



## Enhancing Second-Grade Students' Vocabulary Using YouTube Song Lyrics at MTsN 2 Wonosobo

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### ABSTRACT

*The aims of this research are: (1) to determine the effect of song lyrics of videos on YouTube as a learning media to improve students vocabulary skills. (2) to determine the different between students who use song lyrics of videos on YouTube as a learning media and students who do not use song lyrics of videos on YouTube. This research is a quantitative research with the type of experimental research carried out at MTsN 2 Wonosobo, with samples taken as 2 classes. Data collection techniques were carried out by means of observation, tests, and documentation. The results of this study indicate that: (1) the application of the learning method using song lyrics of videos on YouTube can improve the vocabulary skills of class VIII D students at MTsN 2 Wonosobo. (2) there is a difference in improvements students vocabulary skills between classes that use song lyrics of videos on YouTube as a medium of learning and classes that did not use song lyrics of videos on YouTube as a medium of learning. This is evidenced by the results of the calculation of the t test of 4.75 with a ttable at an error level of 1% = 2.68 and at an error level of 5% = 2.01. So it shows that tcount > ttable then H0 is rejected and H1 is accepted.*

### ABSTRAK

Tujuan dari penelitian ini adalah: (1) untuk mengetahui pengaruh lirik lagu dalam video youtube sebagai media pembelajaran untuk meningkatkan kemampuan kosakata siswa. (2) untuk mengetahui perbedaan antara siswa yang menggunakan video lirik lagu di youtube sebagai media pembelajaran dan siswa yang tidak menggunakan video lirik lagu di youtube. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian eksperimen yang dilaksanakan di MTsN 2 Wonosobo, dengan sampel yang diambil sebanyak 2 kelas. Teknik pengumpulan data dilakukan dengan cara observasi, tes, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa: (1) penerapan metode pembelajaran menggunakan video lirik lagu di youtube dapat meningkatkan kemampuan kosakata siswa kelas VIII D di MTsN 2 Wonosobo. (2) terdapat perbedaan peningkatan kemampuan kosakata siswa antara kelas yang menggunakan video lirik lagu di youtube sebagai media pembelajaran dan kelas yang tidak menggunakan

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video lirik lagu di youtube sebagai media pembelajaran. Hal ini dibuktikan dengan hasil perhitungan uji t sebesar 4,75 dengan  $t_{tabel}$  pada tingkat kesalahan 1% = 2,68 dan pada tingkat kesalahan 5% = 2,01. Sehingga menunjukkan bahwa  $t_{hitung} > t_{tabel}$  maka  $H_0$  ditolak dan  $H_1$  diterima.

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## A. Introduction

English is an international language that is important for us to learn. It is considered the official language in many countries. When we can master English, we will have access to the broader world and gain much knowledge. In our country, Indonesia, English has become a subject that somebody must learn in school. Because English is considered a foreign language in Indonesia, not a mother tongue, teachers in Indonesia must have creative and innovative skills to teach learners to learn English.

Vocabulary is one of the elements of English that students need to learn. It plays a crucial role in developing language abilities, such as speaking, listening, reading, and writing (N.H., 2019). Learning English means learning language components and language skills. Language components include grammar, vocabulary, pronunciation, and spelling, whereas language skills include speaking, writing, reading, and listening (N. M., 1982).

Many people whose mother tongue is not English or who do not learn English as a second language may first be exposed to English through popular English songs. We can search and see song lyrics easily on the internet, especially on YouTube. Song lyrics are a video that features the lyrics in the music, making it easier for the audience to sing when playing the song.

Nowadays, we can learn something through technology. One technology that can be used as a learning medium is YouTube. There are a lot of videos that we can watch on YouTube, like movies, songs, vlogs, and more. Songs have become

one of the media that can be used to learn English, significantly improving English vocabulary skills (Hirano, 2008).

Based on the phenomenon, the researcher wants to analyze the influence of song lyrics of videos on YouTube to improve students' vocabulary skills. Because song lyrics of video YouTube as a media make it easy to remember the vocabulary. Most students like to listen to music to learn. The researcher used English songs, especially song lyrics from videos on YouTube, to teach language to students so that students' vocabulary skills improve.

Research has shown that utilizing songs in language learning can effectively improve vocabulary skills (Aguirre et al., 2016) (Ennie et al., 2019). Incorporating song lyrics into the classroom makes the learning process enjoyable and engages students in a way that facilitates better retention of new vocabulary. Moreover, students often find the rhythms and melodies of songs easier to remember than traditional methods of vocabulary acquisition, leading to a more profound understanding of the language (Ennie et al., 2019). This method capitalizes on the affective benefits of music, as it creates a lively atmosphere that motivates students to participate actively in their learning process, thus enhancing their vocabulary development and overall language skills. Furthermore, the combination of singing and movement associated with engaging song lyrics helps to reinforce students' memorization techniques. It allows them to connect emotionally with the language, making vocabulary learning a more relatable and enjoyable experience (Ennie et al., 2019) (Vila, 2021). Additionally, integrating song lyrics into the curriculum addresses language anxiety, as students often feel more at ease in a playful and musical environment, which can significantly boost their confidence in using the language actively in class (Ejeng et al., 2020). This approach not only fosters a positive learning environment but also encourages students to practice speaking and comprehension skills in an enjoyable context, ultimately facilitating greater engagement and retention of new vocabulary through repeated exposure to the language presented in songs (Ennie et al., 2019) (Ejeng et al., 2020). In this regard, using song lyrics as a learning tool can significantly enhance students' interest and motivation, transforming vocabulary acquisition into a dynamic and enjoyable experience that benefits their emotional and

cognitive development in language learning (Ennie et al., 2019). Moreover, previous research indicates that students are more inclined to participate and remain engaged in classroom activities when songs are utilized, reinforcing the notion that music is an effective motivational tool in language education (Aguirre et al., 2016). Moreover, the melodic phrasing and repetitive nature of song lyrics can aid in reinforcing vocabulary retention, as these elements facilitate deeper memory encoding, which is crucial for language acquisition in young learners (Werner, 2018). In light of these considerations, it becomes imperative for educators to explore innovative ways to integrate song lyrics into their vocabulary teaching methods, as this not only aligns with recognized pedagogical practices but also capitalizes on the natural learning tendencies of young students to engage with and retain new information through music and rhythm (Richards, 1969) (Ejeng et al., 2020) (Ennie et al., 2019) (Werner, 2018).

## **B. Method**

In this research, the researcher used the quantitative approach. Quantitative research methods are interpreted as research methods based on the philosophy of positivism, used to examine specific populations or sample data collected using research instruments; data analysis is quantitative/ statistical, to taste the established hypothesis (Sugiyono, 2019).

This research was conducted at MTSN 2 Wonosobo, which is located in Kalibeber, Mojotengah, Wonosobo. It was carried out from August 8 to August 28, 2022. The population in this research was all class VIII students at MTSN 2 Wonosobo, with 273 students for seven classes. The sample in this study is class VIII D, with 25 students as the experimental class, and class VIII G, with 25 students as the control class.

In this research, the researcher used three methods of collection data: (1) Test research, the researcher used a pre-test and a post-test. (2) Observation. (3) Documentation: Documentation in this research is done by collecting documents from archives, such as test results. In addition, this technique is used to capture visual learning activities in the form of photos or videos.

The data collection procedure in this research is as follows:

- Planning

The activities that had been carried out at the planning stage are:

- a. The researcher prepared a test for students. There are pre-test and post-test
  - b. The researcher prepared learning media in the form of laptops and projectors as tools to play song lyrics of videos on YouTube.
  - c. The researcher compiled observation guidelines.
  - d. The researcher compiled students' evaluation tools.
- Action
    - a. At the first meeting, the researcher gave a pre-test to students to determine the student's initial abilities.
    - b. At the second meeting, the researcher applied the vocabulary learning method using song lyrics from videos on YouTube.
    - c. At the third meeting, the researcher administered a post-test to students to determine their ability after treatment.
  - Observation

The research must observe the student's activity during the learning process, and the learning process can be implemented according to the lesson plan. Further analysis is carried out as the result of observations to determine the activity of students, teachers, and the course of learning.
  - Result report

The researcher concludes the research result and reports the research result in the form of data.

Of all the data collected during the study then analyzed theoretically:

1. Homogeneity test
2. Normality test
3. T-test
4. Gain test

### **C. Result and Discussion**

This section will discuss the findings from the pre-test and post-test scores of both the experimental and control classes. The primary objective of this analysis is to determine the effectiveness of the intervention applied in the experimental class compared to the traditional teaching methods used in the control class. By examining the differences in scores, we aim to assess whether

the experimental approach leads to improved learning outcomes.

**a. Pre-test and Post-test Scores of Experiment Class and Control Class**

After the results of the pre-test and post-test scores of the experimental class and control class were collected, the researcher carried out calculations to find the average, highest score, lowest score, and total. This can be seen in the table below:

Table 2.1

The Average Result of the Pre-test Experiment Class and Control Class

Data	Experiment Class	Control Class
N	25	25
Average	80,6	73,6
Highest score	95	95
Lowest score	55	60
Total	2015	1840

Table 2.2

The Average Result of the Pre-test Experiment Class and Control Class

Data	Experiment Class	Control Class
N	25	25
Average	90.8	75
Highest score	100	95
Lowest score	65	55
Total	2270	1875

**b. Homogeneity Test**

Homogeneity analysis was carried out on second-grade students of MTsN 2 Wonosobo, consisting of 8 classes with 273 students. In the homogeneity test using the Bartlet test (Rostina, 2016), the following values can be obtained:

Table 2.3  
 Homogeneity Test Analysis

Analysis	F <sub>count</sub>	F <sub>table</sub>
Homogenitas	1,384	1,983

Because  $F_{count} < F_{table}$  ( $1.334 < 1.933$ ), it can be concluded that the population of class VIII MTsN 2 Wonosobo is homogeneous.

**c. Normality Test**

The normality test is used to determine whether the data obtained are normally distributed or not so that the normality test analysis can be carried out as follows:

Table 2.4  
 Result of Pre-test Normality Test

Class	X <sup>2</sup> Count	X <sup>2</sup> Table	Desc
Experiment	5,61	11,07	Normal
Control	10,93	11,07	Normal

The technique used to determine the normality of this normality test is the use of the chi-squared formula (Sugiyono, 2017). From the results of calculations using the chi-square test in the table above, it is known that in the experimental class, the value of the X<sup>2</sup> count is 5.61, the X<sup>2</sup> table is 11.07, and in the control class, the value of the X<sup>2</sup> count is 10.93. The X<sup>2</sup> table is 11.07, which shows the normality test results.  $X^2 \text{ count} < X^2 \text{ table}$ , then the distribution of data used for research is standard so that it can be used for research.

**d. Hypothesis Test**

Hypothesis testing proves whether the proposed hypothesis can be accepted or not. This hypothesis is tested using the gain test and t-test.

1. Test T

Table 2.5

Result of T-Test Analysis

Hypothesis Test	T <sub>table</sub>		T <sub>count</sub>
	5%	1%	
Uji T	2,01	2,68	4,75

From the table above, the  $t_{count}$  is 4,75. Furthermore, the  $t_{count}$  is compared with  $t_{table}$  with  $dk = 25+25-2 = 48$ . with  $dk$  48 and an error rate of 5% = 2.01 and 1% = 2.68. Because  $t_{count} > t_{table}$  then  $H_0$  is rejected and  $H_1$  is accepted, it can be concluded that the use of song lyrics of videos on YouTube as a learning medium can improve students vocabulary skills.

2. Gain test

The gain test is used to determine the improvement in English vocabulary mastery in class VIII MTsN Wonosobo through the use of song lyrics learning media.

Table 2.6

Result of Gain Test

Gain Test	Control Class	Experiment Class
G	0,053	0,526

The control class gain test results obtained 0.224 results, and it can be concluded that the improvement in English vocabulary mastery in the control class is low, with the g test results  $0.1 < g < 0.3$ . The experimental class gained test results, which obtained 0.722 results. It can be concluded that the increase in the experimental class English vocabulary mastery is sufficient, with the g test results  $g > 0.7$ .

After all the pre-test and post-test data were collected, all the data were calculated to determine the improvement in students' vocabulary skills using



song lyrics of videos on YouTube as a learning media and those not using song lyrics of videos on YouTube as a learning media. Before entering the final stage of data analysis, the collected data was tested for prerequisites, namely the normality test and homogeneity test.

In the normality test, the researcher used the Chi Square ( $X^2$ ) in the pre-test score. In the experimental class, the value of the  $X^2$  count is 5.61, and the  $X^2$  table is 11.07, and in the control class, the value of the  $X^2$  count is 10.93, and the  $X^2$  table is 11.07, showing the results of the normality test.  $X^2 \text{ count} < X^2 \text{ table}$ , then the distribution of data used for research is expected.

Furthermore, the data that had been collected in the T-test. From the calculation results, it is obtained that the  $t_{\text{count}}$  is 7.48. Moreover, the  $t_{\text{count}}$  is compared with  $t_{\text{table}}$  with  $dk = 25+25-2 = 48$ . with  $dk$  48 and an error rate of 5% = 2.01 and 1% = 2.68. Because  $t_{\text{count}} > t_{\text{table}}$  then  $H_0$  is rejected and  $H_1$  is accepted, that the use of song lyrics of videos on YouTube as a learning medium can improve students vocabulary skills.

In addition to the t-test, a gain test was also carried out to determine the increase in mastery of English vocabulary using song lyrics of videos on YouTube as a learning media and those not using song lyrics of videos on YouTube as a learning media. From the calculation results, the control class obtained the results of 0.053. so it could be concluded that the improvement in the control class is low because the results of the g test are  $0.053 < 0.3 < 0.7$ . The results of the experimental class g test obtained 0.523 results, and it could be concluded that the increase in English vocabulary mastery of the experimental class was sufficient because the g test results were  $0.3 < 0.523 < 0.7$ . Based on these data, the researcher concluded that there was an increase in mastery of English vocabulary in the experimental class, which was higher than in the control class.

Based on these data, the increase in vocabulary skills in experimental class students using song lyrics of videos on YouTube as a learning medium is higher than in the control class without using song lyrics of videos on YouTube as a learning medium. In other words, the use of song lyrics and videos on YouTube as a learning medium can be declared effective in increasing students' vocabulary skills at MTsN 2 Wonosobo.

Based on the description above, it can be concluded that song lyrics from videos on YouTube help students learn vocabulary. This has many benefits, especially making it easier for teachers to deliver material and making the atmosphere fun and not boring so that students more readily accept the material being taught. Using song lyrics from videos on YouTube to learn vocabulary also helps students improve vocabulary mastery.

#### **D. Conclusion**

Based on research conducted on August 8-28, 2022, in improving students' vocabulary skills using song lyrics of videos on YouTube, the researcher drew the following conclusions:

1. Based on the hypothesis test with the t-test calculation, it is concluded that the hypothesis acceptance criteria is that  $H_0$  is accepted when  $t_{count} < t_{table}$ . In contrast,  $H_1$  is accepted if  $t_{count} > t_{table}$ . Based on the results of the t-test calculation, it shows that  $t_{count} > t_{table}$ . This is evidenced by the hypothesis test obtained  $t_{count}$  of 4.75. Furthermore,  $t_{count}$  is compared with  $t_{table}$  with  $dk = 25+25-2 = 48$ . with  $dk$  48 and error rate 5% then  $t_{table} = 2.011$ . from these results it is obtained that  $t_{count} > t_{table}$  ( $4.75 > 2.011$ ), meaning that the value of increasing vocabulary skills using song lyrics of videos on YouTube as learning media is better than students who do not use song lyrics of videos on YouTube as teaching media.
2. Based on the experimental class gain test results, the pre-test average value was 80.6, and the post-test average was 90.8, so the experimental class gain test results were 0.526 with moderate criteria. In calculating the control class gain test, the average pre-test value is 73.6, and the post-test average value is 75, so the control class gain test results are 0.053 with low criteria. Based on these data, song lyrics and videos on YouTube as a learning media effectively improve the students' vocabulary skills in the second grade of MTsN 2 Wonosobo.

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