CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

This study looks at how learning English through English songs improves students' vocabulary in English. Previously, this research was carried out by a number of researchers, each with its own set of findings and methods. In this situation, the previous study from previous researchers was used to find out the novelty in order to support and compare the findings of the previous study.

The first previous study was conducted by Rahmah, (2015) entitled "*The Effectiveness of Using English Songs from YouTube Towards Students' Vocabulary Mastery*." The purpose of the study was to know the effectiveness of English songs from Youtube for students' vocabulary and the researcher used a pre-test, post-test, and interviews with a technique of simple random. This study uses a quantitative method a quasi-experimental with two classes of junior high school students as a sample for the data collecting, which is VII-3 as an experimental class and VII-2 as a control class. The result of this study showed that there was a significant difference between students' achievement in mastering vocabulary which was taught with English songs from YouTube and without English songs from YouTube. Because the t-test (to) < t-table (tt) in a significant degree of 0.01, Ho (null hypothesis) is accepted. It can be concluded that English songs from youtube are effective and helpful for students' vocabulary mastery. It showed that the students who were given the treatment were better than those who do not give it. Another result based on the interview treatment showed that English songs from youtube were improving students' vocabulary mastery because they could answer the vocabulary questions.

Second study was conducted by Narayan, (2020) entitled *"Enhancing Learners Vocabulary Skills By Means Of English Songs – An Experimental"*. Using English songs will not only enhance the vocabulary mastery skills of the learners but at the same time it will motivate the learners to learn English better. The purpose of this study was to know that the use of English songs can improve intermediate students in vocabulary mastery. In this study, one class was used to be examined where, in one class, it was divided into 2 groups. In which the first group as the experimental class was given the task of thinking of a song and writing down each vocabulary based on the title of the song they got. After that, the teacher will play a song and later students will be asked to fill in the blank questions. For the second group the control class, the researcher conducted the research on the same day with the same task but without playing the song, and the students were told to fill in the blanks. The results show that the ability of learners in the experiment class to master vocabulary skills by listening to English songs is favorable, with a very good level of 86.43, and a good level of 61.76 in the control class. Based on the data gathered, it can be deduced that there is a significant effect of using English songs to improve vocabulary mastery skills for the selected school in the Wudaokou district of Beijing, China.

The Third previous study was conducted by Gushendra, (2017) entitled *"An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs."* The researchers did research on the significant effect of using English songs to improve students' vocabulary mastery. The data collection technique is almost the same as previous research; the only difference is that researchers use two classes as research samples. The sample was determined using cluster sampling, with each group having an equal chance of being chosen. The research found that the student's ability on the vocabulary mastery test in the experiment class was very good, at 82.25, and good in the control class, at 63.25. The significant value on the inferential analysis was 0.000 greater than alpha 0.05,

indicating that the alternative hypothesis (Ha) was accepted. It means that English songs can help students improve their vocabulary mastery.

Meanwhile, the study was conducted by Isnaini & Aminatun, (2021) with the title *" Do You Like Listening To Music?: Students Thought On Their Vocabulary Mastery Using English Songs."* state the use of English songs can be an alternative for teachers to teach students in learning English and the use of songs can relax students in learning. The researchers did the research with the qualitative method, which share a questionnaire and interviewed students about their thought on their vocabulary mastery using English songs. It was discovered that English songs have a significant influence on their English ability. Students also believe that English songs help them learn new vocabulary, unfamiliar vocabulary, and how to pronounce words correctly. The findings of this research are different from the previous studies because this research uses a qualitative method, meanwhile the previous used a quantitative method with experimental and control classes.

The last previous study was conducted by Farmand & Pourgharib, (2013) The study was about *"The effect of English Songs on English Learners' Pronunciation"* we can see that the use of English songs not only increases student vocabulary but also make students pronunciation in language an impact. The purpose of the eight-session study was to determine the effect of English songs on language learners' pronunciation. In this project, 30 intermediate-level students were divided into two groups. The pre-test measure of reading and pronunciation ability was first administered to both groups. The pre-test consisted of some song lyrics, and the English song was taught to the experimental group in 8 sessions with 15 minutes each of that. The results showed that the use of English songs had an impact on language learners' pronunciation, and it improved their oral production language.

Based on the previous study above, it can be seen that the use of songs in English lesson could improve students vocabulary mastery. In this research, intended to discover the influence of English songs from youtube to improve students vocabulary mastery. The main differences between this research and the previous research are the used of the method and the sample.In this research, the researcer will focus on using English songs from youtube as the media to teach.

2.2 Theoretical Framework

2.2.1 Concept of Vocabulary Mastery

The importance of vocabulary mastery in foreign language learning is unavoidable. Rai (2010) stated that vocabulary is a list of words, usually given in alphabetical order. Also, means the stock of words used by a person. Vocabulary plays an important role in how well learners speak, listen, read, and write. It is the fundamental building of learning processing, and mastering a sufficient amount of it becomes a prerequisite for learning language subjects.

Vocabulary is essential for success in understanding the language, speaking more effectively, and writing well. To master vocabulary, students must have a thorough understanding of the meanings, spoken forms, written forms, grammatical behavior, word derivation, collocations of words, register of the word - spoken and written, connotation or associations of the word, and word frequency (Thornbury, 2002). Learners should know and use the words that are appropriate for the purposes, and continue to learn new words for as long as they live. It is obvious that everyone who learns a language as a foreign language hopes to know and master the vocabulary in order to improve their language skills. To improve that skills, based on Arndt, H., & Woore, R. (2018). There are some aspects of vocabulary (grammatical function, spelling, word classes and meaning) were assessed.Also, according to Harmer (2007), there are some topics that have to be mastered

to help the students understand word meaning namely synonym, antonym, connotation and denotation, idioms, word combination or collocation, and grammar.

2.2.2 Concept of Songs

Songs are one of the most engaging and culturally diverse resources that can be used in language classrooms. For millennia, songs have surrounded humanity and served as a melodic way of expressing feelings, wants, hopes, and desires. Furthermore, according to Wangi et al. (2017), the environment produced by the song increases the ability to remember new vocabularies because people find it much easier to memorize something that is fun and melodic than a standard sentence. It occasionally contains rhymes and uses a language style that differs from that of a scientific or formal text. Which is written to be a song or musical to entertain or express the feeling.

There are four components of songs, there are lyrics, verses, refrain, and meter. Lyrics are a group of words that make up a song and are usually broken up into verses. According to Redlich in Andianto (2013), a song is a short composition usually for one voice based on a lyric or poem. A song's refrain is the repeated part that is usually broken up throughout the song. The final type is the meter, which measures the frequency of beats or bars. Songs can have one verse or several verses and refrains. It can also be used to express emotion, which songs have always had a place in the heart of people.

2.2.3 Concept of Youtube

YouTube is a media website for sharing online videos that are the most popular in the internet world (Rahmatika, et al. 2021). YouTube can be a valuable tool for teaching a variety of foreign language skills. Because, youtube as medium that can use it anywhere and anytime when it needed. YouTube videos, according to Watkins and Wilkins (2011), could be useful as a new activity.

Which it provided many videos that students can see and hear it. Also, youTube is the easier medium that can be used especially in learning language. According to Anggraini, et al. (2020), Youtube is also used for academic purposes for children. Children can also learn English by watching stories, music, or YouTube videos. By using Youtube as the medium in learning can make students more enjoy and easy to remember because students can watch, listen and read the word in the video. Using song from Youtube in students' vocabulary mastery is considered to be able to make the sudents easier to master vocabulary without pressure but fun (Rahmah, 2015). Which the use of Youtube in the learning process especially in English learning can be beneficial for students because learning can be fun and gain new knowledge in vocabulary.

2.2.4 Teaching Vocabulary using English Songs through YouTube

The use of media Youtube in language learning can stimulate students' interest in the subject. According to Rahmatika, et al. (2021) The use of Youtube as a learning medium aims to create interesting, fun, and interactive learning conditions and atmosphere. Youtube is presented with a video that can improve students' understanding of learning. Especially, English Songs through youtube which students usually enjoy to listen the music because they can learn and be entertained at the same time. Music can speak directly to the students' emotions while still allowing them to use their brain to analyze the music and its content (Nisa, 2019). As a result, they will not be bored or depressed by the material they will learn. The use of English songs through YouTube in teaching English has been done by several researchers and teachers in schools because this activity can attract students' interest in learning. Also, it is easy for students to find any kind of music on any platform that has been provided on the internet and there are various types of songs that are suitable for students who want to improve their vocabulary by listening to songs.

Listening to songs can give learners real-life language input which often makes it non-native English difficult to accept it. By listening to songs students can feel the rhythm, fascinate, and can be motivated in learning English because they might be curious about the real meaning of the lyric of the songs that they listen to. Several researchers and teachers in schools have used songs as media in teaching languages because this activity can stimulate students' interest in learning and many song platforms can be used as learning media, particularly to improve students' vocabulary mastery and listening skills. According to Listiyaningsih (2017), listening to English songs can help students improve their vocabulary mastery. Which, based on that students can increase their vocabulary by listening to songs because they are repeating songs, taking a note for unfamiliar vocabulary, and trying to memorize it.

Teaching vocabulary using English songs through YouTube can assist teachers in being more innovative in delivering material and helps students learn English in class, where students can develop their knowledge about language and can assist students in improving their vocabulary by listening to songs while learning English. According to Hasibuan, et al. (2023) Using English songs in teaching English is expected the students will learn to enjoy, joyfully, and be interested in learning English, focus on vocabulary, and of course, will help the teaching learning process reach optimally. There are also various types of genres of songs that are very suitable for students who are still in high school where understanding the language, getting a new idea, learning an accent, new vocabulary, and the meaning of the song itself is important. So, teaching English through English songs can have a positive impact on students' vocabulary because they frequently hear native speakers singing in a slow or fast manner, and this activity can be done both in and out of the classroom.

2.2.5 Advantages of Using English Songs in Teaching

The advantages of using English songs in teaching to improve students' vocabulary;

1. According to Kusnierek (2016), the advantage of using songs in English classes is that they provide linguistic material, such as vocabulary, pronunciation, or grammar. Which by using songs for learning can improve students' vocabulary which can gain knowledge about the new word and the use of word based on the context in the songs that students hear.

2. According to Nisa (2019), there are many advantages in using songs in the language classroom such as songs and music can be used to relax students and provide the enjoyable classroom atmosphere, songs contain examples of colloqial speech which the natural language of songs as opposed to the artificial language in many textbooks and it takes language input, and songs have much related to students interest. Which students who are overwhelmed or stressed can get benefit from it. Listening to songs, it can entertain students and makes students interest while they are learning because can stabilize their mental.

3. Most young learners love to listen to and to sing songs, song is one way to improve young learners' vocabulary that can make easy to memorize (Kurnia, 2017). Based on that in this research, by using songs for learning can improve students' vocabulary by memoryzing and listening to it the brain will recall every word and sentence that students hear which can give a good impact on students' vocabulary.

2.2.6 The Challenges of Using English Songs through YouTube

There are 2 challenges of using English songs in Teaching students to improve their vocabulary;

1. According to Wibowo & Kurniawan (2020) Disadvantages of using YouTube is the technical problems that challenging. Because it can waste time, when youtube is not premium it probably makes students to see the advertisement and poor connection. Perhaps, teachers can use youtube premium and use the better provider internet.

2. Accent is another problem faced by listener when listening to English songs. Which accent is a person's particular way or style in pronouncing a language where it is due to some factors that influence the person (Muhamad & Rahmat, 2020). That is the challenging when hear the songs which the accent is different with indonesia that students usually heard and students must understand the way the style of singer in pronounce the language. Because of that the teacher can provided a song that easy to listen and the lyrics well.

According to the advantages and challenges listed above, the researcher concluded that the use of songs in the teaching-learning process has more positive effects than negative effects.

2.2.7 Procedure of Teaching Vocabulary Using English Songs through Youtube

The procedure of teaching vocabulary using English Songs can be seen below:
Pre-Activity:

1. The researcher greeting to the students in the classroom and prays together before the class starts.
2. The researcher self-introduced to students.
3. The researcher tell the material and activity today.
4. The researcher motivates students to learn by presenting examples of the materials which can give the benefits and applicability of educational information in everyday life.

Main Activity:

a) **Pre-test:**

The researcher gives the pre-test to assess students' vocabulary, which is to know the students' ability about vocabulary and to identify which vocabulary they already know and do not know and then learn about it. The pre-test includes multiple choice which there are 40 questions related the vocabulary.

b) **Treatment:**

1. The researcher will give the relevant songs which using YouTube application include the lyrics and let them to read and ask them to mark the words of vocabulary that they don't know the meaning by themselves when hear songs.

2. Question and Answer session to help students which word they do not know the meaning and need clarity.

3. Discuss about the meaning of vocabulary based on the context in the songs.

4. After discuss, the researcher will ask the students to hear the songs, sing together with see the lyrics from youtube.

5. The last the researcher will give a work/games to fill in the blank of the missing lyrics from the songs.

c) **Post-test:**

In the last session of the research, the researcher will give the Post-test (multiple choices) same as the pre-test which to assses students vocabulary and to know their improvement in vocabulary after give the treatment. Then, researcher will compare the pre-test score and post-test score is there any significant improvement vocabulary of students.

Post Activity

1. Students get feedback from the learning process

2. Researcher provides feedback for students in the learning process.

3. Researcher gives motivation to students.

4. Students and researchers pray together and say the closing greetings.

2.2.8 Hypothesis

H0: English songs cannot significant influence students' ability to improve their vocabulary mastery at SMK AL IMAN 1 Tulang Bawang

H1: English songs can significant influence students' ability to improve their vocabulary mastery at SMK AL IMAN 1 Tulang Bawang