

**INVESTIGATING THE IMPACT OF USING ENGLISH SONGS ON STUDENTS'
VOCABULARY MASTERY AND LISTENING SKILLS OF EIGHTH- GRADE STUDENTS
AT SMP KARTIKA II-2 BANDAR LAMPUNG**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2026**

ABSTRACT

INVESTIGATING THE IMPACT OF USING ENGLISH SONGS ON STUDENTS' VOCABULARY MASTERY AND LISTENING SKILLS OF EIGHTH-GRADE STUDENTS AT SMP KARTIKA II-2 BANDAR LAMPUNG

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This study explores the use of English songs as a teaching medium to improve students' vocabulary mastery and listening skills. The research is conducted at SMP Kartika II-2 Bandar Lampung and involves eighth-grade students as the participants. This study employs a quantitative method using a pre-experimental research design. Vocabulary and listening tests are used as research instruments and are administered before and after the treatment in the form of pre-tests and post-tests. The results show that students experience improvement in both vocabulary mastery and listening skills after being taught using English songs. The mean score of the vocabulary pre-test is 73.3, which increases to 88.18 in the post-test, resulting in a gain score of 14.8. Similarly, the listening pre-test mean score is 74.2 and rises to 89 in the post-test, with a gain score of 14.8. These results indicate that English songs contribute positively to students' learning outcomes in vocabulary and listening. In conclusion, the use of English songs is effective in enhancing students' vocabulary mastery and listening skills. Songs help create a more enjoyable learning environment and support students in understanding spoken English more easily. Therefore, English songs can be considered a useful teaching medium for junior high school students. Keywords: English songs, eighth-grade students, listening skills, vocabulary mastery

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Penelitian ini mengkaji penggunaan lagu berbahasa Inggris sebagai media pembelajaran untuk meningkatkan penguasaan kosakata dan keterampilan menyimak siswa. Penelitian dilaksanakan di SMP Kartika II-2 Bandar Lampung dengan melibatkan siswa kelas VIII sebagai partisipan. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimental. Instrumen penelitian berupa tes kosakata dan tes menyimak yang diberikan sebelum dan sesudah perlakuan dalam bentuk pre-test dan post-test. Hasil penelitian menunjukkan bahwa siswa mengalami peningkatan pada penguasaan kosakata dan keterampilan menyimak setelah pembelajaran menggunakan lagu berbahasa Inggris. Nilai rata-rata pre-test kosakata sebesar 73,3 meningkat menjadi 88,18 pada post-test, dengan gain score sebesar 14,8. Demikian pula, nilai rata-rata pre-test menyimak sebesar 74,2 meningkat menjadi 89 pada post-test, dengan gain score sebesar 14,8. Temuan ini menunjukkan bahwa penggunaan lagu berbahasa Inggris memberikan kontribusi positif terhadap hasil belajar siswa dalam aspek kosakata dan keterampilan menyimak. Berdasarkan hasil tersebut, dapat disimpulkan bahwa lagu berbahasa Inggris efektif dalam meningkatkan penguasaan kosakata dan keterampilan menyimak siswa. Penggunaan lagu mampu menciptakan suasana belajar yang lebih menyenangkan serta membantu siswa memahami bahasa Inggris lisan dengan lebih mudah. Oleh karena itu, lagu berbahasa Inggris dapat dijadikan sebagai alternatif media pembelajaran yang bermanfaat bagi siswa sekolah menengah pertama.

Keywords: English songs, eighth-grade students, listening skills, vocabulary mastery

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Submitted in a Partial Fulfillment of

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In

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The Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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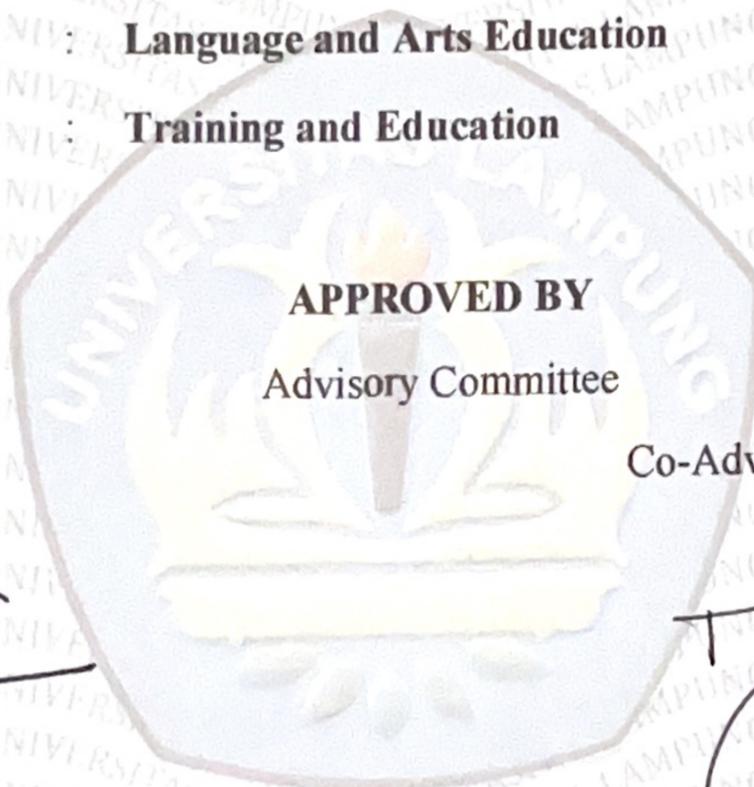
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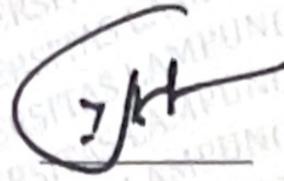
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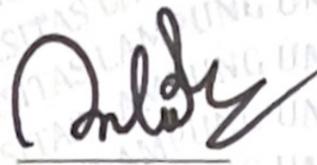
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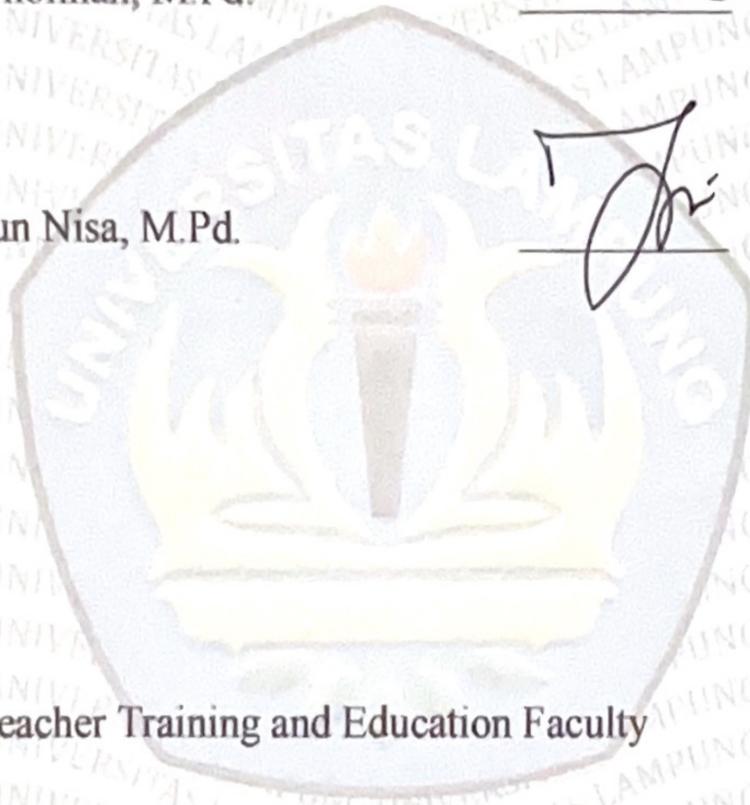
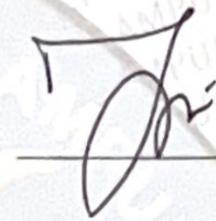
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,


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CURRICULUM VITAE

Ratu Khairunnisa S, the youngest of three children of H. R. Eka Gralesmana, S.Kom and Novi Idayana, S.E. she was born on October 22, 2003 in Bandar Lampung. She has one older brother, Bripda Abdul Razzaq Suryaatmaja, S.H.

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During her time as a student at University of Lampung, she was actively involved in student organizations, including being a member of the Finance Division of the Society of English Education Department Students (SEEDS) in 2023. The following year, she served as the head of SEEDS Finance Division, where she further developed her communication and organization skills while gaining valuable insights into financial management.

MOTTO

Everythings Happen for a reason.

Life isn't about how fast the top is reached, but about staying strong through the ups and downs, believing in yourself when things get hard, and learning something from every step, mistake, and small win along the way.

-The Climb Miley Cyrus

DEDICATION

This thesis is proudly dedicated
to:

My dearest parents

H. R. Eka Gralesmana, S.Kom and Novi Idayana, S.E

My dearest Brother

Bripda Abdul Razzaq Suryaatmaja, S.H.

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The writer understands that this thesis may not be perfect and might have some weaknesses that require improvement. Therefore, constructive feedback and suggestion are needed in order to improve this thesis.

Bandar Lampung, 2 February 2026
The writer,

Ratu Khairunnisa S

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I. INTRODUCTION

This chapter explain about background of the research, question of the research, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

Learning English can be challenging, as learners must go through various steps to achieve comprehension. In the education system according to Yuliarini (2022) there are four basic skills that are very important to master. They are listening, speaking, reading and writing. At present, to learn a foreign language such as English, listening skills are required. Listening is one of the four important skills in learning English that students need to master. To make students be able to speak something or make some sentences in a piece of writing, the listening part is the first stage to start. Subsequently, in the process of listening, there are five important stages, namely (1) hearing; in this stage the listener responds to the sound because of the stimulation of the sensory nerves in the ear or just enjoying the sound, (2) understanding; in this stage the listener must analyze the symbols such as the meaning of what the speaker said or the sound of applause, (3) remembering, this is an important stage for listeners, because they not only understand, but must remember the words in mind, (4) evaluating; this is the stage before a message is completed. At this stage the listener actively participates to sort facts from opinions and so on, (5) respond; at this stage the listener provides feedback, which means the sender has successfully conveyed the message.

In today's fast-paced and visually stimulating world, developing effective listening skills is crucial for students. Music and singing have long been recognized as powerful tools to motivate young students and improve their listening skills. music

has been used for many different types of activities. In the past, music was not only used for praise but also for pleasure and stress relief. Most students love music in various forms and for this reason music is often used to facilitate language learning activities in schools. Music can be used to improve speech and language skills such as auditory attention, perception and memory. Songs can be used to improve articulation, auditory awareness, memory and sound awareness. Regarding English as a second language, songs are an important part of every culture. Even unfamiliar songs are acceptable to ESL students for which music is a natural and familiar way of expression (Shakhnoza et al., 2024).

Listening is one of the language skills. It is an important part of the telecommunication process that students must master. By listening, students can acquire information and expand on what the speaker has said. Listening is an activity to express the information they have heard. This means that listening is an important skill for students, particularly in the teaching and learning process. In other words, listening is an activity of paying attention to the speaker and trying to discover the meaning of something that is heard. Listening is also the most important part of communication, from listening, we are able to share ideas with others (Afriyuninda and Oktaviani, 2021). A key focus in this process is vocabulary, which is essential since no language exists without words. It covers words, phrases, sentences, and clauses then forms a language. The more knowledge learners acquire about vocabulary, the easier it becomes for them to communicate effectively. A strong vocabulary enhances understanding and allows for clearer expression of thoughts and ideas (Wardiman et al., 2022).

According to the result of research carried out by Wardiman et al., (2022) to help students effectively communicate in English, they need to develop their listening, speaking, reading, and writing skills in the language. This requires them to master a wide range of vocabulary. However, there are several challenges that delay students from memorizing words, which can lead to a lack of interest in learning English. Afriyuninda and Oktaviani (2021) identify several challenges that students face when learning to listen. These challenges include difficulties with indicating sounds, understanding vocabulary, learning fast and natural speech from native

speakers, requiring multiple repetitions to learn information, struggling to maintain pace, and experiencing tiredness. Additionally, students often feel bored when they have to listen to the same narrative or dialogue multiple times while attempting to understand the meanings of new words or phrases within a context.

Therefore, it's important for English teachers to use various methods to enhance students' listening skills. Some effective strategies include listening to the news, stories, and English songs. Engaging with songs can make learning more enjoyable for students and help reduce their mental barriers. Songs have a personal quality that makes the listener react. By listening to song, students can gather new vocabulary and improve their pronunciation. They often encounter new words in songs, encouraging them to look up their meanings and spellings right away.

Many studies have shown that teaching English using English songs can improve students' vocabulary mastery and listening, research findings by Hendrawaty (2019) showed that the lowest score of the listening test is 60 and the highest one is 91. The average score out of 15 learners is 75.33. It can be assumed that the result of learners' vocabulary in listening to the English songs is pretty good. Another result of research carried out by Gómez et al. (2025) this research has demonstrated the important influence that English songs have on enhancing the listening comprehension abilities of EFL students in higher education. The findings indicate that songs serve not only as an effective educational tool but also as a source of motivation and engagement for learners. Another research findings by Hadrian & Aryani (2019) at seventh grade Students MTs Nurul Wahab indicated that the average scores of students steadily improved. The data analysis involved calculating the average score for each post-test and comparing it with the minimum passing score (KKM). This suggests that English songs can enhance students' listening skills.

Many previous studies have shown that English songs can be an effective tool for improving students' vocabulary mastery or listening skills. Researchers often explain that songs provide real language input, repeated exposure to words and expressions, and a pleasant learning atmosphere that helps students understand spoken English more easily and remember new vocabulary. However, most of these

studies focus on only one skill, either vocabulary or listening, and not examine both skills at the same time.

For junior high school students, especially those in the eighth grade, problems with vocabulary and listening usually appear together. Students often have difficulty understanding spoken English because they have limited vocabulary, are not familiar with English pronunciation, and have little exposure to authentic listening materials. As a result, listening activities are often seen as difficult and tiring, which can reduce students' interest and motivation in learning English.

This situation is also supported by the teacher's interview at SMP Kartika II-2 Bandar Lampung. According to the teacher, students still have limited vocabulary, low listening comprehension, weak memory retention, and very little exposure to native English input. Many students rely heavily on their mother tongue and rarely practice listening outside the classroom. In addition, listening activities that mainly use textbooks or repeated dialogues tend to be less engaging and do not provide enough context to help students develop their vocabulary.

Therefore, even though previous research has suggest that English songs are useful for improving vocabulary or listening skills, there is still a need to study their impact on both skills at the same time. Vocabulary mastery and listening skills are closely connected, as students need enough vocabulary to understand spoken English, while listening activities also help them learn new words in meaningful contexts. Referring to the discussion above, the researcher would like to take a research study under the title "Investigating The Impact Of Using English Songs On Students' Vocabulary Mastery And Listening Skills".

1.2. Research Question

Based on the background of the problem of this research, the researcher identified the research question as follows:

1. Is there any significant impact of using English songs on students' vocabulary mastery in eight grade of junior high school?
2. Is there any significant impact of using English songs on students' listening skills in eight grade of junior high school?

1.3. Objectives of the Research

Based on the research question above, the objectives of this research are to find out whether there are:

1. Significant impact of using English songs on students' vocabulary mastery skill in eight grade of junior high school.
2. Significant impact of using English songs on students' listening skill in eight grade of junior high school.

1.4. Uses of the Research

The researchers expect the result of this research can give benefits in many aspects as follow:

1. Theoretically, the result of this research is useful for supporting the theory about the using of English song to improve junior high school vocabulary mastery and listening skill.
2. Practically, the result of this research is useful for English teacher to find a fun media when teaching vocabulary mastery and listening skill for junior high school students.

1.5. Scope of the Research

This research focuses on using song as a medium to improving vocabulary mastery and listening skill in junior high school. The researcher uses a set of tests; pre-test and post-test to find out whether there is a significant impact of students' vocabulary mastery and listening skill after being taught by using English song or there is no a significant impact of students' vocabulary mastery and listening skill mastery after being taught by using English song.

1.6. Definition of Terms

1. Vocabulary Mastery

Vocabulary mastery is the ability to understand, recall, and accurately use a wide range of words in a specific language.

2. Listening Skill

Listening skill is the ability to receive, understand, interpret, and respond

appropriately to spoken language.

3. English Song

Song is a piece of music that has words which are linguistically meaningful and sung by a singer in English.

All of the above is what this chapter covers, such as the background of the research, research question, research objective, the uses of the research, the scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study, such as, concept of listening skill, teaching listening, assessing listening, concept of vocabulary, teaching vocabulary, assessing vocabulary, English song, song in teaching vocabulary and listening, previous study and hypotheses.

2.1. Concept of Listening Skill

Listening is a form of communication in which the listener attempts to create a meaningful interpretation of a text for a specific communicative purpose. It is an early skill and has been recognized as a key component in the language acquisition process. Individuals understand and take in the significance of what they hear through listening. Listening serves as a foundational element for all areas of language as well as cognitive growth, and has an important role throughout life in learning and communication, which is essential for effective participation in society. For students, listening is the first important step in understanding a language, especially English. It is a receptive skill and an important ability in the foreign language classroom as it provides input for students Nor (2014).

Listening according to Nation and Newton (2009) serves as the fundamental foundation for speaking the initial phases of language development in a person's native language, as well as in the natural acquisition of additional languages, rely on listening.

According to Nation and Newton (2009) there are two process of listening:

1. Bottom-up Processes

These refer to the way listeners build meaning by assembling the message step by

step from the spoken input, starting with the smallest units and working toward overall understanding. This process begins with the recognition of sounds (auditory and phonetic), then moves through identifying auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2. Top-down Processes

Top-down processing starts with the listener's background knowledge and expectations, which guide their understanding of the message. Rather than focusing only on the speech itself, listeners rely on their knowledge of the topic, situation, and structure of communication to anticipate what might be said. They then match parts of what they hear to confirm, revise, or expand on those expectations. A key element in this process is making inferences.

According to Yelnim & Kartawijaya (2021) listening is a very important skill for language acquisition, and to truly master a language, a person must be good at listening. As one of the receptive skills, listening involves students in capturing and interpreting English input. The act of listening comprises five key components: hearing, attending, understanding, responding, and remembering. A listener who struggles with listening skills will find it challenging to understand the messages conveyed by the speaker.

Listening is a vital language skill, necessitating an actual interest in understanding others, along with an attitude of respect and acceptance. It calls for an open mind to appreciate different perspectives. Effective listening demands significant concentration and energy, requiring active participation. The process includes a sender, a message, and a receiver, and it encompasses the mental activities of receiving, focusing on, making sense of, and reacting to both spoken and non-verbal communications. Learners develop a deeper understanding of vocabulary, which is critical for their overall language development and academic success. The combination of proper learning media not only increase vocabulary acquisition but also enlarge greater achievement and knowledge during the learning process Tyagi (2013).

Listening skill is the ability to identify, understand, and interpret what others are saying. This involves active listening, which extends past just understanding the message to include an empathetic understanding of the speaker's intention. Listening is a complex cognitive process that can be enhanced by engaging students' prior knowledge to help in their understanding of what they hear (Nurteteng et al., 2018).

In conclusion, listening is a vital skill in the learning process that extends beyond simply hearing words; it represents a genuine commitment to understanding others. This skill requires respect, acceptance, and an open mind, allowing us to appreciate diverse perspectives. Effective listening demands our full attention and energy, making it an active process involving a sender, a message, and a receiver. By embracing the art of listening, we can acquire deeper connections and significantly enhance our communication abilities, ultimately enriching our learning experiences.

2.2. Teaching Listening

Listening is a receptive skill, and these receptive skills provide a foundation for productive skills. When students engage in production activities, the teaching becomes more interactive. This highlights the importance of integrating language skills in the classroom. There are two key reasons to incorporate integrated activities in language lessons:

1. To practice and enhance students' use of specific language structures or functions.
2. To improve students' ability to use multiple skills in authentic contexts and communicative situations.

The listening process can be categorized into three stages according to Saricoban (1999) there are pre-listening, during listening, and post-listening, with the pre-listening stage requiring a clear purpose. The pre-listening stage lays as the foundation for effective listening. During this phase, teachers help students draw on their prior knowledge and present the topic at hand. The main goal is to define a specific purpose for listening. When students know what to listen for, their focus and comprehension of the material improves. Typical activities in this stage include

discussing relevant topics, predicting content based on visual cues or titles, and learning important vocabulary. The connection between expectations, purpose, and understanding is vital therefore, teachers should offer clear directions before the listening begins.

In the while-listening stage, also known as the during-listening phase, students actively engage with the audio content. This is the moment when learners utilize their listening skills to identify main ideas, specific details, or implied meanings. It's important to guide students in this phase without overwhelming them. Activities can involve answering understanding questions, taking notes, completing task, or recognizing significant phrases. Teachers should encourage a focus on content, even when the audio features hesitations, repetitions, or minor grammatical mistakes things that are often found in natural speech. Teaching students to listen for meaning instead of perfection fosters real-world communication skills.

The final phase is the post-listening stage, where students think about and respond to what they have heard. This stage reinforces their understanding and supports further language growth. Follow-up activities such as summarizing the audio, discussing the topic in pairs or groups, or writing a response can improve understanding and integrate listening with other language abilities. Moreover, this stage allows teachers to evaluate students' understanding of the material and offer corrective feedback as needed.

There is a strong connection between expectation, purpose, and understanding, which is why it's important to show a purpose for our students. We should teach learners to understand the content of conversations while disregarding repetitions, hesitations, and grammatical errors. A significant challenge lies in how listening materials are delivered to students. It's essential to provide a clear introduction to what they will hear, incorporate visual resources to enhance understanding, and present questions and tasks that help clarify their understanding without causing confusion.

According to Yuliarini (2022) listening is crucial because its significantly enhances other skills, particularly speaking. This ability improves with continuous exposure to English, which in turn influences how we articulate our thoughts in the language.

Strong listening skills are the foundation for developing both speaking and writing abilities. Furthermore, effective communication with others necessitates understanding what they are saying. Therefore, having trained listening skills allows us to engage in more natural conversations with others.

The listening process consists of five stages:

1. Hearing

This initial stage involves the listener responding to sounds due to the stimulation of sensory nerves in the ears, or simply enjoying the sound.

2. Understanding

Understanding involves interpreting the meaning of words, phrases, and sentences by connecting them with prior knowledge, context, and experience. The listener identifies symbols and sounds, such as recognizing specific vocabulary, grammatical structures, and intonation patterns used by the speaker.

3. Remembering

This crucial stage requires listeners to not only understand the information but also retain the words in their memory.

4. Evaluating

Before a message concludes, this stage involves active listeners sorting facts from opinions and assessing the content.

5. Responding

In the final stage, the listener provides feedback, indicating whether the sender has successfully communicated their message.

2.4. Assessing Listening

Listening contains various subskills, according to Brown (2007:307-308) as cited at Nurweni (2019) categorizes into two main groups: microskills and macroskills. Microskills focus on skills related to individual sentences, while macroskills focus on listening comprehension at the discourse level.

According to Hughes, as cited in Kadaryanto and Cori (2011), there are two main divisions in terms of the listening skills:

1. Macro Skill

Macro skill refers to the listener's ability to understand the overall meaning of spoken language. This includes listening for specific information, identifying the main idea, and grasping the general message conveyed in the spoken text.

2. Micro Skill

Micro skill refers to understand what someone says, a listener has to interpret intonation pattern (such as stress and rhythm), identifying grammatical functions (like questions or commands e.g. sit down!), understanding cohesive devices (like such as or which), recognizing parts of a sentence (subject, verb, object, etc.), and noticing discoursemarkers (like Well, Oh, Now, or Finally).

Assessing listening involves determining whether an individual has developed the previous microskills and macroskills. When students possess these subskills, they are more likely to understand what they hear. Listening assessment can be conducted through structured evaluations, which effectively measure students' listening microskills and macroskills.

Several test formats can be employed to assess listening microskills, including true-false items, sentence completion tasks, multiple-choice questions, and cloze tests.

1. True/False

This format assesses students' ability to determine between different consonants.

2. Sentence Completion

The teacher reads a sentence aloud, and the student is required to listen and complete the sentence.

3. Multiple Choice

In this format, the teacher gives a question with multiple answer options, and students must select the correct answer.

4. Cloze Test

To evaluate listening skill, teachers prepare a text in two versions. The first version remains unchanged, while the second version retains the first two sentences intact, and every seventh content word in the subsequent sentences is skipped and replaced with a blank. During the assessment, each student receives the second version, while the teacher reads the first version aloud. Students must then listen to the text and fill in the blanks with the words they hear.

Procedure of developing Listening Assessment based on Nurweni (2019):

1. Determine Listening Competence

In a teaching context, teachers should align their instruction with specific competencies outlined in the syllabus or curriculum that students are expected to achieve. In this case, SMP Kartika II-2 Bandar Lampung, eighth-grade students will learn about the past tense based on the English textbook and the teacher's interview.

2. Decide the Format for Listening Assessment

Based on the identified competencies and listening indicators, teachers can select a listening assessment format to evaluate students' listening skills, whether it be artificial or authentic assessment.

3. Decide on the Number of Tasks

Teachers need to consider the semester's time allocation and evaluate if a single task will enough assess a student's listening ability. In this case, based on the teacher's interview 30 number of task is enough to test the students.

4. Plan Time Allocation

When determining time allocation, teachers should consider the overall time available for testing throughout the semester, as well as the number of test items and tasks given to students. Generally, two tasks may suffice to assess listening abilities. The time allocation for one learning hour is 40 minutes, and in one day, students will learn English for two learning hours. In this semester the student will

learn listening and vocabulary for 3 meetings. The number of test will be 15 listening tests and 15 vocabulary tests.

5. Create Listening Test Items and Tasks

While drafting listening test items and tasks, teachers should take into account the basic competencies to be evaluated, time allocation, and the academic abilities of the students.

6. Conduct the Listening Test and Tasks

Teachers should ensure that the test and tasks are valid, instructions are clear, test duration is specified, facilities are good, and the testing environment is conducive. During the assessment, teachers should observe students and make notes on their behavior and any difficulties encountered.

7. Revise Test Items and Tasks for Future Use

After administering the tests and tasks, teachers should analyze students' difficulties, their responses to test items, and their performance during tasks. This analysis will inform revisions of the test items and tasks for following assessments. The test will be validated by 1 lecture from English Department.

2.5. Concept of Vocabulary

Vocabulary, as defined by Hatch and Brown (1995), is essentially a collection of words associated with a specific language or a selection of words that individuals might use within that language. There are five crucial steps involved in expanding students vocabulary first, encountering new words, second understanding the form of the word, third getting the words meaning, fourth consolidating both the form and meaning in memory and finally, actively using the word in context.

Vocabulary refers to a set of words collection that can be arranged to form sentences and has meaning. The more learners knowledge about their vocabulary, the easier it becomes for them to follow the other key language skills it is speaking, listening, reading, and writing. Essentially, vocabulary plays a fundamental role in effective communication. Without a strong grip of vocabulary, students may struggle to understand or convey meaning, which can hold up the learning process. This is why,

according to Manda et al., (2022), vocabulary is considered one of the most essential elements for beginners to master when learning a new language. Mastery of vocabulary serves as a foundation, allow learners to build their linguistic skills and enhancing their overall ability to communicate effectively in the target language.

According to Putri (2013), vocabulary cover the words that individuals need to know in order to communicate effectively. This can be break down into expressive vocabulary, which refers to the words used in speaking, and receptive vocabulary, which refer to the words understanding while listening. Vocabulary serves as a key instrument for deliver and processing meaning, allowing learners to express their thoughts clearly and effectively. Building a strong vocabulary is crucial for students as it forms the foundation of their academic journey. To support this, teachers play an essential role in providing the right tools and resources, such as appropriate media, to strengthen the learning experience. By doing it, the teacher can help learners develop a deeper understanding of vocabulary, which is critical for their overall language development and academic success. Vocabulary mastery is the ability to understand, recall, and accurately use a wide range of words in a specific language. It involves knowing the meanings of words and understanding how to use them correctly in various contexts.

From the definition above, it can be concluded that vocabulary is a crucial element in language learning, serving as the foundation for communication and knowledge. It cover both expressive and receptive aspects, allowing learners to articulate their thoughts clearly and understand spoken or written language effectively. Therefore, vocabulary acquisition is critical for successful language development and academic achievement, and it requires proper guidance and resources to enlarge effective learning.

2.6. Teaching Vocabulary

According to McCarten (2007) learning vocabulary presents a challenge for students, mainly due to the massiveness of the task and the various types of vocabulary that need to be received, such as individual words, phrases, collocations,

strategic vocabulary, grammatical structures, idioms, and fixed expressions. To truly learn a word, learners need to understand several aspects, including:

1. The meanings of the word
2. The spoken and written forms
3. The components of the word (like prefixes, suffixes, and the root form)
4. The Its collocations
5. The register it belongs to
6. The Its connotations
7. The frequency of use

A key strategy for vocabulary acquisition that Nation (2001) refers to as "noticing" involves recognizing a word as something to be learned. This perspective emphasizes that understanding what to focus on is crucial for effective learning. Teachers can foster this habit by clearly specifying in their instruction and assignments which vocabulary items need to be learned, identifying each as a single word, a phrase, a collocation etc along with its planned use (for active usage or passive recognition). Teaching materials can assist in this reference :

1. Providing clearly marked vocabulary lessons
2. Highlighting target vocabulary for focused practice and consistent review
3. Providing vocabulary lists for each lesson
4. Incorporating structured vocabulary notebook exercises to direct student attention to specific vocabulary sets or features

2.7. Aspects of Vocabulary

According to Adnyani & Dewi (2020) teachers instruct students to understand the meanings of words based on their context for several reasons. Firstly, there are numerous words that learners need to learn. Secondly, acquiring vocabulary is a cumulative process that requires exposure to words over time. Thirdly, word instruction should be focused and manageable. Lastly, mastering words involves understanding various aspects, such as their

1. Meaning involves knowing the definition of a word, including both its literal and implied senses, which help learners understand how the word contributes to communication.

2. Form refers to the structure of the word, including its spelling, pronunciation, and morphological components such as prefixes, suffixes, and root forms.
3. Usage covers how the word is correctly applied in context, including its grammatical patterns, typical collocations, register (such as formal or informal use), and its connotation.

To enhance this noticing strategy, teachers should present engaging and various content, using different methods to introduce vocabulary, such as images, sounds, and diverse text formats like stories, dialogues, web pages, questionnaires, and news articles. These contexts should align with the interests of the students. Additionally, practice activities should be diverse and cater to different proficiency levels, ranging from simple repetition to opportunities for meaningful, personalized use of the vocabulary.

2.8. Assessing Vocabulary

Vocabulary is identified as a key focus area in language education, necessitating assessments to track learners' progress in vocabulary mastery and to evaluate whether their vocabulary knowledge sufficiently meets their communication needs. Assessing vocabulary appears to be quite simple, as there are easily accessible word lists to help in selecting a group of words for testing. Furthermore, there are several well-established item formats that are easy to implement for vocabulary assessments. Here are a few examples:

1. Multiple-choice (Choose the correct answer)

This test format presents a vocabulary word (or a sentence with a missing word) followed by several possible answers. Students choose the option that is the best match.

2. Completion (Fill in the missing word)

In this type of test, students receive a sentence with a blank and are required to fill it in with the correct word from a provided list or from memory.

3. Matching (Match each word with its meaning)

This test format offers a list of words on one side and connected with the definitions or synonyms on the other. Students must pair each word with the right meaning.

According to the "Assessing Vocabulary" book by Read (2000), these test items are straightforward to write and to score, making them a practical use of assessment time. In particular, multiple-choice questions are widely used in standardized assessments. A professionally designed multiple-choice vocabulary test offers high reliability and effectively differentiates learners based on their levels of vocabulary knowledge.

2.9. English Song

In the teaching process, teachers should incorporate a variety of media to increase and motivate students in their learning. It is essential for teacher to create a teaching environment that is both enjoyable and interactive. Learners benefit from lessons that are not only informative but also fun, as this helps to keep their interest and enhances their understanding of the material. This approach not only fosters a positive classroom atmosphere but also encourages students to participate actively in their education, leading to better knowledge of information and a deeper appreciation for the subject matter. According to Adnyani and Dewi (2020), song is a relatively short musical composition intended for the human voice, usually accompanied by words or lyrics. It combines melody and rhythm to create a cohesive piece of music that can be sing.

A song consists of meaningful words and sentences that connect with one another, incorporating tones, intonation, and rhythm. According to Pratiwi (2018), a song is a brief musical composition typically featuring lyrics. It blends melody and vocals, although some composers create instrumental pieces or musical works without words that imitate the qualities of a singing voice. Songs serve as an excellent language resource, combining culture, vocabulary, listening skills, grammar, and various other language components into just a few lines of rhyme. Songs can be valuable resources for learning vocabulary, sentence structures, and sentence patterns, as well as listening. One of the biggest advantages of using songs in the classroom is that they can make learning enjoyable.

According to Israel (2013), the case study showed that song improves academic skills, song serves as a form of communication that go beyond barriers such as language, culture, beliefs, age, gender, and nationality. It is a fundamental aspect of human existence. Depending on personal preference, song can calm and relax, inspire, and motivate. When used thoughtfully in learning environments, it can significantly enhance the learning experience.

In conclusion, incorporating with song into the teaching process significantly enhances student engagement and motivation. A dynamic and interactive learning environment that includes enjoyable elements not only captures students' interest but also fosters a deeper understanding of the material. Songs, in particular, serve as effective tools for learning language skills, vocabulary, and cultural context while making the learning experience enjoyable. Overall, integrating song and diverse media into education enriches the learning experience, leading to more effective teaching outcomes and a greater appreciation for the subject matter among students.

2.10. English song in Teaching Vocabulary and Listening

The use of songs can significantly enrich students' English vocabulary. Teachers play a crucial role in vocabulary instruction, aiding students in expanding their word bank and improving their language skills. According to Nemtchinova (2020) language teachers have used technology for enhancing listening skills for many years. Ranging from traditional tools like analog audio systems and language labs to modern, Internet-based resources, technology enriches students' learning experiences by offering real and engaging encounters with the language. Through audio technology, learners are exposed to a various range of speakers, voices, accents, contexts, and culturally rich content, while also allowing for additional practice beyond the classroom setting. This technology is accessible and often available with no cost. It not only saves a teacher's energy and vocal resources but also gives learners a extent control over their listening experiences. Unlike real time speech, which disappears once spoken, recorded audio can be paused and replayed multiple times to grasp meaning fully. Audio technology can enhance language instruction in numerous ways.

This technology could enrich the classes, think about the following:

1. The equipment (audio speaker) might be primarily managed by the teacher.
2. Teacher provide a work-sheet and activity.

Pre Activities

The lesson begins with the teacher greeting the students and checking attendance. To prepare students for the listening activity, the teacher introduces the topic by asking a few simple questions related to students' experiences and feelings that connect with the theme of the song. This activity is intended to stimulate students' prior knowledge and help them feel more engaged with the lesson.

After that, the teacher introduces the song and provides brief information about the singer and the general context of the song. Several key vocabulary items and grammatical forms, especially those related to the past tense, are also introduced to reduce students' difficulty when listening. At this stage, students are informed about what they are expected to focus on while listening to the song.

While Activities

In the while-listening stage, the teacher plays the song and asks students to listen carefully. During the first listening, students are encouraged to focus on the overall meaning of the song without doing any written tasks. This helps them become familiar with the sound and rhythm of the song.

In the next listening, the teacher distributes worksheets containing listening and vocabulary tasks, such as filling in missing words, matching vocabulary items, and answering multiple-choice questions. The song is played several times to allow students to complete the tasks and confirm their understanding. Through repeated listening, students are guided to identify the main idea of the song, recognize specific information, and understand vocabulary used in the lyrics.

After the tasks are completed, the teacher plays the song once more and invites students to sing along using the lyrics on the worksheet. The class may be divided into groups, and a karaoke version of the song is used to encourage repetition and pronunciation practice in a more relaxed atmosphere.

Post Activities

In the post-listening stage, the teacher and students discuss the answers to the worksheet together. The teacher provides feedback and explains difficult vocabulary or expressions found in the song. Students are given opportunities to ask questions about words or parts of the song they find confusing.

Next, students are asked to express their opinions or feelings about the message of the song using simple sentences. They may write one short sentence and share it with their classmates. The teacher also asks reflective questions, such as whether the song was easy to understand and how students felt during the listening activity.

To conclude the lesson, the teacher reviews the key points of the material, highlights what students have learned about vocabulary and listening, and closes the class by giving positive reinforcement.

2.11. Previous Study

Utilizing songs as a teaching and learning method or as an effective pedagogical tool can positively influence English learners by enhancing, expanding, and developing their vocabulary mastery and listening skills in an enjoyable and engaging way. Songs also serve as a suitable and entertaining medium for teaching English, making the learning experience more enjoyable for students.

The research conducted by Triwardani (2022) that using songs as a teaching tool is more effective for improving vocabulary mastery among fifth-grade students at SDIP Baitussalam Kuningan than traditional media. This conclusion is supported by data analysis and hypothesis testing, which revealed that the t-account (2.558) exceeds the t-table (2.201) at a significance level of 0.05. The experimental group also showed a significantly higher N-gain score compared to the control group. Employing songs in the classroom positively impacts students' English language proficiency. Furthermore, this finding suggests that future research could explore the use of digital media or applications to further enhance vocabulary learning.

This study involved 30 second-grade students at SMP Negeri 3 Merauke as the research participants. The results of the pre-test showed that students' vocabulary mastery was relatively low, with an average score of 40.66%. After songs were used

as a learning medium, the post-test results showed a clear improvement in students' vocabulary mastery. The average post-test score increased to 87.83%, which was much higher than the pre-test score. These results suggest that the use of songs has a positive effect on students' vocabulary learning. Songs help students understand and remember vocabulary more easily, as the learning process becomes more enjoyable and meaningful. In addition, the fun and melodic nature of songs supports better memory retention compared to learning vocabulary through regular sentences. Therefore, this study concludes that English songs are effective in improving students' vocabulary mastery, particularly among eighth-grade students at SMP Negeri 3 Merauke (Bawawa, 2020).

In addition statistical results conducted by Widyaningrum and Maharani (2025) showed the average score of the experimental class was 97.54, indicating that it was higher than the average score of the control class. The T-test analysis showed a value of $t = 36.894$ with a significance level of less than 0.001. This indicates a significant difference between the two groups, leading to the rejection of the null hypothesis (H_0). Therefore, it can be concluded that using English songs as a learning medium is effective in enhancing the vocabulary mastery of eighth-grade students.

Hasibuan (2021) carried out a study to improve the vocabulary mastery of twelfth-grade students at SMK Einstein School by using English songs in the teaching process. The study involved 30 students from class XII in the 2020/2021 academic year, and song lyrics were used as the main learning material. The findings showed that the use of English songs helped students learn and remember new vocabulary more easily and increased their interest in learning English. The results also indicated a clear improvement in students' participation and achievement throughout the learning cycles. The average score in Cycle I was 67.43, and it increased to 85 in Cycle II. These results suggest that English songs had a positive and significant effect on students' vocabulary mastery. Therefore, memorizing English songs can be considered an effective technique for improving vocabulary mastery, especially for twelfth-grade students at SMK Einstein School.

Zamin et al. (2020) conducted an experimental study involving two groups of students, consisting of 29 students in the control group and 24 students in the experimental group. A pre-test was administered prior to the treatment to measure students' initial understanding of English verbs, while a post-test was conducted after a one-month intervention. The results showed that the experimental group experienced a significant improvement in their overall performance compared to the control group. Further analysis using t-tests confirmed a significant difference between the pre-test and post-test scores of the experimental group. These findings indicate that students who were taught using songs demonstrated better understanding of English verbs than those who learned through conventional teaching methods. The study also suggests that the use of songs in the classroom has important pedagogical value, as it can assist English teachers in facilitating students' acquisition of English as a second language.

Another study by Nadiyya and Suryadi (2024) showed the findings of the research indicated a significant enhancement in students' listening abilities when they learned through English songs. This approach significantly boosted the listening skills of the experimental group. The study demonstrates that using songs and lyrics in the classroom is an extremely effective way to enhance students' listening abilities. The positive outcomes controlled from enthusiastic student engagement and improved listening comprehension skills. In summary, this research supports the inclusion of English music in language education as a powerful method for fostering listening skills. The good responses from students, along with the observed improvements in listening comprehension, highlight the effectiveness of this creative teaching strategy.

Yelnim and Kartawijaya (2021) conducted a classroom-based study that showed a noticeable improvement in students' listening skills after the use of songs in English instruction. The results indicated that students' mean score increased from 56.37% in Cycle I to 69.19% in Cycle II. This improvement suggests that the implementation of songs was effective in enhancing students' listening skills, particularly during listening lessons in the second semester at STIE-SAK, class 2M3, in the 2021/2022 academic year. Moreover, students displayed positive attitudes toward listening activities, showing greater interest and engagement in the

learning process. The study also found that using songs as a teaching medium helped increase students' motivation, allowed the application of various teaching techniques, and supported the development of students' background knowledge during classroom activities.

Ariani and Iswandi (2020) carried out a study that examined the use of English pop songs to improve students' listening ability among first-grade students at SMAN 10 Mataram in the 2020/2021 academic year. The participants were 25 students from class IPS 1. The study was conducted in one cycle using a pre-test and post-test to measure students' listening performance. The findings showed a clear improvement in students' listening ability after the use of English pop songs. The average pre-test score was 45, while the post-test score increased to 76. These results indicate that students' listening achievement met the Minimum Completion Criteria (KKM). Therefore, the researchers concluded that English pop songs were effective in enhancing students' listening ability.

Rohana and Saharani (2023) carried out a study involving 72 first-grade students at SMAN Gurah, Kediri. Students' listening achievement was measured using a listening test, and the data were analyzed through a t-test to compare the experimental and control groups. The results showed a significant difference between the two groups. The t-test value was 2.53, which was higher than the t-table value at the 0.05 significance level with 70 degrees of freedom (1.67). These findings indicate that the use of English songs in teaching listening had a positive impact on students' listening achievement. The study further revealed that students who were taught using English songs demonstrated better listening comprehension and higher classroom engagement compared to those who learned through conventional teaching methods.

Mubarak et al. (2020) conducted a study with eleventh-grade students at SMAN 13 Bone during the 2020/2021 academic year. The findings showed that students' listening skills improved after Disney's theme songs were used in the learning process. The average pre-test score was 66.43, while the average post-test score increased to 78.04. These results suggest that using Disney's theme songs was effective in enhancing students' listening ability. In addition, the study found that

songs helped introduce new language in a more natural way, improved students' pronunciation, increased their motivation during listening activities, and supported better memory retention.

Thus, although earlier studies have shown that English songs can help improve students' vocabulary mastery or listening skills, most of them still treat these skills as separate areas. In practice, vocabulary mastery and listening skills are closely linked, since students need enough vocabulary to understand spoken English, while listening activities also support vocabulary learning through meaningful exposure. This situation is also reflected in the teacher's interview, which reveals that students experience difficulties in both vocabulary mastery and listening comprehension at the same time. These conditions indicate that focusing on only one skill is not sufficient. Therefore, further research is needed to examine the impact of English songs on vocabulary mastery and listening skills simultaneously. Based on this consideration, the present study investigates the use of English songs as a teaching medium to improve both vocabulary mastery and listening skills of eighth-grade junior high school students.

2.12. Hypotheses

Based on the background of the problem and theoretical assumption above, the researcher formulated the hypothesis as follow:

H₀₁: There is no significant impact on students' vocabulary mastery after being taught by using English songs.

H₀₂: There is no significant impact on students' listening skill after being taught by using English songs.

H_{a1}: There is a significant impact on students' vocabulary mastery after being taught by using English songs.

H_{a2}: There is a significant impact on students' listening skill after being taught by using English songs.

This chapter has explained about concept of listening skill, teaching listening, assesing listening, concept of vocabulary, teaching vocabulary, assesing

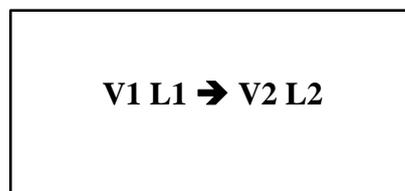
vocabulary, English song, song in teaching vocabulary and listening, previous study and hypotheses.

III. METHODS

This chapter discusses the methods of research that used in this study. This refers to design, variable, data source, data collection instrument, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

This research will use quantitative approach by conducted one group pretest post test design by using cluster random sampling. The design is depicted in the diagram bellow. There are two tests: T1 pre-test and T2 post-test. The formula can be seen as follows by Setiyadi (2018):



Notes:

V1 L1: Pre-test for students' vocabulary mastery and listening skill before treatment is given.

V2 L2: Post-test for students' vocabulary mastery and listening skill after treatment is given.

➔: Teaching vocabulary and listening through English song

3.2 Research Variables

To assess the influence of the treatments in this research, variables are defined as dependent and independent variables.

These are the variables:

X: English song as the independent variable.

Y: Vocabulary and listening as the dependent variable.

3.3. Population and Sample

The population of this research is eight grade of junior high school student of SMP Kartika II-2 Bandar Lampung. In this research the researcher uses one class as the sample students from 3 classes. The researcher will use cluster random sampling and for the material is Past Tense. The selected class will participate in pre-test and post-test to determine the use of English song in their vocabulary and listening improvement, the selected class is VIII A.

The research was conducted in a private junior high school with basic learning facilities, including classrooms. However, audio devices to support listening activities were provided by the researcher. In terms of gender, the participants consisted of 6 male students and 16 female students. This information is presented to describe the demographic characteristics of the research sample.

3.4. Research Instruments

The purpose of pre-test is to find out student' achievement before the treatment is given. Meanwhile, the purpose of post-test is to evaluate students' vocabulary mastery and listening skill after treatment is given.

Researchers use techniques to collect quantitative data. In this study, research instruments were used to assess whether the research objectives were reached. The instruments include vocabulary and listening tests, which consist of pre-test and post-test.

3.4.1. Instrument

The instrument used in this research is a test, The test consists of:

1. Multiple-choice items: the teacher give a student a question with multiple option, the student have to choose the correct answer.
2. Sentence completion: students are given incomplete sentences from an audio, and they are required to fill in the missing words as they listen to the audio.
3. Matching: this test format offers a list of words on one side and connected with the antonym or synonyms on the other. Students must pair each word with the right meaning.
4. True/False: is a type of assessment in which each question or statement requires the test-taker to decide whether it is true or false

These formats aim to measure students' vocabulary mastery and listening skill accurately.

3.4.2. Validity and Reliability

Validity and reliability are two aspects that are closely related to each other in a measuring instrument. When a measuring instrument meets the validity criteria, then in general the measuring instrument can be considered to meet the reliability criteria. (Setiyadi, 2018)

a. Validity

Content validity is related to all the items in instrument. To achieve this type of validity, the researcher should look at all the indicators in the form of question items and analyse whether the measuring instrument as whole represents the material to be measured. Content validity is related to the extent to which the preparation of the items in the test based on the curriculum.

b. Construct Validity

According to Setiyadi (2018) Construct validity is required for measuring instruments that have several indicators in measuring one aspect or construct. For example, if the instrument measure only one aspect such as Vocabulary. Construct validity can be measured by evaluating all the items. The researcher uses multiple choice and sentence completion questions as the test design and the question related to the vocabulary and listening.

To ensure the validity of the instrument, the researcher involves one lecturer from the English Department to review the try-out test through a validity form. The form is used to evaluate several important aspects of the test, such as the alignment of the test items with the objectives of the vocabulary and listening tests and their suitability with the students' level and learning materials. It also focuses on the clarity of the test instructions and the appropriateness of the test format in relation to the intended competencies. In addition, the form assesses the clarity of the language used in the test items as well as the quality of the audio used in the listening section.

c. Reliability

According to Setiyadi (2018), reliability refers to the consistency of a measuring instrument. When measuring the same subject at different times, the results should remain stable. To evaluate reliability in this study, the researcher use SPSS T-test.

In this study, split-half reliability is applied to ensure the consistency of the vocabulary and listening pre-test and post-test. The researcher divides the 25 vocabulary and listening test items into two groups based on odd and even numbers. The vocabulary test is constructed to measure different aspects of students' vocabulary knowledge. Items numbered 1 to 10 assess students' ability to use vocabulary appropriately in context, which represents the aspect of usage. In addition, ten items focus on word meaning, consisting of five synonym items and five antonym items. Another five items are designed as fill-in-the-blank questions to measure students' understanding of word forms. The listening test is developed to measure students' listening comprehension by addressing both bottom-up and top-down listening processes. It consists of 25 test items that require students to identify detailed information as well as grasp the overall meaning of the listening texts. To determine the reliability coefficient between these two groups, the Pearson Product Moment. The standard of reliability is described as follows:

- a. A very low reliability (ranging from 0.00 to 0.19)
- b. A low reliability (ranging from 0.20 to 0.39)

- c. An average reliability (ranging from 0.40 to 0.59)
- d. A high reliability (ranging from 0.60 to 0.79)
- e. A very high reliability (ranging from 0.80 to 1.00)

The correlation calculated in this study using Pearson Product Moment was 0.914 for vocabulary and 0.697 for listening. This value indicated that the test instrument used in this research had a very high reliability and a high reliability. The method works by dividing the test into odd and even numbers and correlating their results (Data in Appendix 6 and 7).

Once the correlation coefficient between the odd- and even-numbered items is obtained, the researcher applies Spearman-Brown's Prophecy formula to determine the overall reliability of the test. The analysis of the vocabulary test's reliability shows a remarkably high consistency, with a coefficient of 0.935 for vocabulary and 0.858 for listening. Both the Spearman-Brown Prophecy formula and the split-half reliability method gave similar results, showing that the test items had high reliability, even though different methods were used to assess consistency. This shows that the measurements are still reliable and trustworthy, regardless of variations in the calculation methods.

Table 3. 1 Vocabulary Reliability Statistic by Using SPSS

Correlation Between Forms		.842
Spearman-Brown Coefficient	Equal Length	.914
	Unequal Length	.914
Guttman Split-Half Coefficient		.654

Table 3. 2 Listening Reliability Statistic by Using SPSS

Correlation Between Forms		.535
Spearman-Brown Coefficient	Equal Length	.697
	Unequal Length	.697
Guttman Split-Half Coefficient		.478

The data collection techniques are as follows:

a. Pre-test

The pre-test was given before the researcher started vocabulary and listening instruction using English song as teaching instrument. This test was to assess students' vocabulary mastery and listening skill.

b. Treatment

Students are taught vocabulary and listening using selected English songs, based on the curriculum and lesson plan.

c. Post-test

The post-test was given after the researcher taught the students using English song. It is used to evaluate the level of improvement in students' vocabulary mastery and listening skill.

3.6. Data Analysis

To find out the improvement of students' vocabulary mastery and listening skill after being taught by using English song as a media in teaching vocabulary, to analyse the data the researcher using the SPSS T-test.

3.6.1. Data treatment

In this study, the researchers use the following procedures:

a. T-test

To measure if there is the improvement in students' vocabulary achievement and listening skill after being taught using English song as learning tool, the researcher conducted a statistical analysis using the Paired Sample T-test in SPSS.

b. Normality Test

The researcher uses a normality test to find out whether the data is distributed normally or not. The researcher applied the Shapiro-Wilk formula with the hypotheses as follows:

H₀: The data is distributed normally

H_a: The data is not distributed normally

In this research, the criteria for normality is if the significance value >0.05 , then the data distribution meets the assumption of normality, and if the significance value <0.05 , then the data distribution does not fulfill the assumption of normality.

The researcher used SPSS to determine the normality of the test. The results showed that for the vocabulary pre-test, the statistic was 0.915 with a p-value of 0.059 which was greater than the significance level of 0.05, indicating that the data was normally distributed. For the post-test, the statistic was 0.942 with a p-value of 0.093 which was also greater than 0.05, indicating that the post-test data was also normally distributed. These results indicate that the pre-test and post-test data are normally distributed. (Data in Appendix 14).

While the results showed that for the listening pre-test, the statistic was 0.915 with a p-value of 0.060 which was greater than the significance level of 0.05, indicating that the data was normally distributed. For the post-test, the statistic was 0.916 with a p-value of 0.062 which was also greater than 0.05, indicating that the post-test data was also normally distributed. These results indicate that the pre-test and post-test data are normally distributed. (Data in Appendix 15).

All of the above is what this chapter covers, such as research design, research variables, population and sample, research instrument and data analysis.

V. CONCLUSION AND SUGGESTION

This chapter presents conclusions generated from research findings and provides suggestions for researchers and teachers interested in integrated English songs into the learning process, particularly in teaching vocabulary and listening skills.

5.1 Conclusions

This study concludes that incorporating past tense instruction into English song activities plays a meaningful role in improving students' vocabulary mastery and listening skills. The improvement shown in the post-test scores compared to the pre-test results indicates that English songs, when used together with relevant learning material, help students develop their language skills more effectively. In addition, learning through songs creates a more engaging and enjoyable classroom environment, which encourages students to take part more actively in the learning process and supports better retention of new vocabulary.

The results of the statistical analysis provide further insight into the development of both skills. The paired sample t-test produces a Sig. (2-tailed) value of 0.974, which is higher than the 0.05 level of significance. This finding indicates that there is no statistically significant difference between vocabulary gain and listening gain, suggesting that improvements in vocabulary and listening occur at a similar level when English songs are used as a teaching medium.

These findings are in line with previous research highlighting the benefits of using engaging and varied media in language learning. Therefore, English songs integrated with appropriate grammatical material, such as past tense instruction, can be considered an effective teaching medium for junior high school students. This approach not only supports the improvement of vocabulary and listening skills but also increases students' motivation and involvement in English learning. Overall,

the integration of English songs into English instruction offers a practical and effective strategy for enhancing students' language development and learning experience.

5.2 Suggestions

Based on the findings of this study, the researchers would like to offer several suggestion:

Based on the researcher's experience throughout the teaching and research process, the use of English songs in the classroom can be more effective when teachers carefully plan the activities and select appropriate materials. English teachers are encouraged to choose songs that match students' language proficiency, lesson objectives, and learning focus. Songs with clear pronunciation, suitable tempo, and understandable lyrics help students follow the listening activities more easily. Integrating songs with specific language material, such as past tense usage, also allows students to learn vocabulary and grammar in a more meaningful and contextual way. To maintain students' interest, teachers are advised to use varied activities, including listening tasks, vocabulary exercises, and singing along, while creating a relaxed and supportive learning environment that encourages active participation.

From the researcher's experience, future researchers are suggested to conduct similar studies in different school settings or with a larger number of participants in order to obtain more comprehensive findings. Using different research designs, such as quasi-experimental or experimental approaches, may provide stronger evidence of the effectiveness of English songs in language learning. Future studies may also focus on other language skills, such as speaking, pronunciation, or grammar mastery, or explore the use of different types of songs and teaching media. This may help broaden the understanding of how English songs can be used to support students' language development and learning motivation.

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