, 2010). In the field of education, learning in the new normal or post-pandemic era is learning that is being carried out again based on instructions issued by UNICEF which are implemented in accordance with health protocols (Prahani & Cheng, 2020).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

In conducting a research, it is necessary to have appropriate theories to explain some concepts or terms. Some terms are explained theoretically. The following are some explanation which will be applied in this research.

##### **1. Vocabulary Mastery**

###### **a. Definition of vocabulary**

According to Kurnia (2017), the elements contained in English include experiments, vocabulary, pronunciation, and grammar. An important element is vocabulary because vocabulary can affect language skills. The more vocabulary a person has, the better the level of mastery in the language. Vocabulary can be defined as one aspect of language about the words and its meanings (Sari et al., 2019).

Vocabulary is an important component in learning English. As stated by Rachmawati et al., “Vocabulary is an important part of language learning” (2020). Similarly, vocabulary is a basic component that must be mastered by students because it has a big influence on language skills (Nurdini & Marlina, 2017).

According to Frank (2000, as cited in Rachmawati et al., 2020), vocabulary is knowledge about knowing the meaning of words, so the purpose of the vocabulary test is to know whether the students can match the word with a synonym, dictionary entry, or their own language word.

Vocabulary is a collection of words in someone's language. Vocabulary can develop as someone ages, which serves as a useful language as a basis for communication and acquiring knowledge (Aprila, 2019). Vocabulary is the words that involve a single items or

several words that provide a particular meaning, which consists of form, meaning, and use. Vocabulary is the basic for students' performance in language skills. Usually, some English teachers are try to find the technique for teaching and learning English vocabulary in the classroom (Alemi & Tayebi, 2011 cited in Phisutthangkoon and Panich, 2016).

According to Thornbury (2002, as cited in Bara, 2019), vocabulary gives meaning to other people in communication. If not through vocabulary, no meaning can be conveyed. Vocabulary can make it easier for students to learn and understand English. Similarly, without vocabulary students cannot develop language skills, so vocabulary becomes a very important aspect in language learning and teaching (Rachmawati et al., 2020). As well (Bahri, 2018), vocabulary is the key in mastering English. Vocabulary is the basis for students to be able to speak English well. Without vocabulary, students will have difficulty understanding various terms in learning.

Based on the explanation above, the researcher concludes that vocabulary is the basic component in learning language. Vocabulary is the words contained in a language. Vocabulary is an important thing because it affects language skill aspects, i.e. listening, speaking, reading, and writing. Without going through vocabulary, it likely that students will have difficulty continuously in following learning. So that it can be underlined that vocabulary is very important in a language.

#### **b. Purpose of vocabulary**

In learning something, of course, each has its own purpose. The purpose of vocabulary is to be useful for the development of students' knowledge and skills in language learning. According to Octia (2019), the objective of learning vocabulary is to help students express ideas more easily because vocabulary is words in the language, words owned by speakers and writers, as well as words contained in other fields of

study. With a large mastery of vocabulary, allowing students to express more in communication, both verbally or written.

**c. Types of vocabulary**

According to Montgomery (2007 as cited in Phisutthangkoon and Panich, 2016), there are four types of vocabulary.

- 1) Listening: The words that hear and understand. Most people can remember and understand words nearly 50,000 words.
- 2) Speaking: People have a limited speaking vocabulary. Most people have 5,000 and 10,000 words for a conversation.
- 3) Reading: The words that understand when read text. If people are not readers, they cannot improve reading vocabulary.
- 4) Writing: The words use when write to explain everything.

**d. Vocabulary mastery**

Vocabulary mastery is the ability to understand and master words. According to Bara (2019), learning words is a process of meeting the new words and initial learning followed by repetition. Mastering vocabulary relates to what the word means and how it is used in language. While, according to Thornbury (2002, cited in Asyiah, 2017), vocabulary mastery is comprehensive knowledge including meaning, spoken form, written form, grammatical, word deviation, word collocation, word register, word connotation, and also word frequency. According to Finnochiaro (2010 cited in Rachmawati et al, 2020), vocabulary is the content and function of words that can be used in communication. By mastering vocabulary, students can become speakers, listeners, readers, and even writers. However, in classroom teaching, students often encounter difficulties, so they need attention so that students master vocabulary better.

In learning vocabulary, some students do not have the motivation to learn, which is caused by several factors, for example because English is not their mother tongue, the material is not interesting and boring, also they are worried about mistakes. Whereas



basically, mastering vocabulary becomes a core requirement for students in learning a language (Yuandisa, 2017).

According to Hiebert & Kamil (cited in Bara, 2019), there are the aspects of vocabulary mastery namely pronunciation, spelling, meaning, and the use of words. The following are indicators related to vocabulary mastery.

- a) Students are able to know the meaning
- b) Students are able to pronounce
- c) Students are able to spell or write
- d) Students are able to use in a sentence

While, according to Octafia (2020), there are indicators to determine students' vocabulary mastery, i.e. (1) determine the synonym, (2) determine the antonym, (3) determine the spelling of words, and (4) determine the grammar.

Mastering vocabulary is not easy. By mastering vocabulary, someone is able to understand what is heard and read as well as say what to talk about or read (Aprila, 2019). Mastering vocabulary is not only limited to knowing its meaning. However, vocabulary mastery is being able to understand the meaning or meaning contained in a word, know how to pronounce it, and also use it appropriately and correctly (Bara, 2019).

Based on the explanation above, the researcher concludes that vocabulary mastery is an ability to know and understand about the words and its meaning in a language. Vocabulary mastery is not easy, but by mastering vocabulary everyone can listen, speak, read, and write well. The researcher also conclude that to determine whether students have mastered the vocabulary or not, there are important things, i.e. (1) students able to determine the meaning of words, (2) students able to know the translation, (3) students able to know the synonyms or antonyms, (4) students able to know grammar related to context, and (5) students able to pronounce it.

## 2. Popular English Song

### a. Definition of Popular English song

Popular song consisting of two words namely, "popular" which means something that is liked and enjoyed by some or many people and "song" means "a usually short piece of music with words that are sung". So, popular songs are music that is liked and enjoyed by some or many certain people (Cambridge Dictionary). As stated by Hornby (cited in Arevalo & Alberto, 2010), a song is a piece of music sung by combining culture, vocabulary, listening, grammar and other language skills. Similarly, Futonge stated that song is a language package that contains a combination of culture, vocabulary, listening, grammar, and other language skills that give a relaxed impression.

Songs are a part of everyone's life, from childhood to adulthood. When young children are around, someone often plays, sings, even dances to songs. When a teenager, someone ever consumes the popular songs. When grows up and works, someone must also often listen to the media, so almost everyone likes songs (Gushendra, 2017).

According to Octia (2019), a song is an arrangement of words sung through a specific rhythm and intonation. Songs have become part of human life that has its own very good values. With a song allows one to memorize the words encountered in the lyrics of the song. Popular songs can be used for English learning materials because they are related to everyday life. According to Medina (1993 cited in Alipour et al., 2012), which through popular songs can be obtained benefits in the form of vocabularies.

Popular English songs are music that is well-known at a certain time in English that can motivate someone, where the meaning contained in it touches and connects with everyday life, for example about friendship, love, dreams, etc. (Kuśnierek, 2016). Usually popular songs are sung with words that are difficult to interpret, but only certain songs that students most want to listen. According to Nurpratama

(2019), learning vocabulary through songs that match the student's mood or favorite songs is quite effective. Students enjoy learning more and it is easier for students to find new vocabulary and are also able to understand the vocabulary itself.

Based on the explanation above, the researcher concludes that in this sophisticated era, everyone must have listened to a song, whether it was when they were babies, children, teenagers, adults, or even old people. Song is the art of tone or sound, which is usually accompanied by a musical instrument. The song contains lyric from its creator that have a purpose or meaning of their own. With rhythm or song lyrics related to life, a song can become famous and popular. A popular song is a song that has its own charm for people, both from the implied meaning of the song and from its pleasant rhythm or tone. Most students who are inseparable from technology are familiar with popular songs, whether they are listened intentionally or unintentionally or even accessed by themselves, e.g. smartphone or TV.

**b. Purpose of English song**

After getting the song, people can find the meaning of the words in the song, so that the purpose of listening to English song is that people will get the new vocabulary and know about the correct pronunciation that said by native speaker (Listiyarningsih, 2017).

According to Kevin (2001 as cited in Octia, 2019), the purposes of using songs in the classroom are:

- 1) To discuss a language related subject
- 2) To exercise a language skill
- 3) To concentrate on student mistake in a direct learning
- 4) To improve extensive and intensive listening
- 5) To improve discussion of attitude and emotion
- 6) To improve creativity and use of imagination
- 7) To create a relaxed learning environment in the classroom
- 8) To give learning variation

From the previous research above, the researcher concludes that the purposes of using English songs in the classroom are:

- 1) To improve the vocabulary mastery
- 2) To improve listening skill
- 3) To know the correct pronunciation
- 4) To provide fun learning

**c. Procedure of English song**

There are various ways to use songs in the classroom according to Arevalo & Alberto (2010). It is adjusted to the level of the students, i.e., the interest, the age, the grammar point, and the song itself. The following are the steps to focus on listening to a song:

1) Activating prior-knowledge

There are two categories of prior language knowledge processing, namely top-down and bottom-up. Top-down directly makes advantages of prior knowledge and experience. Bottom-up analysis begins by gathering understanding based on the information already available, such as sounds, word meanings, and discourse markers.

2) While-listening

The teacher must explain to the students what the purpose of the activity while they are listening. Students can hear the key points, specifics, and conclusions. Therefore, students can develop their understanding. Teacher can build students' skills by asking them to pay attention each time they listen. It is a form of strategy training that works well for teaching since it aids in students' learning organization and reflection.

3) Post-listening

Following a listening activity, the teacher assesses student comprehension, evaluates skills, applies listening techniques, and expand their understanding. Activities include extending the discussion of what has been heard or applying what has been learned through reading, speaking, and writing.

From the explanation above, the researcher concludes that there are three procedures that are useful using songs in the classroom namely prior knowledge, while listening, and post listening.

**d. Advantages and disadvantages of English song**

In the language classroom, the use of songs in the learning process has a good effect. As stated by Purnamasari (2020), songs are an effective medium in the learning process of teaching English in the classroom, which can help students to improve vocabulary knowledge. The following are the advantages of using English songs in the classroom according to Gushendra (2017).

- 1) Create fun learning and not boring
- 2) Songs can motivate students about English
- 3) Help students become more communicative
- 4) Make the class atmosphere more relax
- 5) Students can practice the listening skill
- 6) Students can study the vocabulary

The following are some of the benefits of using English songs in class according to Aguirre et al. (2016).

- 1) Songs can indirectly help students learn a language contained in the song
- 2) The use of songs is a preferred learning strategy for students
- 3) Positive impact on students' motivation to learn foreign languages
- 4) Create a more relaxed and interactive class
- 5) Improve students' interest in learning foreign languages

As stated by Adi and W. Gunawan (cited in Octia, 2019), there are limitations or advantages in using songs as learning media, namely (1) requiring more teaching media, (2) requiring more time, (3) if the teacher can't manage the class the teacher will get in trouble and not discipline. While, according to Wilar et al. (2021), using songs in learning have disadvantages, i.e. an ineffective method for students who

may not like English songs and music that is too loud will have a negative impact.

Based on the explanation above, the researcher concludes that the advantages of using English songs in learning are: (1) enjoyable learning, (2) improved students' vocabulary, (3) students become more interested and motivated to learn language, (4) create a relaxed atmosphere, (5) have a positive impact on other language skills. However, using songs in the classroom carries the disadvantages, in that it takes a lot of time to prepare the media and need to adjust the song to the age of the students and related material.

### **3. Post Pandemic Learning**

In referring to a post-pandemic world, the world will be greatly changed, including in the realm of education (Zewde et al., 2020). In the realm of education, it includes English learning. Due to the pandemic, everything has changed. When learning in schools before the pandemic was face-to-face, when there was a pandemic, whether students wanted it or not, they had to use an online learning system (Sri, 2021).

Based on the research, the impact of pandemic is learning loss. Learning loss is the difference between before school closure and after school closure due to pandemic which includes two points, i.e. forgotten learning and foregone learning (Angrist et al., 2021). As in Skar et al. (2022), that the students on first grade in Norway have learning loss, namely a decrease in writing quality due to impact of emergency instruction. According to Hevia (2021), which the students between 10 to 15 years in Mexico have learning loss too, but in reading and numeracy which compared in two surveys in 2019 and 2021. And according to Moscoviz & Evanz (2022), in pre-primary; primary; or secondary school in countries all over the world have learning loss in low and middle income countries.

Meanwhile, based on domestic research by Sri (2021) and Nurul et al (2021), almost all students in all high school education units experienced problems during the pandemic, namely students experienced a decrease in learning motivation because the learning delivered was not optimal so the students could not master learning well.

Learning is a process of changing knowledge, skills, behaviors, etc. that is passed through exercises and experiences (Richards & Schmidt, 2010). Learning in post-pandemic era is learning that is being carried out again based on instructions issued by UNICEF which are implemented in accordance with health protocols (Prahani & Cheng, 2020).

In this post-pandemic environment, learning methods need to be adapted based on students' interests. No matter how difficult the lesson, if students have interest and motivation, their knowledge will improve quickly. Students will more actively participate if learning is fun, relaxed, and not monotonous compared to classical learning, e.g. using online media. This will help students to better master the lessons delivered (Satrio et al., 2021).

## **B. Previous Related Studies**

There have been a number of researchers concerned with the use of certain media. Related to this study, the writer chooses some literature about previous researchers which are relevant to the research. The following are the previous study from other researchers.

The first article is a thesis, entitled "*Improving the Students' Vocabulary Mastery by Using English Song at Eight Grade of MTS Islamic Zending Medan*" by Ummi Kalsum Batu Bara. The study used English songs to find out the improving students' vocabulary mastery. The research was categorized into Classroom Action Research and the theory from Kemmis and Mc Taggart. The researcher used a test instrument with a writing test technique. The researcher used "Fill in the Blank" as an instrument related to the songs, i.e. Symphony by Clean Bandit, I Promise by Harris J., and Lily by Alan

Walker. The finding showed that after going through the cycles, the students mean scores was improved from 63.95 in the pre-test to 83.19 in the post-test 2. The researcher also used interview, observation sheets, and documentation. It showed that students' expression and excitement can improve (Bara, 2019).

The second article is a thesis, entitled "*Improving Vocabulary Mastery through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidimpuan*" by Annisa Mardia Octia. The objective of the study was to improve students' vocabulary mastery. The research was also categorized into Classroom Action Research and the theory from Kemmis and Mc Taggart. The techniques of collecting the data were test, observation, and interview. The researcher used "Fill in the Blank and Translate" as an instruments related to songs. The songs were Happy Birthday to You, We are Young by Fun ft. Janelle Monae, Fight Song by Rachel Platten, I Promise by Harris J., and One Day by Maher Zein. The finding of the research showed that the students' vocabulary mastery was improved after doing cycles from 22.60% in the first test of the cycle 1 to 84.13% in the fourth test of the second cycle (Octia, 2019).

The third article is a journal, entitled "*Improving Students' Vocabulary Mastery through Listening Song*" by Cecep Setiawan. The study was aimed to investigate the progress of students' vocabulary mastery before and after listening to songs. The research was also categorized into Classroom Action Research. The indicators of vocabulary mastery were listening, filling the missing lyrics, interpreting, and finding new vocabulary. The data were collected through observation and test. The songs used in this study were not included in the writing. The finding showed that by applying songs in some meetings, the students got improvement by the increase of average score on vocabulary mastery. The average score of cycle 1 (pre-test) before listening to English song was 52.0, 62.7, 58.6 and cycle 2 (post-test) after listening to English song was 71.3, 83.4, 91.4 (Setiawan, 2019).



The fourth article is a journal, entitled “*The Effect of Using English Song as Teaching Media to Improve Vocabulary Mastery on the Eleventh Grade Students of SMK Negeri 11 Samarinda*” by Purnamasari. The study was to determine the significant difference in vocabulary mastery between students who used English songs and those who used conventional method. The researcher used a quasi-experimental design for the entire eleventh grade students. The students were chosen at random sampling and divided into experimental group and control group. The study finding showed that the mean score in the experimental class was 54.83 at the pre-test and 77.50 at the post-test, while the mean score in the control class was 49.50. It can be concluded, there was significant difference between using English songs and conventional method. The use of English songs as teaching media is effective to increase learning results (Purnamasari, 2020).

**Table 2.1 Previous Related Study**

<b>Title</b>	Improving the Students' Vocabulary Mastery by Using English Song at Eight Grade of MTS Islamic Zending Medan”	Improving Vocabulary Mastery through Listening to English Songs at the Grade IX Students of SMP N 8 Padangsidim puan	Improving Students' Vocabulary Mastery through Listening Song	The Effect of Using English Songs as Teaching Media to Improve Vocabulary Mastery on the Eleventh Grade Students of SMK Negeri 11 Samarinda
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<b>Object</b>	MTS Islamic Zending Medan	SMP N 8 Padangsidim puan	MTS Al- Barry Cikalong	SMK Negeri 11 Samarinda
<b>Subject</b>	Eight Grade Students	Ninth Grade Students	Seventh Grade Students	Eleventh Grade Students
<b>Similarities</b>	The research theory, the research method, techniques of collecting data (experiment and observation)	The research theory, the research method, techniques of collecting data (experiment and observation)	The research theory, the research method, techniques of collecting data (experiment and observation)	The object of the research and techniques to collecting data (experiment)
<b>Differences</b>	The research object, the research subject, the research variable, the research indicators, and the songs.	The research object, the research subject, the research variable, the research indicators, and the songs.	The research object, the research subject, the research variable, the research indicators, and the songs.	The research method (quasi- experimental) and the objective of the research

### C. Rationale

Vocabulary plays an important role in language learning. Vocabulary which is the basis of language must be learned by the students both in spoken or written. Vocabulary need to master in order to communicate effectively due

to vocabulary affects other language skills, i.e. listening, speaking, reading, and writing.

Currently, teachers must be innovative in teaching vocabulary to students because vocabulary is not specifically taught in learning materials. In addition, it also remembers that in post-pandemic learning, students have low interest and motivation in language learning. The lack of vocabulary competence results in less understanding in learning language. Students are reluctant to be enthusiastic about learning because they feel that foreign language learning is boring and monotonous learning.

Post-pandemic learning is the main point in education today. The most common cases are students have learning loss and forgotten learning. This is because the learning delivered during the pandemic is still not optimal. However, in post-pandemic English learning authentic materials and enjoyable learning are required to be suitable to support the learning process. A suitable technique for learning English include mastering vocabulary through media that relatable with students' daily life. Based on the criteria above, popular English songs is appropriate to support learning in this post-pandemic learning. Popular English song as authentic material for students to master vocabulary because it relates to teenagers, usually can be found through the internet, social media, TV, or etc. Thus, the researcher believes that using popular English songs is effective for improving vocabulary mastery.

#### **D. Action Hypothesis**

1. H0: Using popular English songs is not improving students' vocabulary mastery in post-pandemic English learning at eleventh grade of SMA N 1 Jatisrono in academic year 2022/2023.
2. H1: Using popular English songs is improving students' vocabulary mastery in post-pandemic English learning at eleventh grade of SMA N 1 Jatisrono in academic year 2022/2023.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

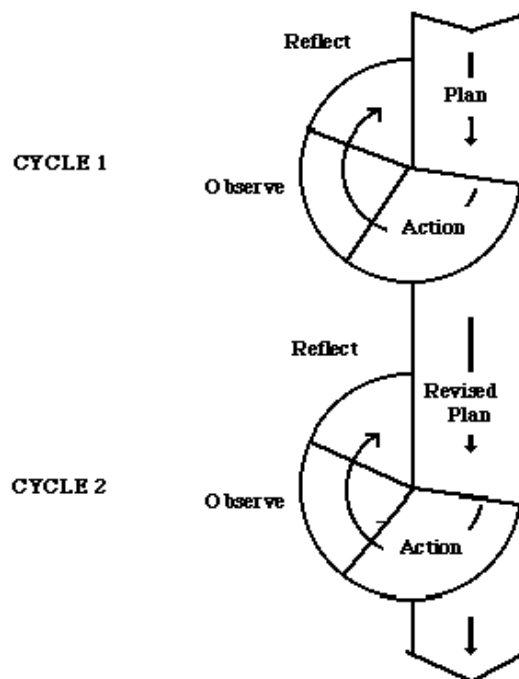
#### **A. Research Design**

In this research, the researcher used the Classroom Action Research (CAR) method. According to Suharsimi et al (2015), classroom action research consists of three words, namely, research, which means an activity to observe objects through certain methods and methodologies to obtain data, action, which means a movement (in the form of a cycle) that is carried out repeatedly, and classroom, which means a group of students at the same time learn the same thing from the same teacher. As stated by Sanjaya (2016), etymologically, classroom action research consists of research, action, and classroom. Research is a process of solving a problem through systematic (gradually), empirical (according to certain data or facts), and control (according to clear procedures so that it can be proven or accounted for). Action is a treatment performed to achieve maximum learning outcomes. And the classroom is where the teaching and learning process takes place.

According to Parnawi (2020), a classroom action research is research aimed at students through different activities that are more effective, creative, and innovative during the learning process in class. Research that is usually carried out by educators aims to increase and improve the learning process and evaluate themselves in their role as teachers so that they become professionals and quite influential in improving the quality and quality of education. Classroom action research is an activity carried out to observe an incident in a class through a certain time or cycle. Asrori & Rusman (2020), classroom action research itself has goals including better learning innovation, curriculum development at both the classroom and school levels, and increasing professionalism.

Based on Suharsimi et al (2015), the procedure in classroom action research is a cycle consisting of four stages, namely planning, implementing, observing, and reflecting. As according to Kemmis and Taggart, in action

research procedures there are cycles or rounds, namely planning, acting, observing, and reflecting. Here are the models.



*Figure 3.1 Spiral Model by Kemmis and Mc Taggart*

### 1. Variable

In research terminology, researchers use research variables to facilitate their research activities. With that variables, the researcher can conclude the findings or core of the research (Danuri & Siti Maisaroh, 2019). Based on Sugiyono (2013), variable is a variation determined by the researcher that can be measured so that conclusions can be drawn, for example, person (male/female), weight (kg), height (cm), size, shape, color, etc.

In the relationship between the two variables, for example variable X (independent variable) and Variable Y (dependent variable). Independent variables are independent variables that can change variables or cause changes in a phenomenon, while the dependent variable is the dependent variable which is a result or effect or result of the independent variable (Danuri & Siti Maisaroh, 2019). Based on this research, the variable used

are variable independent is popular English songs, while variable dependent is students' vocabulary mastery. So that, popular English songs had an influence on students' vocabulary mastery.

## **2. Operational Definition of Variable**

According to Sugiyono (2013), a measuring instrument in a study or research instrument is a tool for measuring the phenomenon being observed. Measuring tools used to obtain data must be valid. In collecting valid and reliable data, valid and reliable research results will also be obtained. It is very important to establish the data validation of the research. In research, data is an information, evidence, or fact gathered through experiments or studies which can be analyzed in order to better the understanding of a phenomenon or to support a theory. While in testing, validation is the process of accumulating evidence to support the inferences drawn from the scores of a test, using a combination (Richards & Schmidt, 2010). So it can be concluded that data validation is the process of collecting information, evidence, or facts to support conclusions drawn from the score of a test.

Based on Robinson (2016), the results of the study is believable from the subject in the research. The following are the data validation of the research.

### **a. Reliability**

- 1) Internal reliability, internal reliability refers to the components of the measure that is measuring the variable consistently.
- 2) Inter-rater reliability, inter-rater reliability refers to multiple participant rate the same variable consistently.

### **b. Validity**

- 1) Internal validity, internal validity refers to the result of the research are purely from the results of the treatment given, not caused by outside of the treatment.

- 2) External validity, external validity refers to a cause and effect relationship from a generalized experiment.

Based on this study, the researcher used data collection techniques to measure the valid data, namely experiment in the form of tests and observations in the form of observation sheets. Meanwhile, for validation data, this study includes internal reliability, namely in the measurement of variables carried out consistently and internal validity, namely in the results of pure research that are caused by treatment not from outside treatment.

In this study, the researcher also used variable indicators. The following is the categories of standard of value according to Riduan (2005, cited in Octia, 2019).

**Table 3.2 The Categories of Standard of Value**

	Percentage	Criteria
1.	0% - 20%	Very Low
2.	21% - 40%	Low
3.	41% - 60%	Enough
4.	61% - 80%	Good
5.	81% - 100%	Very Good

1. 81% - 100%, means that it is very good
2. 61% - 80%, means that it is good
3. 41% - 60%, means that it is enough
4. 21% - 40%, means that it is low
5. 0% - 20%, means that it is very low

## **B. Research Setting**

1. Setting of place

This research conducted at eleventh grade of SMA N 1 Jatisrono Wonogiri in academic year 2022/2023. This school located on Wonogiri – Ponorogo Km. 26, Watangsono, Jatisrono District, Wonogiri Regency,

Central Java 57691. This research conducted on January 2, 2023 until January 18, 2023.

2. Setting of time

*Table 3.3 Setting of Time*

Activity	2022			2023				
	Sep	Nov	Dec	Jan	Feb	Mar	Apr	May
Title Submission								
Pre-research								
Proposal Guidance								
Proposal Exam								
Revision								
Research								
Guidance of Research Results								
Research Results Exam								
Revision								
Yudisium								

**C. Subject and Object of the Research**

The subject of this research was the eleventh grade science of SMA N 1 Jatisrono in academic year 2022/2023. There were five classes, namely: 1, 2, 3, 4, and 5. A classroom action research was conducted in science 2 which consists of 36 students, there were 12 boys and 24 girls. The reason why the



researcher chose a science 2 students to be the subject of the research because this class was a suitable class for research with the problems that the means score of the class was lower than other classes.

In this research, the researcher used purposive sampling technique. Sampling is a way of selecting samples through various techniques (Richard & Schmidt, 2010). Sampling may look easy, but sampling involves thinking about setting, event, or social process not only about which people to observe or interview (Miles et al, 2014). Purposive sampling is a technique to determine a sample through certain considerations (Sugiyono, 2013). Purposive sampling is a non-random sampling. The researcher determined the subject implicitly from the eleventh grade science 2 which is considered to be representative of a population.

#### **D. Action Plan**

In this research was conducted on a scale consisting of two cycles. Each cycle was carried out in one meeting. The meeting consist of ninety minutes (2x45 minutes). So, there second meetings during research process. Each cycle consist of four steps, they are: planning, acting, observing, and reflecting.

##### **1. Planning**

At the planning stage, the researcher focused on improving students' vocabulary mastery of eleventh grade using popular English songs. Planning was carried out before the research, namely January 2 to January 10, 2023. Here are the things that need to be done.

- a. Arranging the lesson plan (RPP)
- b. Determining the lesson plan is about vocabulary through popular English songs
- c. Designing the procedures of popular English songs in post-pandemic English learning
- d. Preparing the pre-test and post-test
- e. Preparing observation protocol of students' activity

## 2. Acting

At the acting phase, the researcher implemented popular English songs in learning. Here are the action at this phase.

- a. Coming to the class with the English teacher
- b. Giving a greet to the students
- c. Explaining importance the research for the students
- d. Introducing the songs “Kill Bill by SZA, Until I Found You by Stephen Sanchez ft. Em Beihold, Night Changes by One Direction, and Somewhere Only We Know by Keane”
- e. Explaining the material is about vocabulary mastery through popular English songs
- f. Telling the purpose of learning using popular English songs
- g. Giving the test
- h. Collecting their test sheet

***Table 3.4 The Schedule of Classroom Action Research***

	<b>Meeting</b>	<b>Date</b>
	<b>Pre-test</b>	January 11, 2023
<b>Cycle 1</b>	1	January 11, 2023
	2	January 11, 2023
	<b>Post-test 1</b>	January 11, 2023
<b>Cycle 2</b>	1	January 18, 2023
	2	January 18, 2023
	<b>Post-test 2</b>	January 18, 2023

## 3. Observing

At this phase, the observations are made during the learning process, namely January 11, 2023 and January 18, 2023. The researcher observed all activities, the atmosphere, and using popular English songs that took place in the classroom. The observation aims to find out whether the implementation of learning activities is accordance with the lesson plan

before and in addition whether using popular English songs can improve students' vocabulary mastery.

#### 4. Reflecting

At the last stage, the researcher will do some reflecting. Reflections were carried out at the end of the action phase on January 11, 2023 and January 18, 2023. The following are the reflecting that need to be done.

- a. Discussing with the teacher about the action
- b. Making any decision for the next meeting
- c. Developing another environment to be stimulated
- d. Clarifying the problems found in the activity

### **E. Techniques of Collecting the Data**

In this research, the researcher need techniques to collect data. The researcher used quantitative data and qualitative data, as follows.

#### 1. Experiment

According to Robinson (2016), the purest implementation of the scientific method is the experiment. In the experiment, the researcher has full control over the independent variable and the dependent variable. In the dependent variable, the researcher is able to manipulate the levels systematically, using different experimental conditions, to accurately test their effect on the dependent variable. Meanwhile, the dependent variable is measure before and after giving the independent variable, usually referred to as pre-measure and post-measure (Fooster and Parker, 1995 & Liu et al, 2009 as cited in Robinson, 2016).

In this study, the researcher used experiments in the form of accurate tests. Student vocabulary mastery or the dependent variable is measured through tests with the independent variable being given in the form of popular English songs. The tests used were the pre-test at the preliminary study, post-test 1 at the end of the first cycle, and post-test 2 at the end of the second cycle.

## 2. Observation

Observation is an activity to observe as long as the researcher conducts a study. As stated by Creswell (2013), observation is a tool in collecting data in qualitative research in which the researcher records things in the field related to the objectives and purposes, e.g. using the senses to observe the physical setting, participants, activities, interaction, and behavior during observation.

In this study, the researcher observed students, activities, interactions, and behavior during observation. In addition, the researcher also observed the condition of the class when the learning took place. This was done during the first and second cycles.

## **F. Research Instrument**

Instrument consists of specific method for collecting data. Both quantitative and qualitative were organized information and loosely to tightly structured (Miles et al, 2014). The following were the research instrument of this research.

### 1. Test

Test is a procedure for measure the ability, knowledge, and performance (Richards & Schmidt, p. 591). The tests used are the pre-test in the preliminary study, post-test 1 in the first cycle, and post-test 2 in the second cycle. The test was carried out in the form of vocabulary mastery through indicators. The following are indicators of vocabulary mastery made by the researcher based on previous studies.

**Table 3.5 The Indicator of Vocabulary Mastery of Pre-test**

Number	Indicators	Items	Number of Items	Score	Total Score
1.	Meaning	1	1	5	5
2.	Translate	5	1,2,3,4,5	5	25
3.	Synonym/antonym	4	1,2,3,4	5	20
4.	Grammar	3	1,2,3	5	15
5.	Fill the blank	7	1,2,3,4,5,6,7	5	35
Total		20			100

**Table 3.6 The Indicator of Vocabulary Mastery of Post-test**

Number	Indicators	Items	Number of Items	Score	Total Score
1.	Meaning	1	1	5	5
2.	Translate	5	1,2,3,4,5	5	25
3.	Synonym/antonym	4	1,2,3,4	5	20
4.	Grammar	3	1,2,3,4,5	5	15
5.	Fill the blank	7	1,2,3,4,5,6,7	5	35
Total		20			100

## 2. Observation Sheet

Observation is a collection of data through the process of observation. By observation, researchers can obtain complete, sharp, and behavioral data (Sugiyono, 2013). The observation carried out directly by researcher in the classroom. In observation, researcher can find students activities during the learning process, interactions that occur between teacher and students, behavior of participants, as well as the classroom situations and conditions. The following are the aspect of observations made by the researcher based on previous studies.

*Table 3.7 The Aspect of Observations*

<b>Focus</b>	<b>Activities</b>
<b>Students</b>	1. Students come to the class on time
	2. Students pay attention to the explanation
	3. Students pay attention to the popular English songs
	4. Students enthusiast in English learning
	5. Students active in English learning through popular English songs
	6. Students interested in English learning through popular English songs
	7. Students motivated through popular English songs
	8. Students do not access the cellphone during the English learning
	9. Students do not make any noisy in the classroom
	10. Students answer the tests well
<b>Classroom</b>	1. The class has complete facilities
	2. The clean and comfortable classroom
	3. The class away from the crowds

### **G. Techniques of Analyzing the Data**

In analyzing the data, the researcher used techniques to analyze the data accurately. The data would be used to describe the situation during the learning process. The researcher used two data analysis techniques, namely quantitative data and qualitative data.

#### **1. Quantitative Data**

In quantitative data, the test consists of pre-test and post-test. To analyze it, the researcher compared the result between post-test 1 and post-test 2. The purpose of this comparison was to find out whether the students could improve their vocabulary mastery through popular English songs.

The quantitative data analyzed by the t-test formula to determine the differences between the pre-test and post-test.

There are the steps in analyzing the quantitative data:

- a. Calculate the students' score in pre-test and post-test using the formula (Bara, 2019).

$$S = \frac{R}{N} \times 100$$

Where:

$S$  = the score

$R$  = the correct answer

$N$  = the total number of item

- b. Calculate the percentage rate of students score (Mills & Gay, 2016).

$$P = \frac{F}{N} \times 100\%$$

Where:

$P$  = the percentage

$F$  = the frequency

$N$  = the total number of students

- c. Calculate the mean score (Mills & Gay, 2016).

$$X = \frac{\Sigma X}{N}$$

Where:

$X$  = Mean score

$\Sigma X$  = the sum of all scores

$N$  = the total number of students

- d. Calculate the t-test (Nuryadi et al. 2017). The formula as follows.

$$t = \frac{\bar{d} \cdot \sqrt{n}}{Sd}$$

While to calculate the standard deviation is:

$$Sd = \frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2$$

Where:

$t$  = the effectiveness of the treatment (t value)

$\bar{d}$  = the mean of deviation

$Sd$  = the standard of deviation

$n$  = the number of sample

## 2. Qualitative Data

While, to analyze the qualitative data, the researcher conducted the data analysis by following the procedures below (Miles & Huberman, 1994).

### a. Data Organize

For data analysis, the researcher must prepare the data first and then organize it for qualitative analysis.

### b. Data Reduction

Data reduction is the process of data into themes through a coding and condensing the codes. In data reduction, the researcher will select, focus simplifying, abstract, and transfer the data in written transcription.

### c. Data Display

Data display is the next step after data reduction. Data display is presenting the data in various forms, e.g. figures, tables, or a discussion. By data display, the researcher will easy to understand and analyze the data. In this research, the researcher will use in the form of description.

### d. Conclusion

Conclusion is the last step of data analysis. The researcher draw the conclusion as a result of the research



## **H. Indicators of Success**

In accordance with the characteristics of action research, the success of the research is marked by a change for the better. The results of the research to determine the success or failed of the research that has been done. The researcher determined the level of the students' success criteria with vocabulary test scores, the target of the Minimum Mastery Criterion (KKM) is based on the provisions of the school. The researcher is considered successful if the vocabulary scores of the students in the class reach at least a score of 73 or more. The success criterion in this study was about 70% of the 36 students could master the material. If the score does not reach or less than 73, then it still says that it has not reached the KKM value that has been set.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. The Improvement of Students' Vocabulary Mastery by Using Popular English Songs

###### a. Preliminary Study

Before carrying out the first cycle, the researcher has conducted a preliminary study. The preliminary study aims to find out how far the level of students' vocabulary mastery before using popular English songs. In the preliminary study, the researcher gave a vocabulary test. The test was carried out on Wednesday, January 11, 2023 in class eleventh grade science 2 (XI MIPA 2). The number of students were 36 students. It takes 15 minutes, began at 07.00 until 07.15 a.m. Students were given a pre-test totaling 5 short essay questions. All of those questions related to vocabulary.

During the test, the researcher did not play popular English songs. The vocabulary test will later be used to evaluate students' improvement. There were five scoring indicators of vocabulary. They were meaning, translation, synonym/antonym, grammar, and fill the blank. In accordance with what has been determined at school, the KKM in English lessons was 73. The following is the student's pre-test score.

*Table 4.1 Students' Pre-test Score*

No	Name	M	T	S/A	G	FB	Total
1.	ABDS	0	15	0	0	35	50
2.	AMA	0	15	10	0	35	60
3.	AMPR	5	15	5	0	35	60
4.	ANKP	5	15	0	0	35	55

5.	ASM	0	15	0	0	30	45
6.	AAA	0	20	10	0	0	30
7.	ASL	5	15	5	0	30	55
8.	AFL	0	15	0	0	15	30
9.	BTS	5	15	10	0	25	55
10.	COR	5	10	0	0	35	50
11.	DWTN	5	15	10	0	25	55
12.	DM	0	10	5	0	35	50
13.	DAKPP	5	5	10	0	35	55
14.	DI	0	10	0	0	30	40
15.	ERA	0	15	10	0	25	50
16.	ENR	0	10	0	0	35	45
17.	EW	0	15	5	0	35	55
18.	FAA	0	15	5	0	20	40
19.	FS	5	15	5	0	30	55
20.	FIA	0	15	0	0	35	50
21.	GR	0	10	0	0	0	10
22.	IB	0	15	5	0	20	40
23.	LMD	0	15	0	0	30	45
24.	MBYS	0	15	0	0	15	30
25.	MR	0	15	0	0	35	50
26.	MLR	5	15	0	0	35	55
27.	NYA	5	10	0	0	0	15
28.	NPR	0	10	0	0	35	45
29.	PSA	0	10	0	0	5	15
30.	RIA	5	10	0	0	30	45
31.	SNEM	0	10	0	0	30	40
32.	SK	0	15	5	0	35	55
33.	TAKR	0	5	0	0	35	40
34.	VWA	0	10	5	0	25	40

35.	YH	0	10	5	0	30	45
36.	ZDU	0	15	5	0	35	55
<b>Sum</b>		<b>55</b>	<b>465</b>	<b>115</b>	<b>0</b>	<b>975</b>	<b>1610</b>
<b>Mean Score</b>		<b>1.52</b>	<b>12.91</b>	<b>3.19</b>	<b>0</b>	<b>27.08</b>	<b>44.72</b>
<b>Percentage</b>		<b>30.5%</b>	<b>51.6%</b>	<b>15.9%</b>	<b>0%</b>	<b>77.35%</b>	<b>44.7%</b>

Based on the results of the pre-test, it can be indicated that the students' vocabulary level was low. The number of who took the test was 36 students with a total score of 1610. The mean score was 44.7 and the percentage was 44.7%. The highest score was 60 as much as 2 students. Whereas, the lowest score was 10 as much as 1 student. None of the students went beyond the KKM that had been set, or in other words, all students passed with a percentage of 0%.

Based on the indicators of vocabulary mastery, the percentage of meaning indicator was only 30.5%. It was considered low because there only half of the students managed to answer correctly. The translation indicator had a percentage of 51.6%. It was considered enough because half the students were able to answer correctly. The percentage of synonym indicator was only 15.9%. It was considered very low, because most students were unable to answer correctly. The percentage of grammar indicator was 0%. It was considered very low because no students were able to answer the question. And the percentage of students who filled in the blank was 77.35%. It considered good because overall students were able to fill in the blanks correctly.

Based on the results of this analysis, it can be concluded that students found the problems. The students felt difficult to remember English vocabulary, that's why their vocabulary was still low. Apart from that, they were also not interested and motivated to learn English in post-pandemic learning, this can be seen through a number of unanswered questions. Because researcher have not implemented

popular English songs, therefore to find out the improvement in students' vocabulary mastery the researcher conducted the first cycle.

#### **b. Cycle 1**

In the first cycle, the researcher conducted four steps. There was planning, action, observation, and reflection. There was one meeting which was conducted to the students. A test was given in the end of learning process. The steps of the first cycle were:

##### 1) Planning

In planning, the researcher first made lesson plans for one meeting. The topic discussed was about vocabulary mastery. The following were the things that have been prepared by the researcher, including: 1) Arrange the lesson plan (RPP). 2) Prepare material that appropriate and related to vocabulary through popular English songs. 3) Prepare the test. 4) Prepare an observation sheet. 5) Prepare the learning support tools.

##### 2) Action

After the planning process was complete, the researcher conducted learning using popular English songs. In action, the researcher did the following: 1) Explain the procedure of popular English songs. 2) Introduce the song “Kill Bill from SZA and Until I Found You from Stephen Sanchez ft. Em Beihold.” 3) Discuss the answers from the pre-test. 4) Explain material about vocabulary mastery through related songs. 5) Explain the purpose of learning using popular English songs. 6) Give the post- test.

The first meeting of this research was held on Wednesday, January 11, 2023 in one meeting with a duration of 2x45 minutes. The first day, there were 36 students who followed the learning process in the classroom. Classes began at 07.15 a.m. to 08.00 a.m. The students who were the subject of the research were in eleventh grade science 2 of SMA Negeri 1 Jatisrono, with a total of 36 students. In the first activity, the researcher welcomed and opened

the learning process. The researcher invited the students to pray first and then checked the students' attendance. The teacher gave the opportunity to the researcher to introduce herself and immediately continue the learning process in a relaxed and comfortable manner. After that, the researcher conveyed the learning objectives that must be achieved by students and also explained the mechanism for implementing popular English songs in the learning process in accordance with the lesson plan. After all students understood, the researcher prepared the songs and the material to be delivered first, then asked through a trigger question, "*Do you know this song?*" and after the students answered, the researcher played the songs that had been prepared at a moderate volume, namely Kill Bill from SZA and Until I Found You from Stephen Sanchez ft. Em Beihold. While listening and enjoying the songs, the researcher briefly explained the material. Then the researcher played back the songs at a low volume while explaining the material that had been prepared through slides with the help of writing on the whiteboard.

For the first meeting, the researcher explained the meaning of the songs and translation. For example, "*What do you think about the first song?*". The researcher explained that to find out the meaning of a song can be deduced through translation into Indonesian, as in the first song there was the lyric, "*I might kill my ex*" (*aku mungkin membunuh mantanku*), so a brief conclusion could be drawn that the first song tells about ex. For another example, the researcher explained about translation. It related to the meaning of the song. However, in translating a popular English song, there were several slang words, for example in the lyric "*I'm still a fan, even though I was salty*", salty which in Indonesian is "*asin*", but its true meaning is furious or annoyed. The word "*salty*" in the lyric of the song was an example of a slang word. The next

hours would be to discuss the material that has not been explained. At the end of the learning hour, the researcher invited students to draw conclusions together about the learning material that had been studied.

Furthermore, it was paused for 5 minutes and then continued with learning again until 08.50 a.m. The researcher welcomed the students. After all students were ready, the researcher tried to ask questions about the material that had been taught before. After they were active again, the researcher played the songs and explained the unfinished material, namely material regarding synonyms, grammar, and also gave some correct English pronunciation. For example, synonym or words that have the same meaning of the word "*mature*" in the lyrics "*I'm so mature*", i.e. adult/grown-up/full-blown.

The researcher also explained about grammar found in the song, for example the Simple Past Future Tense or Conditional Simple Tense, which was a tense that used to describe activities and events in the future but using a past perspective. From the song that has been played with the lyrics and translation provided, students can find the tense contained in the song, which can be found in the lyrics, "*I would never fall in love again until I found her*". During the grammar explanation, the researcher also explained the correct pronunciation, for example the word "*would*" was pronounced /wod/ not /wold/.

After that, 10 minutes before class ends, the researcher gave the students a test. The purpose of the test for students was to find out whether there had been improvement after going through the material that had been given. The researcher gave 5 questions related to meaning, translation, synonyms, grammar, and fill in the blanks. The researcher lightened the mood by playing back the songs and allowing students to relax during the test.

The following is the result of the student's post-test 1 score.

*Table 4.2 Students' Post-test 1 Score*

<b>No</b>	<b>Name</b>	<b>M</b>	<b>T</b>	<b>S/A</b>	<b>G</b>	<b>FB</b>	<b>Total</b>
1.	ABDS	0	15	15	10	35	75
2.	AMA	5	25	15	5	30	80
3.	AMPR	5	25	10	10	35	85
4.	ANKP	0	25	15	15	35	90
5.	ASM	5	15	15	10	30	75
6.	AAA	5	25	10	10	20	70
7.	ASL	5	20	15	10	30	80
8.	AFL	5	20	15	10	30	80
9.	BTS	5	20	15	15	35	90
10.	COR	5	15	15	10	35	80
11.	DWTN	5	25	15	10	30	85
12.	DM	5	20	15	15	35	90
13.	DAKPP	5	15	15	10	30	75
14.	DI	5	25	15	15	30	90
15.	ERA	5	25	10	10	25	75
16.	ENR	5	20	15	15	30	85
17.	EW	5	25	20	10	30	90
18.	FAA	5	20	15	10	25	75
19.	FS	5	15	15	10	25	70
20.	FIA	5	20	15	15	30	85
21.	GR	0	20	15	5	15	55
22.	IB	0	20	15	15	25	75
23.	LMD	0	20	15	5	25	65
24.	MBYS	5	20	20	10	25	80
25.	MR	5	20	15	10	30	80
26.	MLR	5	25	15	15	30	90



27.	NYA	0	25	10	0	20	55
28.	NPR	5	20	15	15	30	85
29.	PSA	0	20	15	15	20	70
30.	RIA	5	25	15	0	20	65
31.	SNEM	5	20	20	15	30	90
32.	SK	0	20	15	10	30	75
33.	TAKR	0	20	15	10	30	75
34.	VWA	5	25	10	15	30	85
35.	YH	0	20	20	0	35	75
36.	ZDU	0	20	15	10	25	70
<b>Sum</b>		<b>125</b>	<b>755</b>	<b>535</b>	<b>375</b>	<b>1025</b>	<b>2815</b>
<b>Mean Score</b>		<b>3.47</b>	<b>20.97</b>	<b>14.86</b>	<b>10.41</b>	<b>28.47</b>	<b>78.19</b>
<b>Percentage</b>		<b>69.4%</b>	<b>83.8%</b>	<b>74.3%</b>	<b>69.4%</b>	<b>81.3%</b>	<b>78.1%</b>

In this cycle, the researcher gave a post-test. It showed that the total score of students was 2815, with a total of 36 students. So the mean score of this post-test was 78.19. It can be seen that the students' score in vocabulary mastery has improved compared to the pre-test. Of all the students, 28 students who managed to achieve a score of 73, which was 78.1%. While those who had not achieved this score were 8 students, which was 21.9%.

Based on vocabulary indicators, there was also a good improvement. The percentage of meaning indicator was 69.4%. It was considered good when compared to the meaning indicator in the pre-test, which was only 30.5%. The translation indicator had a percentage of 83.8%. It was considered very good because the students were able to answer correctly compared to the translation indicator in the pre-test, which was 51.6%. The percentage of synonym indicator was 74.3%. It was considered good because the students were able to answer correctly compared to the synonym

indicator in the pre-test, which was 15.9%. The percentage of the grammar indicator was 69.4%. It was considered good because students were able to answer the question when compared to grammar indicator in the pre-test, which was 0%. And the percentage of students who filled in the blank was 81.3%. It was considered very good because overall students were able to fill in the blanks correctly. When compared to fill in the blank indicator in the pre-test, it was quite an improvement, going from 77.35% to 81.3%.

Based on the results of the post-test in the first cycle, the results showed that there was an improvement in student scores from pre-test to post-test 1. It can be categorized as students' vocabulary mastery has improved, but not optimal. In the pre-test, none of the 36 students could exceed the specified KKM, or in the percentage of students, 0% passed. However, in the post-test 1, there were 28 out of 36 students who were able to exceed the KKM. So it can be seen that the improvement in pre-test to post-test 1 was about 33.4%.

### 3) Observation

Observations of students' activities were carried out during learning activities taking place in the classroom. The researcher as an English teacher implemented learning in the classroom in accordance with the material that had been prepared. Observations have been made to observe students' behavior and the problems faced by students during the learning process. The assessment of student activities was carried out by the researcher.

a) Preliminary activity. *In the first meeting*, it can be seen that the activities carried out by the students during the learning process were enthusiastic when students answered greetings and responding to the researcher. All of the students were ready to

participate in a new learning environment. In addition, students also paid close attention to what the researcher explained.

- b) Core activity. *In the first meeting*, the researcher played the songs and then explained the meaning and translation. The students were enthusiastic, active, interested, and motivated to participate learning activities. Besides that, the class atmosphere was also not rigid and do not refer to the handbook only because the material discussed in class relates to their daily lives. It can be seen during the learning process that most students were able to actively ask questions and respond to learning, and even tell what they feel. However, there was still lacking during the learning process. There were still students who paid less attention because they were busy with their cellphones. As a result, the students less focused on the material. In addition, there are also lacking in preparing the tools needed in the learning process, namely in preparing the slides of the laptop. But with the help of teacher and students, it can be resolved properly. The researcher continued the previous material that had not been unfinished, namely synonym, grammar, and also some correct English pronunciation. Some of the students were still enthusiastic, active, interested, and motivated to participate in learning activities. However, there were still a few students who used cellphones for searching. Another activity is that the activeness of students in the classroom is good, as evidenced by students being able to answer questions asked by the researcher. The students were already able to answer questions with less confidence, even though the answer was correct. For example, “*What is the translation of the word, **Heaven** that you found in the song’s lyric?*”. The student said, “*Surga*”. Then the researcher asked again, “*Then, if it is Surga, what is the*

*opposite meaning in English?”*. The student said, “*Hell*”. It can be concluded that the enthusiastic, active, interested, and motivated students in the learning process were quite good in responding to the researcher’s question. Moreover, during the learning process in the classroom, no one of the students slept.

c) Closing activity. *In the first cycle*, it can be concluded that the learning process were quite good and comfortable. It can be seen to during the test session at the end of the cycle, they were able to be serious.

#### 4) Reflection

At this phase, the researcher carried out reflection activities related to the learning process that were carried out in the first cycle. The researcher collaborated with an English teacher, Broto Maryono, S. Pd. related to several things during the first cycle. The following were several things that need to be improved in the implementation of the learning process in cycle 2:

- a) It was found a problem in preparing learning tools in the classroom, i.e., LCD cable and Wi-Fi, so that the preparation needed could reduce the relatively short learning time.
- b) It was found a problem in order for students to use cellphones during the learning process made it difficult for them to pay more attention and stay focused on the material provided.
- c) It was found a problem in student test results that had not been maximized, even though they have exceeded the KKM that had been set.

Based on the reflection above, the corrective action was still needed. Even though the student’s score in post-test 1 for student was actually higher than the pre-test, this still requires improvement in students' vocabulary mastery because some of them were still not optimal in understanding and mastering some English vocabulary. In this case, it can be concluded that the level

of student mastery has improved but has not been successful. So, the researcher did the second cycle.

**c. Cycle 2**

In the second cycle, the researcher also conducted four steps. There was planning, action, observation, and reflection. There was one meeting conducted to the students. A test was given in the end of the learning process as in cycle 1. It was expected that this cycle would be better than the previous one. In this cycle, the researcher gave more explanation about vocabulary that was appropriate for the songs. The researcher also gave motivation to the students' so that they were more maximal in this cycle. The steps of the second cycle were:

1) Planning

In the planning phase, the researcher also made lesson plan for one meeting. The topic discussed was about vocabulary mastery. The following are the things that have been prepared by the researcher, including: 1) Arrange the lesson plan (RPP). 2) Prepare material that is appropriate and related to vocabulary through popular English songs. 3) Prepare the test. 4) Prepare an observation sheet. 5) Prepare learning support tools. In this cycle, the researcher would be more active in observing all students. The researcher asked some questions in order to improve their interaction between the researcher and also the students. Besides that, the researcher would be more active in giving explanations about the material.

2) Action

In the action phase of the second cycle, the researcher did the following 1) Explain the procedure of English popular songs, 2) Introduce the song "Night Changes by One Direction and Somewhere Only We Know by Keane", 3) Explain material about vocabulary mastery through related songs, 5) Explain the purpose

of learning using popular English songs and, 6) Give the post-test. The test was expected to get better results than the previous cycle.

The second meeting of this research was held on Wednesday, January 18, 2023 in one meeting with a duration of 2x45 minutes. There were 36 students who followed the learning process in the classroom. Classes began at 07.15 a.m. to 08.00 a.m. In the first activity, the researcher welcomed and opened the learning process. The researcher invited the students to pray first and then checked the students' attendance. The teacher gave the opportunity to the researcher to continue the learning process in a relaxed and comfortable manner. After that, the researcher conveyed the learning objectives that must be achieved by students in the last cycle and also explained the mechanism for implementing popular English songs in the learning process in accordance with the lesson plan. Besides that, the researcher also explained that during the learning process no students operated cellphones without permission and mutual agreement. After all students understood, the researcher prepared the songs and the material to be delivered first, then asked through a trigger question, "*Do you familiar with this song?*" and after the students answered, the researcher played the songs that had been prepared at a moderate volume, namely Night Changes by One Direction and Somewhere Only We Know by Keane. While listening and enjoying the songs, the researcher briefly explained the material. Then the researcher played back the songs at a low volume while explaining the material that had been prepared through slides with the help of writing on the whiteboard. The researcher allowed the students to discuss together about the material.

For the second meeting, the researcher also explained the meaning of the songs and translation. For example, "*What do you think about the meaning of this song?*". The researcher remind to

the students that to find out the meaning of a song can be deduced through translation into Indonesian, as in the first song there was the lyric “*We're only gettin' older, baby*” (*Kita bertambah tua, sayang*), so a brief conclusion could be drawn that the first song tells about growing up. The second song there was the lyric “*I'm gettin' old, and I need something to rely on*” (*Aku semakin tua, dan aku butuh sesuatu untuk diandalkan*), so a brief conclusion could be drawn that the song tells about waiting for someone.

For another example, the researcher explained about translation. It related to the meaning of the song. However, in popular English songs, besides having slang words like in the songs in the first cycle, there are also abbreviations; for example, in the lyrics, “*Goin' out*” means going out and “*We're*” means we are. The next meeting would be to discuss the material that has not been explained. At the end of the learning hour, the researcher invited students to draw conclusions together about the learning material that had been studied.

Furthermore, it was paused for 5 minutes and then continued with learning again. It began 08.05 until 08.50 a.m. The researcher welcomed the students and provide enthusiasm so that students were more motivated in learning English. After all students were ready, the researcher tried to ask questions about the material that had been taught before. After they were answered, the researcher played the songs and explained the unfinished material from the previous meeting, namely material regarding antonyms, grammar, and also gave some correct English pronunciation. For example, antonyms or words that have the opposite meaning of the word “*change*” in the lyrics “*It will never change, baby*”, i.e. fixed or stay.

The researcher also explained about grammar found in the song, for example the Simple Past Tense, which is a tense that used to tell about the events that happened in the past and finished or ended in the past as well. From the song that has been played with the lyrics and translation provided, students can find the tense contained in the song, which can be found in the lyrics, “*I walked across an empty land*”. In one of these lyrics there was a tense included in the type of verbal sentence shown by the word “*walked*” which was the second verb. During the grammar explanation, the researcher also explained the correct pronunciation, for example the word “*even*” was pronounced /'ivɪn/ not /i'vent/.

Because the time had ended and the last test had not been carried out, the researcher was given additional time by the subject teacher afterwards. The purpose of the test for students was to find out whether there had been improvement from cycle 1 to cycle 2 after going through the all material that had been given. The researcher gave 5 questions related to meaning, translation, antonyms, grammar, and fill in the blanks. The researcher lightened the mood by playing back related songs, allowing students to relax and feel comfortable during the test.

The following is the result of the student’s post-test 2 score.

**Table 4.3 Students’ Post-test 2 Score**

<b>No</b>	<b>Name</b>	<b>M</b>	<b>T</b>	<b>S/A</b>	<b>G</b>	<b>FB</b>	<b>Total</b>
1.	ABDS	5	25	20	15	30	95
2.	AMA	5	25	15	15	30	90
3.	AMPR	5	20	20	15	35	95
4.	ANKP	5	25	20	15	35	100
5.	ASM	5	20	20	15	35	95
6.	AAA	5	20	20	15	35	95



7.	ASL	5	15	20	15	35	90
8.	AFL	5	15	20	15	35	90
9.	BTS	5	15	20	15	35	90
10.	COR	5	15	20	15	35	90
11.	DWTN	5	20	20	15	35	95
12.	DM	5	15	20	15	35	90
13.	DAKPP	5	15	20	15	35	90
14.	DI	0	20	20	15	35	90
15.	ERA	5	20	20	15	30	90
16.	ENR	5	20	20	15	35	95
17.	EW	5	25	20	15	35	100
18.	FAA	5	25	20	15	30	95
19.	FS	0	20	20	15	35	90
20.	FIA	5	20	20	15	35	95
21.	GR	0	20	20	15	35	90
22.	IB	0	25	20	10	30	85
23.	LMD	0	25	20	15	30	90
24.	MBYS	5	20	20	10	35	90
25.	MR	5	20	20	15	35	95
26.	MLR	5	25	20	15	35	100
27.	NYA	5	25	20	15	25	90
28.	NPR	5	20	20	15	35	95
29.	PSA	0	20	20	10	35	85
30.	RIA	5	25	20	15	35	100
31.	SNEM	5	20	15	15	35	90
32.	SK	5	15	20	15	35	90
33.	TAKR	5	15	20	15	35	90
34.	VWA	5	20	20	15	35	95
35.	YH	5	20	20	15	35	95
36.	ZDU	5	15	20	15	35	90

<b>Sum</b>	<b>150</b>	<b>725</b>	<b>710</b>	<b>525</b>	<b>1220</b>	<b>3330</b>
<b>Mean Score</b>	<b>4.16</b>	<b>20.13</b>	<b>19.72</b>	<b>14.58</b>	<b>33.88</b>	<b>92.5</b>
<b>Percentage</b>	<b>83.3%</b>	<b>80.5%</b>	<b>98.6%</b>	<b>97.2%</b>	<b>96.8%</b>	<b>92.5%</b>

In this cycle, the researcher also gave a post-test. It showed that the total score of students was 3330, with the number of students who took the test was 36 students. So the mean score of post-test 2 was 92.5. It can be seen that the students' score in vocabulary mastery has improved compared to the post-test 1. Of all the students were successful to achieve a score of 73, which was 92.5%. So that, no student failed the test. As a result, with the post-test in the second cycle, it can be categorized as students' vocabulary mastery has improved.

Based on vocabulary indicators, there was also a very good improvement. The percentage of meaning indicator was 83.3%. It was considered very good when compared to the meaning indicator in the post-test 1, which was only 69.4%. The translation indicator had a percentage of 80.5%. It was considered reduction to good when compared to the translation indicator in the post-test 1, which was 83.8%. The percentage of synonym indicator was 98.6%. It was considered very good because the students were able to answer correctly compared to the synonym indicator in the post-test 1, which was 74.3%. The percentage of the grammar indicator was 97.2%. It was considered very good because students were able to answer the question when compared to grammar indicator in the pre-test, which was 69.4%. And the percentage of students who filled in the blank was 96.8%. It was considered very good because overall students were able to fill in the blanks correctly. When compared to fill in the blank indicator in the post-test 1, it was an improvement, going from 81.3% to 96.8%.

The results showed that there was an improvement in student scores from post-test 1 to post-test 2. The improvement of the pre-test to post-test 1 was about 33.49. And the improvement of the post-test 1 to the post-test 2 was about 14.31. So, for the total improvement of students' mean scores from pre-test until post-test 2 was 47.8.

### 3) Observation

The observation phase in the second cycle was carried out by the researcher during the learning process. The researcher as an English teacher implemented learning in the classroom in accordance with the material that had been prepared. Observations have been made to observe students' behavior and the problems faced by students during the learning process. The assessment of student activities was carried out by the researcher.

- a) Preliminary activity. *In the second meeting*, it can be seen that the activities carried out by the students during the learning process were very enthusiastic when students answered greetings and responding to the researcher. All of the students were ready to participate in a new learning environment again. They were so cheerful and enthusiastic in welcoming the researcher and waiting for the last lesson with the researcher. They have prepared and cleaned the classroom so that the learning process can run smoothly. In addition, students also paid more attention to what the researcher explained.
- b) Core activity. *In the second meeting*, the students were more enthusiastic about following the learning process. While in the middle of the learning process, they were more active in responding to explanations from the researcher. Most students were able to actively ask questions and respond to learning. The class conditions can also be calm and not monotonous because what they learned was familiar enough to them.

Besides that, they were also more interested and motivated because the songs being played were ones that were relatively new and currently popular on social media. Furthermore, the researcher continued the previous material that had not been unfinished, namely antonyms, grammar, and also some correct English pronunciation. In this cycle, no students paid more attention to their cellphones. Another activity is that the activeness of students in the classroom is very good, as evidenced by students being able to tell what they felt. For example, one student said, “*Aku lebih suka belajar kayak gini mba, daripada biasanya bosan banget, ya karena bahasa Inggris sangat sulit dipahami.*” (I prefer learning like this, sis, rather than what is usually very boring, yeah because English is very difficult to understand). Also, some of them said, “*Apalagi pas Covid mba, ga paham sama sekali.*” (Especially during Covid, sis, I don’t understand at all). It can be concluded that the enthusiastic, active, interested, and motivated students in the learning process were very good in responding to the question of the researcher. Moreover, during the learning process in the classroom, no one of the students slept or played the cellphones.

- c) Closing activity. *In the second cycle*, it can be concluded that the learning process were very good and comfortable. As a result, they were able to take the last test session more seriously.

#### 4) Reflection

In the last phase, all students were considered to be able to perform popular English songs as a strategy to improve their vocabulary mastery related to the daily lives of teenagers. Students were able to improve their vocabulary mastery from failed until passed. From the results of the observations at each meeting, it

could be concluded that the learning process could be carried out well, although there were still lacks in the first cycle. Based on this cycle's reflection, there was no need to do a third cycle. This research cycle could be stopped because the students' vocabulary mastery has improved.

## **B. Discussion**

### **1. The Improvement of Students' Vocabulary Mastery by Using Popular English Songs**

This section presents the discussion according to the formulation of the problem. As mentioned in the objective of the study, namely to find out the improvement in the students' vocabulary mastery by using popular English songs in post-pandemic English learning at eleventh grade of SMA N 1 Jatisrono in academic year 2022/2023. This research focused on improving students' vocabulary mastery using popular English songs. This technique applied in two cycles. Each cycle consists of one meeting.

The findings of this research showed that there was an improvement in students' vocabulary mastery using popular English songs in post-pandemic English learning. It can be interesting and fun for them because it related to the daily life of teenagers, so it was quite familiar to them. This can be proven by the quantitative data collected from pre-test to post-test in each cycle. From one treatment to another, there was an improvement in the mean score. Furthermore, it can also be proven from qualitative data collected from observation sheet.

At the first cycle. The first meeting, the researcher explained the material from songs that had been prepared, i.e. Kill Bill by SZA and Until I Found You by Stephen Sanchez ft. Em Beihold. The researcher played the songs at a moderate volume. While listening and enjoying the songs, the researcher briefly explained the material. Then the researcher played back the songs at a low volume while explaining the material through slides with the help of writing on the whiteboard. The material including

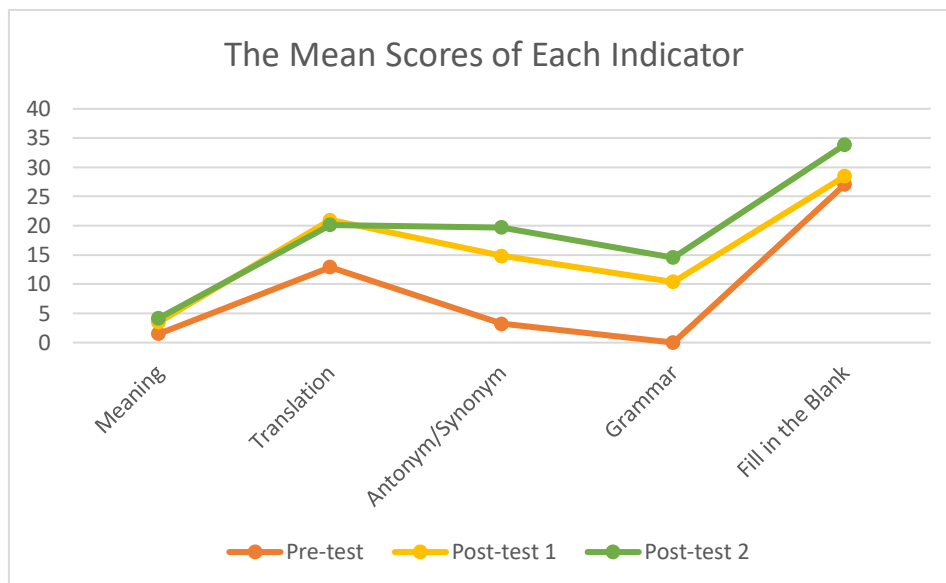
the meaning and the translation of the songs. The researcher also explained about the slang words. However, there was still lacking during the learning process. There were still students who paid less attention because they were busy with their cellphones. Furthermore, the researcher re-asked the material that had been studied. The researcher played the songs and explained the unfinished material, i.e. synonym, grammar, and also gave some correct English pronunciation. The researcher also explained about grammar found in the song, namely Simple Past Future Tense. Some of the students were still enthusiastic, active, interested, and motivated to participate in learning activities. However, there were still a few students who used cellphones. The students also were already able to answer questions with less confidence, even though the answer was correct. Next, the researcher gave the post-test to know their improvement of vocabulary mastery.

At the second cycle. The second meeting, the researcher explained the material from songs that had been prepared, i.e. *Night Changes* by One Direction and *Somewhere Only We Know* by Keane. While listening and enjoying the songs, the researcher briefly explained the material. Then the researcher played back the songs at a low volume while explaining the material that had been prepared through slides with the help of writing on the whiteboard. The researcher allowed the students to discuss together about the material. The researcher explained the meaning and the translation of the songs. The researcher also explained about abbreviation related to popular English songs. Furthermore, the researcher played the songs and explained the unfinished material, i.e. synonym, grammar, and also gave some correct English pronunciation. The researcher also explained about grammar found in the song, namely Simple Past Tense. The students were enthusiastic, active, interested, and motivated in the learning process were very good in responding to the question. Moreover, during the learning process in the classroom, no one of the students slept

or played the cellphones. After that, the researcher gave the post-test to know their improvement of vocabulary mastery.

The following is the graph showing the improvement in the mean score of students from pre-test to post-test 2.

**Table 4.4 The Mean Scores of Each Indicator**



The results showed that using popular English songs succeeded in improving students' vocabulary mastery. It can be seen through the mean score of pre-test and post-test. The researcher took pre-test, post-test 1, and post-test 2, the data as a reference for how the implementation of popular English songs improve the students' vocabulary mastery. It can be seen that the mean score and percentage continue to improve from preliminary study, cycle I, and cycle 2. In the pre-test, the mean score of students was 44.7 and the percentage was 44.7%. It was enough, because there were no students who were able to achieve the value of the criteria that have been set. The mean of students' score in the post-test of cycle 1 was 78.1 and the percentage was 78%. It was higher than the pre-test. The mean of students' score in the post-test 2 was 92.5 and the percentage was 92.5%. It was also higher than the post-test 1.

The percentage of students who got scored more than the KKM was improving from the pre-test to the post-test of each cycles. In the pre-test, no one of students who got score  $>73$  (0%). It means that, all of the students still confused and difficult with vocabulary mastery. In the post-test 1, students who got score  $>73$  were 28 students (78%) and the improvement was about 78%. It means that, there were still some students who were not optimal with vocabulary mastery. Than in the post-test 2, all students got score  $>73$  or no one failed (100%) and the improvement was about 22%. It means that there all students passed or succeed optimally with vocabulary mastery. For the total improvement of students' scores from pre-test until post-test 2 was 100%. It can be concluded that after the treatments, the students got the better results.

To calculate the t-test, the following are the data from post-test 1 and post-test 2 for hypothesis testing.

*Table 4.5. The Testing Hypothesis*

	Post-Test 1	Post-Test 2	Deviation ( $d_i = x_2 - x_1$ )	( $d_i = x_2 - x_1$ ) <sup>2</sup>
1.	75	95	20	400
2.	80	90	10	100
3.	85	95	10	100
4.	90	100	10	100
5.	75	95	20	400
6.	70	95	25	625
7.	80	90	10	100
8.	80	90	10	100
9.	90	90	0	0
10.	80	90	10	100
11.	85	95	10	100
12.	90	90	0	0
13.	75	90	15	225



14.	90	90	0	0
15.	75	90	15	225
16.	85	95	10	100
17.	90	100	10	100
18.	75	95	20	400
19.	70	90	20	400
20.	85	95	10	100
21.	55	90	35	1225
22.	75	85	10	100
23.	65	90	25	625
24.	80	90	10	100
25.	80	95	15	225
26.	90	100	10	100
27.	55	90	35	1225
28.	85	95	10	100
29.	70	85	15	225
30.	65	100	35	1225
31.	90	90	0	0
32.	75	90	15	225
33.	75	90	15	225
34.	85	95	10	100
35.	75	95	20	400
36.	70	90	20	400
<b>Sum</b>	<b>2815</b>	<b>3330</b>	<b>515</b>	<b>10175</b>
<b>Mean Score</b>	<b>78.19</b>	<b>92.5</b>		
<b>Significance Level</b>			<b>DF = 36-1</b> <b>= 35</b>	
<b>The Mean of Deviation</b>			<b><math>\bar{d} = 515/36</math></b> <b>= 14.30</b>	

<b>T Value</b>	<b>t table = 2.0301</b> <b>t value = 9.6</b>
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From the calculation above, it can be seen that the coefficient of t value and t table with  $DF = n-1 = 36-1 = 35$ , with a significant level  $\alpha = 0.05$ . In the coefficient of t value ( $9.6 > t \text{ table } (2.03011)$ ). Thus, the alternative hypothesis ( $H_1/H_a$ ) could be received that using popular English songs was improving students' vocabulary mastery in post-pandemic English learning at eleventh grade of SMA N 1 Jatisrono in academic year 2022/2023.

This statement is the same as the description above, according to Bara (2019), teaching English vocabulary by using English songs could improve the students' vocabulary mastery. This can be proven by the pre-test and post-test that have been carried out. Similarly with Octia's statement (2019), the use of listening to English songs in teaching can have a positive effect on students' English vocabulary mastery. This can also be proven through tests carried out during the learning cycle. In addition, as stated by Suri (2012), the applying of songs in the classroom can improve students' vocabulary mastery. It can be proven by the percentage of each indicators of vocabulary mastery.

Based on the result of the observation, it was found that the English class in post-pandemic learning could be carried out well. The students were able to pay attention to the explanation from the researcher. Although there were some lacks in the first cycle, such as in preparing learning tools in the classroom, i.e., LCD cable and Wi-Fi, so that the preparation needed could reduce the relatively short learning time, during the learning process students had less attention, and the test results had not been maximized, even though they able to exceeded the KKM that had been set. But in the second cycle, they paid more attention to a series of learning processes. It can be said that there was also improvement during the learning process. It also indicated that using popular English songs could motivate the

students to become more interested, active, and enthusiastic about vocabulary mastery in post-pandemic English learning. Popular songs can make it easier for students to learn English because popular songs relate to their daily life, which are mostly the same, for example songs about love, sadness, happiness, etc.

This statement is supported by Kuśnierek (2016), the use of popular songs in the classroom can increase student motivation. That's because popular songs relate to their interests and experiences in everyday life. Almost popular songs are related to the same topic, for example about friendship, love, dream, sorrow, etc.

In addition, this statement is also supported by other researchers. As stated by Gushendra, that using songs can give motivation to the students in learning English so that it can also increase students' vocabulary mastery (Gushendra, 2017). Also stated by Octia (2019), the English songs media taught in class can create a good environment in which students become more enthusiastic and active in participating in learning. Similarly with the statement by Purnamasari, the song media used can make the process interactive so that students are more interested in learning English. Therefore, the use of English songs as teaching media can motivate students in learning English in the classroom so that it could be able to give effect for students to improve their vocabulary mastery (Purnamasari, 2020).

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the research finding and the discussion of the research, it could be concluded that using popular English songs could improve the students' vocabulary mastery in post-pandemic English learning. In the preliminary study, it showed that the total score in the pre-test was 1610 and the mean score was 44.7. None of the students went beyond the KKM that had been set. In the first cycle through the post-test 1, the mean score was 78.19. So it can be seen that the improvement in pre-test to post-test 1 was about 33.49. Based on the test results and observation, corrective action was still needed because some of them were still not optimal. In the second cycle, the total score of students was 3330. Of all the students were successful to achieve a score of 73, the mean score was 92.5. It can be seen that the students' score in vocabulary mastery has improved compared to the post-test 1. As a result, it can be seen that the improvement in post-test 1 to post-test 2 was about 14.31. For the total improvement of students' scores from pre-test until post-test 2 was 47.8. It can be concluded that after the treatments, the students got the better results. Based on the result of the observation, it was found that the English class in post-pandemic learning could be carried out well. The students were able to pay attention to the explanation from the researcher. Although there were some problems in the first cycle, but in the second cycle, the students paid more attention to a series of learning processes. It can be said that there was also improvement during the learning process. It also indicated that using popular English songs could motivate the students to become more interested, active, and enthusiastic about vocabulary mastery in post-pandemic English learning.

## **B. Suggestions**

The following suggestions are as follow:

1. For the teacher should be more innovative in post-pandemic English learning. Teacher should be also creative and selective in connecting the material to the students.
2. For the students must be able to develop English vocabulary, either independently or not independently (through the teacher), considering that the more English is here, the more important it is to master. In addition, with the existence of technology that was very easy, fast, and sophisticated, it should be utilized as widely as possible in positive terms.
3. For the other researcher, the researcher suggests that it is better to conduct research on the same topic. What needs to be improved are indicators of vocabulary mastery as well as subjects and objects of research that are not only in high school but at other levels, both higher and lower.

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## APPENDIX

### APPENDIX I

#### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Jatisrono Mata Pelajaran : Bahasa Inggris (Wajib)	Kelas/Semester: XI/2 Alokasi Waktu: 2 JP (2x45 menit)	KD : 3.9 dan 4.9 Pertemuan ke : 1
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#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.9.1 Menentukan fungsi sosial sebuah lagu terkait kehidupan remaja dengan benar dan bekerja sama 3.9.2 Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja dengan tepat dan bertanggung jawab
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	4.9.1 Membuat ulasan ( <i>review</i> ) lagu terkait kehidupan remaja dengan benar, kreatif, dan percaya diri

## C. Tujuan Pembelajaran

<ol style="list-style-type: none"><li>1. Siswa dapat menentukan fungsi sosial terkait lagu populer yang berhubungan dengan kehidupan remaja dengan benar.</li><li>2. Siswa dapat mengerjakan tes terkait lagu populer yang berhubungan dengan kehidupan remaja dengan benar.</li><li>3. Siswa dapat meningkatkan penguasaan kosakata bahasa Inggris melalui lagu populer yang berhubungan dengan kehidupan remaja.</li></ol>
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## D. Materi Pembelajaran

<ol style="list-style-type: none"><li>1. Fungsi Sosial<ol style="list-style-type: none"><li>a. <i>To inspire the listeners</i></li></ol></li></ol>	<ol style="list-style-type: none"><li>2. Lagu-lagu Populer<ol style="list-style-type: none"><li>a. Kill Bill by SZA</li></ol></li></ol>
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<p>b. <i>To express feeling of the song writers</i></p> <p>c. <i>To share feeling with others</i></p> <p>d. <i>To teach a lesson to the listeners</i></p> <p>e. <i>To criticize environment/condition</i></p>	<p>b. Until I Found You by Stephen Sanchez ft. Em Beihold</p>
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### E. Metode Pembelajaran

1. Pendekatan	: <i>Classroom Action Research</i>
2. Model Pembelajaran	: <i>Cooperative Learning</i>
3. Metode Pembelajaran	: <i>Individual Work</i>

### F. Media dan Bahan Ajar

Media	Alat/Bahan
1. Worksheet atau lembar kerja (siswa)	1. Papan tulis
2. Lembar penilaian	2. Spidol
3. LCD	3. Laptop
4. Slide presentasi	4. Speaker

### G. Sumber Belajar

<p>1. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI</p> <p>2. Lirik lagu Kill Bill by SZA diunduh pada laman <a href="https://www.youtube.com/watch?v=tOQurbg_npc">https://www.youtube.com/watch?v=tOQurbg_npc</a></p> <p>3. Lirik lagu Until I Found You by Stephen Sanchez ft. Em Beihold diunduh pada laman <a href="https://www.youtube.com/watch?v=zYIP2W_dhr0">https://www.youtube.com/watch?v=zYIP2W_dhr0</a></p>
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## H. Langkah-langkah Pembelajaran

<b>Kegiatan Pendahuluan</b>	<ol style="list-style-type: none"><li>a. Peneliti membuka pembelajaran bersama dengan guru pengampu dengan salam dan do'a.</li><li>b. Peneliti mengabsen siswa.</li><li>c. Peneliti menjelaskan tujuan pembelajaran yang akan dicapai.</li></ol>
<b>Kegiatan Inti</b>	<ol style="list-style-type: none"><li>a. Peneliti menjelaskan sekilas mengenai materi yang akan diajarkan.</li><li>b. Peneliti menjelaskan materi mengenai <i>vocabulary</i>.</li><li>c. Peneliti menanyakan kepada siswa apakah sudah mengetahui /mempelajari tentang <i>Meaning Through Music</i>.</li><li>d. Peneliti memberikan tes kepada siswa terkait dengan lagu-lagu populer bahasa Inggris dan siswa menjawab soal sesuai instruksi yang ada.</li><li>e. Peneliti menanyakan kesulitan siswa dalam mengerjakan tes.</li><li>f. Peneliti memberikan lagu-lagu populer bahasa Inggris terkait dengan soal yang diberikan.</li><li>g. Peneliti dan siswa berdiskusi bersama mengenai tes yang telah diberikan yang dibimbing oleh guru pengampu.</li><li>h. Peneliti memberikan tes kembali kepada siswa terkait dengan lagu-lagu populer bahasa Inggris dan siswa menjawab soal sesuai instruksi yang ada.</li></ol>
<b>Kegiatan Penutup</b>	<ol style="list-style-type: none"><li>a. Peneliti menyimpulkan pembelajaran.</li><li>b. Peneliti menutup pembelajaran dengan salam.</li></ol>

## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
3.9.1 Menentukan fungsi sosial sebuah lagu terkait kehidupan remaja dengan benar dan bekerja sama	Tes Tulis	<i>Meaning</i>
		<i>Translate</i>
<i>Synonym/</i>		
<i>Antonym</i>		
<i>Grammar</i>		
3.9.2 Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja dengan tepat dan bertanggung jawab		<i>Fill the blank</i>
4.9.1 Membuat ulasan ( <i>review</i> ) lagu terkait kehidupan remaja dengan benar, kreatif, dan percaya diri		

### Pedoman Penilaian

1. Jumlah soal keseluruhan adalah 20
2. Setiap jawaban benar diberi skor 5
3. Jumlah skor maksimal keseluruhan adalah 100
4. Penilaian menggunakan rumus berikut:

$$S = \frac{R}{N} \times 100$$

Keterangan: S = Nilai tes

R = Jumlah benar

N = Jumlah soal

## J. Instrumen Soal

### Kill Bill – SZA

I'm still a fan, even though I was salty

Hate to see you with some other broad, now you happy

Hate to see you happy, if I'm not the one driving  
I'm so mature, I'm so mature  
I'm so mature, I got me a therapist to tell me there's other men  
I don't want none, I just want you  
If I can't have you, no one should  
I might  
I might kill my ex, not the best idea  
His new girlfriend's next, how'd I get here?  
I might kill my ex, I still love him though  
Rather be in jail than alone  
I get the sense that it's a lost cause  
I get the sense that you might really love her  
This text gon' be evidence, this text is evidence  
I try to ration with you, no morals or crimes of passion, but damn  
You was out of reach  
You was at the farmer's market with your perfect peach  
Now I'm in the basement, planning home invasion  
Now you laying face-down, got me singing over a beat  
I'm so mature, I'm so mature  
I'm so mature, I got me a therapist to tell me there's other men  
I don't want none, I just want you  
If I can't have you, no one will

Uh (uh)

I might kill my ex, not the best idea

His new girlfriend's next, how'd I get here?

I might kill my ex, I still love him though

Rather be in jail than alone

I did it all for love (love)

I did it all on no drugs (drugs)

I did all of this sober

I did it all for us, oh

I did it all for love (love)

I did it all of this on no drugs (drugs)

I did all of this sober

Don't you know I did it all for us? (I'll kill your ex tonight)

Uh, I just killed my ex (my ex)

Not the best idea (idea)

Killed his girlfriend next, how'd I get here?

I just killed my ex (my ex)

I still love him, though (I do)

Rather be in Hell than alone

**Question.**

1. What is the meaning of the song above?

...

2. Translate the words below!



- a. Salty = ...
  - b. Might = ...
  - c. Kill = ...
  - d. Evidence = ...
  - e. Rather be = ...
3. Determine the synonym of the following words!
- a. Mature = ...
  - b. Happy = ...
  - c. Jail = ...
  - d. Girlfriend = ...

**Until I Found You – Stephen Sanchez ft. Em Beihold**

Georgia, (.....) me up in all your  
 I want ya in my (.....)  
 Oh, let me (.....) ya  
 I'll never let you go again, like I did  
 Oh I used to say  
 "I would never fall in love again until I found her"  
 I said, "I would never fall unless it's you I fall into"  
 I was lost within the (.....), but then I found her  
 I found you  
 (.....), when I held you again  
 How could we ever just be (.....)?  
 I would rather (.....) than let you go  
 Juliet to your Romeo  
 How I heard you say  
 "I would never fall in love again until I found her"  
 I said, "I would never fall unless it's you I fall into"  
 I was lost within the darkness, but then I found her  
 I found you (2x)

**Question.**

4. Find the conditional simple tense!
  - a. ...
  - b. ...
  - c. ...
5. Fill the blank in the lyrics above!

Mengetahui,  
**Guru Bahasa Inggris**

Wonogiri, Januari 2023  
**Peneliti**

**Broto Maryono, S.Pd.**  
**NIP. 196902082008011007**

**Arista Zulfa Rosyida**  
**NIM. 196121074**

## APPENDIX II

### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Jatisrono	Kelas/Semester: XI/2 Alokasi Waktu: 2 JP (2x45 menit)	KD : 3.9 dan 4.9 Pertemuan ke : 3 dan 4
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#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.9.1 Menentukan fungsi sosial sebuah lagu terkait kehidupan remaja dengan benar dan bekerja sama 3.9.2 Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja dengan tepat dan bertanggung jawab
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	4.9.1 Membuat ulasan ( <i>review</i> ) lagu terkait kehidupan remaja dengan benar, kreatif, dan percaya diri

## C. Tujuan Pembelajaran

4. Siswa dapat menentukan fungsi sosial terkait lagu populer yang berhubungan dengan kehidupan remaja dengan benar.
5. Siswa dapat mengerjakan tes terkait lagu populer yang berhubungan dengan kehidupan remaja dengan benar.
6. Siswa dapat meningkatkan penguasaan kosakata bahasa Inggris melalui lagu populer yang berhubungan dengan kehidupan remaja.

## D. Materi Pembelajaran

1. Fungsi Sosial <i>a. To inspire the listeners</i> <i>b. To express feeling of the song writers</i>	2. Lagu-lagu Populer <i>a. Night Changes by One Direction</i>
--	--

<p>c. <i>To share feeling with others</i></p> <p>d. <i>To teach a lesson to the listeners</i></p> <p>e. <i>To criticize environment/condition</i></p>	<p>b. Somewhere Only We Know by Keane</p>
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#### E. Metode Pembelajaran

1. Pendekatan	: <i>Classroom Action Research</i>
2. Model Pembelajaran	: <i>Cooperative Learning</i>
3. Metode Pembelajaran	: <i>Individual Work</i>

#### F. Media dan Bahan Ajar

Media	Alat/Bahan
1. Worksheet atau lembar kerja (siswa)	1. Papan tulis
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3. LCD	3. Laptop
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#### G. Sumber Belajar

<p>1. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI</p> <p>2. Lirik lagu Night Changes by One Direction diunduh pada laman <a href="https://www.youtube.com/watch?v=DBVYEcgxD-4">https://www.youtube.com/watch?v=DBVYEcgxD-4</a></p> <p>3. Lirik lagu Somewhere Only We Know by Keane diunduh pada laman <a href="https://www.youtube.com/watch?v=92kFby2EpIg">https://www.youtube.com/watch?v=92kFby2EpIg</a></p>
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## H. Langkah-langkah Pembelajaran

<b>Kegiatan Pendahuluan</b>	<ol style="list-style-type: none"><li>a. Peneliti membuka pembelajaran bersama dengan guru pengampu dengan salam dan do'a.</li><li>b. Peneliti mengabsen siswa.</li><li>c. Peneliti menjelaskan tujuan pembelajaran yang akan dicapai.</li></ol>
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## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
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		<i>Translate</i>
<i>Synonym/</i>		
<i>Antonym</i>		
<i>Grammar</i>		
3.9.2 Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja dengan tepat dan bertanggung jawab		<i>Fill the blank</i>
4.9.1 Membuat ulasan ( <i>review</i> ) lagu terkait kehidupan remaja dengan benar, kreatif, dan percaya diri		

### Pedoman Penilaian

1. Jumlah soal keseluruhan adalah 20
2. Setiap jawaban benar diberi skor 5
3. Jumlah skor maksimal keseluruhan adalah 100
4. Penilaian menggunakan rumus berikut:

$$S = \frac{R}{N} \times 100$$

Keterangan: S = Nilai tes

R = Jumlah benar

N = Jumlah soal

## J. Instrumen Soal

### Night Changes – One Direction

Goin' out tonight, changes into something red

Her mother doesn't like that kind of dress

Everything she never had she's showin' off  
Drivin' too fast, moon is breakin' through her hair  
She's headin' for somethin' that she won't forget  
Havin' no regrets is all that she really wants  
We're only gettin' older, baby  
And I've been thinkin' about it lately  
Does it ever drive you crazy  
Just how fast the night changes?  
Everything that you've ever dreamed of  
Disappearing when you wake up  
But there's nothing to be afraid of  
Even when the night changes  
It will never change me and you  
Chasing it tonight, doubts are runnin' 'round her head  
He's waitin', hides behind a cigarette  
Heart is beatin' loud and she doesn't want it to stop  
Movin' too fast, moon is lightin' up her skin  
She's fallin', doesn't even know it yet  
Havin' no regrets is all that she really wants  
We're only gettin' older, baby  
And I've been thinkin' about it lately  
Does it ever drive you crazy



Just how fast the night changes?  
Everything that you've ever dreamed of  
Disappearing when you wake up  
But there's nothing to be afraid of  
Even when the night changes  
It will never change me and you  
Goin' out tonight, changes into something red  
Her mother doesn't like that kind of dress  
Reminds her of the missin' piece of innocence she lost  
We're only gettin' older, baby  
And I've been thinkin' about it lately  
Does it ever drive you crazy  
Just how fast the night changes?  
Everything that you've ever dreamed of  
Disappearing when you wake up  
But there's nothing to be afraid of  
Even when the night changes  
It will never change, baby  
It will never change, baby  
It will never change me and you

**Question.**

1. What is the meaning of the song above?

...

2. Translate the words below!
  - a. Goin' out = ...
  - b. Gettin' older = ...
  - c. Night changes = ...
  - d. Regrets = ...
  - e. Disappearing = ...
3. Determine the antonym of the following words!
  - a. Fast = ...
  - b. Change = ...
  - c. Older = ...
  - d. Afraid = ...

**Somewhere Only We Know – Keane**

I walked across an (.....) land  
I knew the pathway like the back of my hand  
I felt the earth beneath my (.....)  
Sat by the (.....) and it made me complete  
Oh, (.....) thing, where have you gone?  
I'm gettin' old, and I need something to rely on  
So, tell me when you're gonna let me in  
I'm gettin' tired, and I need somewhere to begin  
I came across a fallen (.....)  
I felt the (.....) of it looking at me  
Is this the place we used to love?  
Is this the place that I've been (.....) of?  
Oh, simple thing, where have you gone?

I'm gettin' old, and I need something to rely on  
So, tell me when you're gonna let me in  
I'm gettin' tired, and I need somewhere to begin  
And if you have a minute, why don't we go  
Talk about it somewhere only we know?  
This could be the end of everything  
So, why don't we go  
Somewhere only we know? (2x)  
Oh, simple thing, where have you gone?  
I'm getting old, and I need something to rely on  
So, tell me when you're gonna let me in  
I'm getting tired, and I need somewhere to begin  
And if you have a minute, why don't we go  
Talk about it somewhere only we know?  
This could be the end of everything  
So, why don't we go? (2x)  
Ooh, hey, hey... oh-oh-oh  
This could be the end of everything  
So, why don't we go somewhere only we know?  
Somewhere only we know (2x)

**Question.**

4. Find the simple past tense!
  - a. ...
  - b. ...
  - c. ...
5. Fill the blank in the lyrics above!

Mengetahui,  
**Guru Bahasa Inggris**

Wonogiri, Januari 2023  
**Peneliti**

**Broto Maryono, S.Pd.**  
**NIP. 196902082008011007**

**Arista Zulfa Rosyida**  
**NIM. 196121074**

### **APPENDIX III**

#### **KEY ANSWER OF PRE-TEST AND POST-TEST I**

1. The meaning of the song above is about someone's ambition for the person she loves, feeling broken heart with her ex, traumatized, or hate.
2. Translate:
  - a. Kesal/marah
  - b. Mungkin
  - c. Membunuh
  - d. Bukti
  - e. Lebih baik
3. Synonym:
  - a. Adult/grown-up/full-blown
  - b. Glad/cheerful/ecstatic/delighted
  - c. Cell/prison/lockup
  - d. Sweetheart/soul mate/partner
4. Conditional simple tense:
  - a. I would never fall in love again until I found her.
  - b. I would never fall unless it's you I fall into.
  - c. I would rather die than let you go.
5. Fill in the blank:
  - a. Wrap
  - b. Arms
  - c. Hold
  - d. Darkness
  - e. Heaven
  - f. Friends
  - g. Die

## **APPENDIX IV**

### **KEY ANSWER OF POST-TEST II**

1. The meaning of the song above is growing up or becoming more mature.
2. Translate:
  - a. Pergi keluar/berakhir sudah
  - b. Bertambah tua
  - c. Malam berganti/pergantian malam
  - d. Penyesalan
  - e. Menghilang
3. Antonym:
  - a. Slow
  - b. Fixed/Stay
  - c. Younger
  - d. Brave
4. Simple past tense:
  - a. I walked across an empty land.
  - b. I knew the pathway like the back of my hand.
  - c. I felt the earth beneath my feet.
5. Fill in the blank:
  - a. Empty
  - b. Feet
  - c. River
  - d. Simple
  - e. Tree
  - f. Earth
  - g. Dreaming

**APPENDIX V****THE QUANTITATIVE DATA**

	Students' Initial	Pre-Test 1	Post-Test 1	Post-Test 2
		Score	Score	Score
1.	ABDS	50	75	95
2.	AMA	60	80	90
3.	AMPR	60	85	95
4.	ANKP	55	90	100
5.	ASM	45	75	95
6.	AAA	30	70	95
7.	ASL	55	80	90
8.	AFL	30	80	90
9.	BTS	55	90	90
10.	COR	50	80	90
11.	DWTN	55	85	95
12.	DM	50	90	90
13.	DAKPP	55	75	90
14.	DI	40	90	90
15.	ERA	50	75	90
16.	ENR	45	85	95
17.	EW	55	90	100
18.	FAA	40	75	95
19.	FS	55	70	90
20.	FIA	50	85	95
21.	GR	10	55	90
22.	IB	40	75	85
23.	LMD	45	65	90
24.	MBYS	30	80	90
25.	MR	50	80	95

26.	MLR	55	90	100
27.	NYA	15	55	90
28.	NPR	45	85	95
29.	PSA	15	70	85
30.	RIA	45	65	100
31.	SNEM	40	90	90
32.	SK	55	75	90
33.	TAKR	40	75	90
34.	VWA	40	85	95
35.	YH	45	75	95
36.	ZDU	55	70	90
<b>Sum</b>		<b>1610</b>	<b>2815</b>	<b>3330</b>
<b>Mean Score</b>		<b>44.72</b>	<b>78.19</b>	<b>92.5</b>
<b>Percentage</b>		<b>44.7%</b>	<b>78.1%</b>	<b>92.5%</b>



**APPENDIX VI****THE STUDENTS' SCORES RESULT FOR PRE-TEST**

	Students' Initial	Pre-Test	
		Score	Got Score of Over 73
1.	ABDS	50	Failed
2.	AMA	60	Failed
3.	AMPR	60	Failed
4.	ANKP	55	Failed
5.	ASM	45	Failed
6.	AAA	30	Failed
7.	ASL	55	Failed
8.	AFL	30	Failed
9.	BTS	55	Failed
10.	COR	50	Failed
11.	DWTN	55	Failed
12.	DM	50	Failed
13.	DAKPP	55	Failed
14.	DI	40	Failed
15.	ERA	50	Failed
16.	ENR	45	Failed
17.	EW	55	Failed
18.	FAA	40	Failed
19.	FS	55	Failed
20.	FIA	50	Failed
21.	GR	10	Failed
22.	IB	40	Failed
23.	LMD	45	Failed
24.	MBYS	30	Failed
25.	MR	50	Failed

26.	MLR	55	Failed
27.	NYA	15	Failed
28.	NPR	45	Failed
29.	PSA	15	Failed
30.	RIA	45	Failed
31.	SNEM	40	Failed
32.	SK	55	Failed
33.	TAKR	40	Failed
34.	VWA	40	Failed
35.	YH	45	Failed
36.	ZDU	55	Failed
<b>Sum</b>		<b>1610</b>	
<b>Mean Score</b>		<b>44.7</b>	
<b>Percentage</b>		<b>44.7%</b>	

**APPENDIX VII****THE STUDENTS' SCORES RESULT FOR POST-TEST I**

	Students' Initial	Post-Test 1	
		Score	Got Score of Over 73
1.	ABDS	75	<b>Passed</b>
2.	AMA	80	<b>Passed</b>
3.	AMPR	85	<b>Passed</b>
4.	ANKP	90	<b>Passed</b>
5.	ASM	75	<b>Passed</b>
6.	AAA	70	Failed
7.	ASL	80	<b>Passed</b>
8.	AFL	80	<b>Passed</b>
9.	BTS	90	<b>Passed</b>
10.	COR	80	<b>Passed</b>
11.	DWTN	85	<b>Passed</b>
12.	DM	90	<b>Passed</b>
13.	DAKPP	75	<b>Passed</b>
14.	DI	90	<b>Passed</b>
15.	ERA	75	<b>Passed</b>
16.	ENR	85	<b>Passed</b>
17.	EW	90	<b>Passed</b>
18.	FAA	75	<b>Passed</b>
19.	FS	70	Failed
20.	FIA	85	<b>Passed</b>
21.	GR	55	Failed
22.	IB	75	<b>Passed</b>
23.	LMD	65	Failed
24.	MBYS	80	<b>Passed</b>
25.	MR	80	<b>Passed</b>

26.	MLR	90	<b>Passed</b>
27.	NYA	55	Failed
28.	NPR	85	<b>Passed</b>
29.	PSA	70	Failed
30.	RIA	65	Failed
31.	SNEM	90	<b>Passed</b>
32.	SK	75	<b>Passed</b>
33.	TAKR	75	<b>Passed</b>
34.	VWA	85	<b>Passed</b>
35.	YH	75	<b>Passed</b>
36.	ZDU	70	Failed
<b>Sum</b>		<b>2815</b>	
<b>Mean Score</b>		<b>78.19</b>	
<b>Percentage</b>		<b>78.1%</b>	

**APPENDIX VIII****THE STUDENTS' SCORES RESULT FOR POST-TEST II**

	<b>Students' Initial</b>	<b>Post-Test 2</b>	
		<b>Score</b>	<b>Got Score of Over 73</b>
1.	ABDS	95	<b>Passed</b>
2.	AMA	90	<b>Passed</b>
3.	AMPR	95	<b>Passed</b>
4.	ANKP	100	<b>Passed</b>
5.	ASM	95	<b>Passed</b>
6.	AAA	95	<b>Passed</b>
7.	ASL	90	<b>Passed</b>
8.	AFL	90	<b>Passed</b>
9.	BTS	90	<b>Passed</b>
10.	COR	90	<b>Passed</b>
11.	DWTN	95	<b>Passed</b>
12.	DM	90	<b>Passed</b>
13.	DAKPP	90	<b>Passed</b>
14.	DI	90	<b>Passed</b>
15.	ERA	90	<b>Passed</b>
16.	ENR	95	<b>Passed</b>
17.	EW	100	<b>Passed</b>
18.	FAA	95	<b>Passed</b>
19.	FS	90	<b>Passed</b>
20.	FIA	95	<b>Passed</b>
21.	GR	90	<b>Passed</b>
22.	IB	85	<b>Passed</b>
23.	LMD	90	<b>Passed</b>
24.	MBYS	90	<b>Passed</b>
25.	MR	95	<b>Passed</b>

26.	MLR	100	<b>Passed</b>
27.	NYA	90	<b>Passed</b>
28.	NPR	95	<b>Passed</b>
29.	PSA	85	<b>Passed</b>
30.	RIA	100	<b>Passed</b>
31.	SNEM	90	<b>Passed</b>
32.	SK	90	<b>Passed</b>
33.	TAKR	90	<b>Passed</b>
34.	VWA	95	<b>Passed</b>
35.	YH	95	<b>Passed</b>
36.	ZDU	90	<b>Passed</b>
<b>Sum</b>		<b>3330</b>	
<b>Mean Score</b>		<b>92.5</b>	
<b>Percentage</b>		<b>92.5%</b>	

**APPENDIX IX**

**DISTRIBUTION OF STUDENTS' VOCABULARY MASTERY FOR PRE-TEST, POST-TEST I, AND POST-TEST II**

<b>Test</b>	<b>Criteria</b>	<b>Total Students'</b>	<b>Percentage</b>
<b>Pre-Test</b>	Passed	0	0%
	Failed	36	100%
<b>Post-Test 1</b>	Passed	28	78%
	Failed	8	22%
<b>Post-Test 2</b>	Passed	36	100%
	Failed	0	0%

**APPENDIX X****THE TESTING HYPOTHESIS****THE STATISTIC ANALYSIS OF THE RESULT OF STUDENTS' SCORE****IN THE POST-TEST I AND POST-TEST II**

	<b>Post-Test 1</b>	<b>Post-Test 2</b>	<b>Deviation (di = x<sub>2</sub>-x<sub>1</sub>)</b>	<b>(di=x<sub>2</sub>-x<sub>1</sub>)<sup>2</sup></b>
1.	75	95	20	400
2.	80	90	10	100
3.	85	95	10	100
4.	90	100	10	100
5.	75	95	20	400
6.	70	95	25	625
7.	80	90	10	100
8.	80	90	10	100
9.	90	90	0	0
10.	80	90	10	100
11.	85	95	10	100
12.	90	90	0	0
13.	75	90	15	225
14.	90	90	0	0
15.	75	90	15	225
16.	85	95	10	100
17.	90	100	10	100
18.	75	95	20	400
19.	70	90	20	400
20.	85	95	10	100
21.	55	90	35	1225
22.	75	85	10	100
23.	65	90	25	625
24.	80	90	10	100



25.	80	95	15	225
26.	90	100	10	100
27.	55	90	35	1225
28.	85	95	10	100
29.	70	85	15	225
30.	65	100	35	1225
31.	90	90	0	0
32.	75	90	15	225
33.	75	90	15	225
34.	85	95	10	100
35.	75	95	20	400
36.	70	90	20	400
<b>Sum</b>	<b>2815</b>	<b>3330</b>	<b>515</b>	<b>10175</b>
<b>Mean Score</b>	<b>78.19</b>	<b>92.5</b>		
<b>Significance Level</b>			<b>DF = 36-1</b> <b>= 35</b>	
<b>The Mean of Deviation</b>			<b><math>\bar{d} = 515/36</math></b> <b>= 14.30</b>	
<b>T Value</b>			<b>t table = 2.0301</b> <b>t value = 9.6</b>	

**APPENDIX XI**

**OBSERVATION SHEET**

Focus	Activities	Cycle 1		Cycle 2	
		Yes	No	Yes	No
<b>Students</b>	1. Students come to the class on time	✓		✓	
	2. Students pay attention to the explanation	✓		✓	
	3. Students pay attention to the popular English songs		✓	✓	
	4. Students enthusiast in English learning	✓		✓	
	5. Students active in English learning through popular English songs	✓		✓	
	6. Students interested in English learning through popular English songs	✓		✓	
	7. Students motivated through popular English songs	✓		✓	
	8. Students do not access the cellphone during the English learning		✓	✓	
	9. Students do not make any noisy in the classroom		✓	✓	
	10. Students answer the tests well	✓		✓	
<b>Classroom</b>	1. The class has complete facilities	✓		✓	

	2. The clean and comfortable classroom	✓		✓	
	3. The class away from the crowds	✓		✓	

## APPENDIX XII

### RESEARCH CERTIFICATE LETTER



PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH ATAS NEGERI 1  
JATISRONO

TERAKREDITASI : A, NPSN : 20311308  
Jalan Raya Wonogiri-Ponorogo Km. 26 Jatisrono Wonogiri 57691, Telepon : 0273 - 411378  
Surat Elektronik : [smajatisrono@gmail.com](mailto:smajatisrono@gmail.com), Laman [http : sman1jatisrono.sch.id](http://sman1jatisrono.sch.id)

#### **SURAT KETERANGAN PENELITIAN**

**NOMOR : 070 / 029**

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Jatisrono, Kabupaten Wonogiri menerangkan dengan sesungguhnya bahwa Mahasiswa di bawah ini :

Nama : **ARISTA ZULFA ROSYIDA**  
NIM : 196121074  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Islam Negeri Raden Mas Said Surakarta  
Judul Skripsi : *The Use of Popular English Songs in Improving Students' Vocabulary Mastery in Post Pandemic English Learning at Eleventh Grade of SMA N 1 Jatisrono in Academic Year 2022/2023*

Telah mengadakan penelitian dalam rangka pengumpulan data sehubungan dengan persiapan menyusun Skripsi di SMA Negeri 1 Jatisrono, Kabupaten Wonogiri pada tanggal 2 Januari s.d. 18 Januari 2023.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.



Jatisrono, 18 Januari 2023  
Kepala Sekolah

**SIAMET, S.Pd, M.Pd.**

Pembina

NIP. 19700617 200312 1 004

**APPENDIX XIII**

**DOCUMENTATION**





