

SKRIPSI

**THE USE OF ENGLISH SONG IN LEARNING VOCABULARY
MASTERY AT ESADA COURSE IN YEAR 2023/2024**



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DEGREE PREREQUISITES

**THE USE OF ENGLISH SONG IN LEARNING VOCABULARY
MASTERY AT ESADA COURSE IN YEAR 2023/2024**

SKRIPSI

Presented to the Faculty of Education and Teacher Training in a partial
fulfillment of the requirement for the degree of strata 1 in English
Education Department



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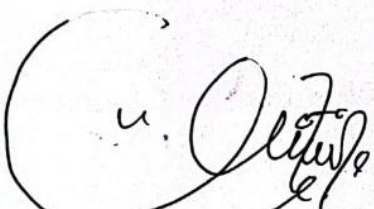
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This is certifying that sarjana's of **M. Alvin Khoirul Tamimi** has been approved by thesis advisor for further by board of examiners

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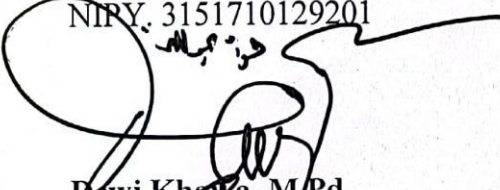
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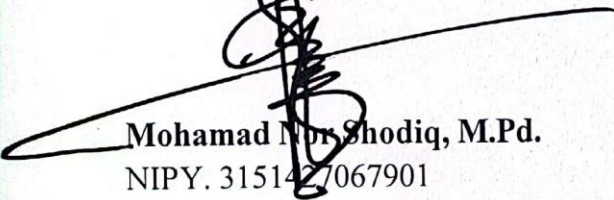
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1. This Thesis has never submitted to any other education institution for any other academic degree.
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M. ALVIN KHOIRUL TAMIMI

MOTTO

"Perjalanan seribu mil dimulai dengan satu langkah, dan setiap langkah
adalah pelajaran menuju tujuan."

– Lao Tzu

"Keberhasilan bukanlah akhir dari perjalanan, tetapi awal dari
tantangan baru
untuk terus belajar dan berkembang."

– Anonymous

DEDICATION

This thesis is dedicated with profound respect and deep love to:

1. My Beloved Parents,
For their endless love, unwavering support, and prayers that accompany my every step. You are the pillars of my strength and inspiration in every effort and hard work I undertake.
2. My Thesis Supervisor, Ahmad Faruk, M. Pd
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For the opportunities, facilities, and academic environment that have enabled me to develop myself and complete this study.

This thesis is the result of a long journey filled with challenges, and this dedication is a sincere expression of gratitude to all of you. May we share this pride together.

ABSTRACT

Tamimi, Alvin. 2024. The Use of English Song in Learning Vocabulary Mastery at Esada Course in Year 2023/2024

Keyword: English Song, Learning Vocabulary, Esada

The importance of English language proficiency has grown in the modern era, facilitated by technological advancements that enable global communication. Mastery of English vocabulary is essential, yet many students find it challenging. This research addresses the problem: "how do the students at the ESADA Course learn vocabulary mastery in English songs in year 2023/2024?". While the research objective of this research is to explore students learning vocabulary with English song in mastery vocabulary at ESADA Course in year 2023/2024.

The study employs a descriptive qualitative method, collecting data through observations and interviews with 15 basic-level students and a teacher at the ESADA Course. Observations were conducted during sessions where students listened to "Not You" by Alan Walker and "Something Just Like This" by The Chainsmokers. Interviews provided insights into students' frequency of listening to songs, vocabulary learning methods, understanding and pronunciation of new words, and their motivation to learn vocabulary.

The findings indicate that English songs significantly improve students' vocabulary acquisition. Songs with clear lyrics and slow tempos aid in the retention and understanding of new words. Repetition and group analysis of lyrics enhance comprehension and retention. Additionally, the use of songs increases student motivation and makes the learning process more engaging and enjoyable. In conclusion, incorporating songs into English language learning significantly boosts vocabulary mastery among students at the ESADA Course, enhancing both retention and engagement in the learning process.

ABSTRAK

Tamimi, Alvin. 2024. The Use of English Song in Learning Vocabulary Mastery at Esada Course in Year 2023/2024

Keyword: English Song, Learning Vocabulary, Esada

Pentingnya penguasaan bahasa Inggris semakin meningkat di era modern, didukung oleh kemajuan teknologi yang memungkinkan komunikasi global. Penguasaan kosakata bahasa Inggris sangat penting, namun banyak siswa yang menganggapnya sulit. Penelitian ini membahas masalah: "bagaimana siswa di ESADA Course belajar penguasaan kosakata dalam lagu berbahasa Inggris pada tahun ajaran 2023/2024?". Tujuan penelitian ini adalah untuk mengeksplorasi bagaimana siswa belajar kosakata melalui lagu berbahasa Inggris dalam penguasaan kosakata di ESADA Course pada tahun ajaran 2023/2024.

Penelitian ini menggunakan metode deskriptif kualitatif, mengumpulkan data melalui observasi dan wawancara dengan 15 siswa tingkat dasar dan seorang guru di ESADA Course. Observasi dilakukan selama sesi pembelajaran di mana siswa mendengarkan lagu "Not You" oleh Alan Walker dan "Something Just Like This" oleh The Chainsmokers. Wawancara memberikan wawasan tentang frekuensi siswa mendengarkan lagu, metode pembelajaran kosakata, pemahaman dan pengucapan kata-kata baru, serta motivasi mereka untuk belajar kosakata.

Hasil penelitian menunjukkan bahwa lagu berbahasa Inggris secara signifikan meningkatkan perolehan kosakata siswa. Lagu dengan lirik yang jelas dan tempo lambat membantu retensi dan pemahaman kata-kata baru. Pengulangan dan analisis lirik secara berkelompok meningkatkan pemahaman dan retensi. Selain itu, penggunaan lagu meningkatkan motivasi siswa dan membuat proses pembelajaran lebih menarik dan menyenangkan. Kesimpulannya, memasukkan lagu ke dalam pembelajaran bahasa Inggris secara signifikan meningkatkan penguasaan kosakata siswa di ESADA Course, meningkatkan retensi dan keterlibatan dalam proses pembelajaran..

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I hope this thesis provides benefits to the world of education. For the improvement of this thesis, I warmly welcome any constructive suggestions and criticisms. May God bless those mentioned above for all their sacrifices and efforts, which will be valuable and beneficial for their future success. Aamiin.

Banyuwangi, 6th July 2024

The Researcher

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CHAPTER I

INTRODUCTION

A. Research Background

Prehistoric times are defined as the period before writing was recognized as the language of human communication. History records that writing was first used by the Sumerians around 3000 BC (before christ). At that time, the Sumerians began using picture symbols formed into letters (pictographs) that represented sounds. These symbols or letters also have different forms of sound (mention) so that they can become words, sentences, and languages.

However, times have changed. Communication began to develop with the times. In this modern era, communication is not a difficult thing. We can search for information or communicate with anyone, anytime and anywhere with existing technology. To master technology, we also need language skills, namely the international language (English). (Henita: 2019) defines a language as a system of communication with other people that uses words, sounds, and symbols to convey ideas and meanings. Thus, language is necessary for human communication. There are numerous languages spoken in Indonesia, including several regional tongues. While English is a foreign language that is spoken and taught in schools, most people speak their native regional languages as their first language and Indonesian as their second.

In the process of teaching and learning English there are four skills needed, namely listening, speaking, writing and reading. As a foreign language, English is not easy to learn. Besides students having to master these four skills, students also have to master grammar, spelling, vocabulary, and pronunciation to support language skills. It is impossible to master English skills properly if you do not have mastery of vocabulary.

According to (Tarigan GH:1987) the first step that must be taken if we want to use English well is that we have to increase our vocabulary. Because, the more vocabulary we have, the easier it is for us to speak. If someone wants to speak English but they don't have a certain vocabulary, they won't be able to speak what they mean. The amount and quality of a person vocabulary determines the quality of his language skills. One person cannot describe and transfer ideas well to another and without a large enough vocabulary. On the other hand, some will not fully understand what the other person is typing to convey if the vocabulary not be mastery. Meliana et al (2018) said that vocabulary is one of the important aspects when people learn a language. Without learning vocabulary, people cannot communicate with others.

Vocabulary is generically defined as the knowledge of words and word meanings. In presenting English, especially vocabulary, teachers must be more creative in utilizing media, methods, techniques and learning strategies in order to help students gain a more interesting learning experience and increase their level of understanding. The teacher must also be skilled at implementing several strategies to help and increase students' vocabulary. And it can be a motivation for students to master vocabulary.

Thus, for learning to occur effectively, teachers must create a positive environment (Krashen, 1982). Songs can be used as a teaching technique in this situation to get beyond the inadequate productivity filter. Additionally, there are four reasons songs should be used in ELT courses, according to Eken (1996). First, songs can be used to introduce new terminology, a point, or even the day's theme. Second, music can assist make Lexis practice more manageable. Songs are useful as real resources for prolonged and intense listening. Through an indirect method, some teachers might utilize songs to highlight common errors committed by students. Songs are sometimes seen as a suitable starting point for stimulating conversations regarding attitudes and emotions. Not to mention, students can talk about the song in groups, which will improve their oral communication.

Lastly, songs can create a much more relaxed classroom atmosphere and contribute significantly to the fun variety of learning in language teaching. Most importantly, songs can

create imagination and creativity during second or foreign language teaching. In addition, as mentioned by Schoepp (2001), songs tend to provide opportunities for the development of automaticity, which is considered the main reason for their use in the classroom.

According to Gatbonton and Segalowitz (1988), automaticity is defined as "a component of language fluency, which involves knowing what to say and producing language quickly without pausing". In other words, songs can be used as an aid to automate the language improvement process. Sari et al. (2019) stated in their research that songs can be trusted to help remember vocabulary and use interesting songs in learning English. Thus, the researcher chooses the songs "Not You" by Alan Walker and "Something Just Like This" by The Chainsmokers for research on the impact of using songs to enhance students' vocabulary skills can be justified for various reasons. First, popular appeals which are both songs are popular and widely recognized, increasing the likelihood of students being familiar with them. Familiarity can positively impact engagement and interest in the learning process. Second, diversity in genre which is the songs represent different musical genres – Alan Walker's electronic style and The Chainsmokers' pop-rock infusion. This allows for the exploration of diverse vocabulary across various musical contexts. Third, lyrical complexity, the lyrics of these songs are likely to contain a mix of simple and complex language structures, offering a range of vocabulary suitable for different proficiency levels among students. Fourth, cultural relevance, the lyrics of these songs may touch upon cultural references or contemporary themes, providing students with insights into cultural nuances and language usage in real-life situations. Fifth, emotional connection, Music often evokes emotions. Selecting songs that have emotional depth can create a more profound connection to the vocabulary learned, aiding in better retention and understanding. Sixth, expression of different moods, "Not You" and "Something Just Like This" may convey different moods and tones, allowing students to explore vocabulary related to emotions, relationships, and various life scenarios. Seventh, variety in language styles, The Chainsmokers' song may have a more narrative style, while Alan Walker's electronic genre often includes metaphorical

expressions. This offers students exposure to different language styles and expressions. Eighth, comparative analysis, the choosing of two distinct songs enables researchers to conduct a comparative analysis of the impact of different musical genres and lyrical styles on vocabulary acquisition and retention. Ninth, artist recognition, Both Alan Walker and The Chainsmokers are globally recognized artists. Students may have a pre-existing interest in these artists, making the learning experience more engaging. Tenth, application in language learning, through study the impact of these songs on vocabulary acquisition, the research can contribute insights into effective ways of incorporating music into language learning curricula. Eleventh, contemporary relevance, both songs are contemporary hits, ensuring that the vocabulary and language structures studied are relevant to current trends in English usage. In summary, the selection of "Not You" by Alan Walker and "Something Just Like This" by The Chainsmokers for research provides a well-rounded opportunity to explore the diverse impacts of music on vocabulary acquisition among students.

Similarly, in the ESADA Course at Darussalam Islamic Boarding School, the English song is the means of attempting to grasp language. It is anticipated that kids will pick up new language quickly and that their vocabulary will grow. So, that there is no question about the pupils' caliber.

The purpose of this study was to learn more about the analysis of vocabulary acquisition in kids utilizing English songs. The primary topic of the study the fundamental participants' perspectives on how they learn vocabulary through English music. Descriptive qualitative research methods also be used in this study. The researcher utilizes the title is "The Use of English Song in Learning Vocabulary Mastery at Esada Course in year 2023/2024" based on the background information provided above.

B. Research Problem

Based on the background information above, there is a formulation of the problem, namely is "how do the students at the ESADA Course learn vocabulary mastery through English songs in year 2023/2024?"

C. Research Objective

The purpose of this research is to explore students learning vocabulary through English song in mastery vocabulary at ESADA Course in year 2023/2024.

D. Research Significant

1. Theoretical

Information about teaching vocabulary mastery to students at the Esada Course through the use of English songs will be provided by this research. Future scholars hoping to work in the same subject will find this research's explanation to be rather helpful.

2. Practical

Researchers wrote this research used by teacher, students, readers and researchers.

a. For Teachers

This research allows English teachers to get information and be able to choose the right strategy in teaching vocabulary. The strategy that can be applied is using the English Song strategy. The teacher is expected to be able to increase students' understanding by applying appropriate strategies in teaching vocabulary. So that students do not feel bored in teaching and learning activities and the process of teaching and learning activities becomes interesting and easy to understand.

b. For Students

The teacher believed that by using an English song, students would enjoy learning and teaching while employing a productive vocabulary-mastery approach.

c. For Readers

This study informs readers that using English songs is one of the main strategies for mastering vocabulary. To further advance and meet our demands, researchers also want feedback and recommendations.

d. Regarding Researchers

The purpose of this study is to determine whether or not vocabulary learned through English songs may be employed long after graduation and contribute significantly to the teaching and learning process.

E. Scope and Limitation

This study only looks at how students in basic classes at Esada Course in 2023– 2024 are mastering vocabulary through the usage of English songs. Students typically use an English song technique that has been recommended by the teacher or offered by the students themselves in order to learn vocabulary. The songs "It's Not You" by Alan Walker and "Something Just Like This" by Chainsmokers are suitable for usage.

F. Definition of Key Terms

1. Vocabulary

According to (cameron, 2001), the aspect of vocabulary mastery include pronounciaation, spelling, and meaning. Vocabulary is a collection of words that have been combined to give them meaning or significance is called a vocabulary. Because it is necessary for speaking, reading, and writing, vocabulary plays a significant role in a language. This implies that a person's large vocabulary and poor speaking abilities are directly correlated English Songs. Without a lot of vocabulary, it's impossible to use English correctly and clearly (Bridge & Buron, 1982).

2. English Song

English songs can help students become better speakers, listeners, readers, and writers, claims Suri (2014). It can also be used to teach language meaning, pronunciation, grammar, and spelling. Songs have a significant impact on pupils' vocabulary development, and learning songs by heart can aid in their goal of becoming fluent in English.

3. Esada Course

According to the ESADA course concept, a basic student is someone who has first classes in the ESADA Course, before they move on to the intermediate and advanced class stages. Basic classes are classes that must be taken with optimal effort, because if the initial stage is optimal, of course the next stage is not too difficult. For this research, the quantity of members they are 15.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the subjects studied by students in schools from elementary to tertiary levels. In learning English they must master vocabulary. Without mastering their vocabulary it will be difficult to learn English. (Hadi: 2020) said that it is impossible to be successful in learning any language, including English, without mastering vocabulary. Vocabulary cannot be separated from language. This means that vocabulary is an important part of language.

Vocabulary is the most important in language. Without vocabulary say, something language no can save all information in that language. People no could in manner effective communicate or express their thoughts or written. For support interaction speaker in communication, vocabulary becomes urgent because could be used as base for arrange say in order sentence which good. By because that, students must improve vocabulary say they are in language.

In the International Journal of Research in English Education by Iman Alizadeh, Schmitt states that vocabulary is knowledge of word meanings. Some experts define vocabulary as a list of words arranged alphabetically along with their definitions. (Hadi:2020) said that in mastering a word we do not only study its meaning, but also learn seven other aspects. All these properties are called word knowledge. (Alqahtani: 2015) there are two forms of vocabulary, namely receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes the words we use when we speak or write. The receptive vocabulary is usually larger than the productive one, and may include many words to which we give a particular meaning,

even if we don't know their full definitions and connotations or have used them ourselves when we speak and write. So, it can be concluded that everyone who is related to language teaching or learning must develop methods and strategies in mastering vocabulary.

The words we need to know in order to talk and listen clearly are referred to as expressive and receptive vocabulary, respectively, and together they make up our vocabulary. (Haerudin & Syafrizal, 2018) Roughly speaking, vocabulary is the list of words we learn in a foreign language. New vocabulary items, however, can consist of more than one word. Post office and mother-in-law, for instance, are two or three words that convey the same meaning.

Since a little vocabulary can impede communication success, vocabulary knowledge is frequently regarded as a crucial tool for English language learners and those learning a second language. English is a foreign language in Indonesia. Vocabulary acquisition in English is crucial for mastering all language abilities, including speaking, listening, reading, and writing.

Vocabulary knowledge is often seen as an important tool for learners of English or second language because a limited vocabulary in a language can hinder success in communication. In Indonesia, English is a foreign language. In learning English vocabulary plays an important role in all language skills (ie listening, speaking, reading, and writing). (Syafrizal & Haerudin: 2018) Acquiring adequate vocabulary is very important in the successful use language. Because without an extensive vocabulary, we will not be able to use the structures and functions we may have learned for comprehensible communication. Vocabulary can be defined as a number of vocabulary words in a language that contain information about the meaning, form, and use in the context of communication. This is basic knowledge that students must master before mastering English. According to (John Read: 2000), the term vocabulary knowledge refers to knowing the meaning

of a word and then the word must be similar to a synonym, dictionary, or equivalent word in the language of the learner.

b. Learning and Teaching Vocabulary

Both instructing and learning for everyone involved, learning English is, at its best, a stimulating, meaningful, and imaginatively vital experience that helps children become competent, confident, and creative adults who also develop favorable attitudes toward learning (Cremin, 2009: 1). According to the notion, teachers can use some components of this when instructing their younger students. These are the richest, most stimulating, most purposeful, and most imaginative features that must be able to help young learners improve their competence, confidence, and creativity as well as their positive attitudes about learning. Thus, in order for teaching to be successful, the teacher must meet the aforementioned requirements. Additionally, they must impart accurate knowledge while applying every component and inspiring students' zeal and resolve to take action. Teachers constantly aim to impart knowledge with purpose and creativity. As a result, it may spark students' interest and drive to learn more about English.

Not only do certain aspects require attention, but their effects also have to improve children's competencies, including their confidence in demonstrating what they possess or acting on a teacher's request. The next step in encouraging student creativity is to teach them something interesting, engaging, and enjoyable that will pique their attention while staying true to the teacher's intended curriculum. People get inquisitive about new things when they start to show interest in them. For example, Thorndike in Brown (2007:89) states that the "law of effect" highlights the significance of stimuli that follow a desired behavior.

Based on that concept, the instructor needs to be creative in order to present a positive picture to the pupils. They will so be stimulated to grow happier and more inquisitive. Additionally, the teacher must ensure

that the growth of the students has a positive impact on their attitude toward learning.

Additionally, the instructor must focus on the physiological aspects of their pupils or the developmental stage of the kids they instruct. As per Crinjs (Pidarta), children between the ages of 9 and 13 (referred to as the Robinson Crusoe stage) possess the following developmental traits: critical thinking, competitiveness, desire, and ability. They always have questions and want to do research in order to fully understand everything. They kept males and girls apart while living in groups. They mimic role-playing as if it were something they have always witnessed in the real world. (2007: 197).

Teachers can properly instruct young learners by taking advantage of their characteristic—a stage or period of development that is typically human—in order to increase student engagement and enhance their knowledge subtly. As a result, when kids acquire a foreign language, they won't feel pressured or bored.

2. Concept of the Song

a. Definition of the Song

A song is a musical creation that melds rhythm, harmony, and frequently lyrics to elicit feelings, narrate tales, or articulate concepts. Essentially, a song comprises an organized composition of musical notes, commonly grouped into verses, choruses, and other segments, forming a cohesive and unforgettable auditory masterpiece. As indicated by Singletary (2008), songs can encompass a variety of genres, such as pop, rock, classical, hip-hop, and more.

b. Role of Songs in Daily Life

Everywhere, songs have always found a place in people's hearts. It surrounds them wherever they go and whatever they do. Without language barriers or anything else, songs play a fundamental role in people's lives. It is believed that songs are deeply rooted in human nature. Today, one cannot avoid songs because now or then you will need them at some point in your life, as songs are a part of many phases of our lives. Wherever one goes, different types of songs are heard

and people tend to follow the rhythm of the song. However, as said by Murphey (1992), songs in schools during class hours are not so popular, as it is considered that during working hours one cannot waste time listening to songs. According to Dr. Siciliano (2013), music in everyday life is emerging as a book that contemporary scholars might do well to re-read.

c. The Advantages Of Songs In Teaching English

There are some benefits to teaching English using music (song), claims Jyothirmayee (2011:3).

- 1) Listening to song lyrics enhances comprehension skills
- 2) Music makes learning more motivating
- 3) Singing songs helps with proper pronunciation
- 4) Singing songs improves speech patterns and vocabulary
- 5) Music Promotes Memory
- 6) Music Enlivens Culture
- 7) Music Functions as a Stress Reliever
- 8) Music Conserves Time

There are numerous varieties of English, including Caribbean, American, British, and other varieties spoken in nations where English is the primary language. They all speak in distinct ways and occasionally use different terms when pronouncing words. In addition, they include millions or even thousands of words. For that reason, even though there are just a few words, it is very hard to teach them to kids at the same time. It will be simpler and more entertaining with music. Because, songs and music can be utilize to promote development in goal areas including language and communication, social engagement, and acquiring new academic concepts.

It serves a widely used amusing purpose in both individual and group human activities. Here, it is hoped that the music and lyrics (song) would serve a powerful purpose in helping pupils learn English, especially with vocabulary. Because kids can retain certain terminology while singing and directly reading the lyrics. Furthermore, the song's lyrics are unlikely to be quickly forgotten.

B. Previous Studies

As a comparison in this study, the researcher includes several journals and previous research to support research on English teacher strategies in teaching vocabulary. According to (Lestari & Hardiyanti: 2020), conducted research with the title—Vocabulary Learning Autonomy through Incorporation of English Songs: Indonesian EFL Student's Perspectives. The study aimed to determine the usefulness of learning English through songs in acquiring vocabulary independently. It involved 4 second- year students who took the English Study Program at a university in Yogyakarta. This research is descriptive qualitative, which uses observation and interview to collect data. By using cognitive and metacognitive strategies. The results showed that the four students applied autonomous vocabulary learning through songs. Slow tempo songs are preferred because the vocabulary spoken is clearer.

The second from (Narayan: 2020), conducted research with the title —Enhancing Learners Vocabulary Skills By Means of English Songs-an Experimental Study. This study aims to examine the use of English songs on vocabulary acquisition skills in an upper secondary class of 30 students with an experimental design. With the result that the learners' ability in mastering vocabulary skills by listening to English songs in the experimental class tends to be good, compared to those without listening to songs. This finding not only proves that the use of English songs can not only improve vocabulary acquisition skills, but also overcome learners' problems in improving their vocabulary acquisition skills.

And the last (Isnaini, Aminatun: 2021), conducted research with the title —Do You Like Listening to Music?: Students' Thought on Their Vocabulary Mastery Using English Songs. This study aims to find out students' thoughts about their vocabulary mastery by using English songs. This research uses descriptive qualitative, the subjects are 30 students of the English Education study program at the Faculty of Arts and Education, Universitas Teknokrat Indonesia. Data was obtained by distributing questionnaires and interviews. The results of the questionnaire showed that (96, 8%) of them agreed that English songs can affect their motivation to learn English vocabulary and skills, while the rest (3, 2%) said they disagreed.

Besides, Comparative analysis coming from two distinct song genres is the primary emphasis of this research, which sets it apart from earlier studies. So, the accounting for variations in the students' capacity is to learn language from the two songs.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study incorporates qualitative research, a type of investigation aimed at elucidating and scrutinizing phenomena, events, social activities, attitudes, beliefs, perceptions, and individual or group thoughts, as stated by Sukmadinata (2016) in his book. The researchers opted for a descriptive qualitative approach with data analysis conducted through interviews. The choice of a descriptive qualitative design is in line with the exploration of individual opinions, perceptions, and experiences, as suggested by Creswell (2002). The researcher employed descriptive analysis, focusing on evaluating students' vocabulary mastery through the use of English songs. The study's outcomes emphasize the interpretation of field data, presented in descriptive words rather than numerical tables with statistical measures, aligning with the aim of obtaining insights and descriptions of vocabulary acquisition among elementary level students in the ESADA course.

B. Research Setting

The research conducted at the ESADA Course, especially in the Musyarokah dormitory (A). ESADA Course or English association of Darussalam in an English course is located at Pondok Pesantren Darussalam Blokagung.

C. Research Subject

The participants in this research consisted of the foundational members enrolled in the ESADA Course, comprising a total of 15 members, all of whom were male.

D. Data Source

The data for this study are categorized into two types: primary data and secondary data. Primary data refers to information acquired directly by the researchers, often firsthand, while secondary data is sourced from existing materials. However, for this particular research, only primary

data is utilized. According to Husein Umar (2013: 42), primary data is obtained directly from the original source, either individuals or entities, such as through interviews or questionnaire responses commonly conducted by researchers. The number of students, 15 in total, is determined by examining the student attendance list.

Lastly, there is the method of self-recording, illustrated by the following example: "A student devised a small song in her personal notebook to practice the newly acquired words, presenting a creative approach to integrating music and vocabulary acquisition."

In this research, the significance of data sources lies in determining the research quality and reducing the risk of data manipulation through various research practices. Data sources were acquired directly from subjects who were examined as informants providing information. The primary data source in this study was the foundational students at the ESADA Course. Specifically, these were the students who were interviewed and observed to gather information regarding vocabulary mastery through the use of English songs. During the on-site visits, the researcher utilized various tools, such as stationery and cellphones, to record the outcomes of interviews with students.

E. Procedure of Data Collection

The data collection process stands out as a crucial stage in research, given that the primary objective of research is to acquire data. Without a clear understanding of data collection techniques, researchers may fail to obtain data that aligns with the specified data objectives. Data collection can occur in diverse settings, from various sources, and through different methodologies.

In this study, a variety of techniques were employed for data collection, including interviews, observation, and documentation. These three methods were utilized to gather comprehensive and complementary data and information regarding vocabulary mastery through the use of English songs.

1. Observations

In this study, the first step in data collection techniques carried out by the authors was observation. Observation is a technique or way of collecting data by

observing ongoing activities. Observations are used to obtain data about vocabulary mastery by using English song. In this observation, the researcher focused his observations on the vocabulary mastery by using English song. This study uses non participant observation techniques. (Syaodih: 2011) Defines non participant observation where researchers do not participate in activities, researchers only play a role in observing activities, not participating in activities.

So, the information obtained through the observation of students' engagement in the learning process, specifically focusing on the dynamics of the English learning environment, particularly in terms of vocabulary acquisition through the use of English songs. Then, in this study the researcher observe the students of ESADA course in basic class especially in using songs as learning vocabulary mastery.

2. Interviews

In the data collection process, the author's second method involves conducting interviews, as defined by Moleong (2002). An interview is characterized as a purposeful conversation between two participants—the interviewer, who poses questions, and the interviewee, who furnishes responses to those inquiries.

In the course of this research, the investigator held interviews with 15 basic-grade students at the ESADA Course, specifically focusing on the students' proficiency in vocabulary through the utilization of English songs. The information was obtained through interviews conducted during the students' English vocabulary lessons. Throughout the interviews, the researcher inquired about various aspects related to the students' acquisition of vocabulary.

The purpose of the interviews was to gather responses and information concerning how students acquire vocabulary through the use of English songs. In this context, the interview served as a means to verify the validity of the collected data.

F. Data Analysis

The data analysis approach employed in this study is descriptive analysis, which the researcher utilized to portray students' proficiency in vocabulary through the use of English songs. According to Noeng Muhadjir (1998), the concept of data analysis involves a systematic effort to explore and organize records of observations, interviews, and other sources to enhance the researcher's comprehension of the studied cases, ultimately presented as findings for others. To deepen the understanding of the analysis, further efforts are required to search for meaning.

Following the collection of necessary data, the researcher conducted a qualitative descriptive analysis, explaining the events or objects studied based on the directly obtained research results. The data analysis method employed in this case aligns with qualitative data analysis principles outlined by Miles & Huberman. This approach involves interactive and continuous qualitative data analysis at each stage of the research until completion, ensuring data saturation.

G. Data Validity

In qualitative research, the researcher articulates factual information as representations of the actual actions undertaken by the subjects. Due to the intricate nature of human attitudes, relying on a single method for collecting qualitative data is often deemed insufficient. In the qualitative study presented here, the researcher employed multiple methodologies to ensure the validity of the data, aiming to achieve accurate results.

Qualitative research places emphasis on data trust, and by validating the findings, the trustworthy nature of the data can be established. Validity holds significance in assessing the quality of research outcomes; hence, the researcher utilized triangulation as a technique to verify data validation.

As stated by Moleong (2017), triangulation is a method employed to verify the validity of data by incorporating something external—data from other sources for verification or as a comparison. The most commonly applied triangulation technique involves cross-checking through alternative sources.

Denzin, as referenced in Moleong (2017), categorizes four types of triangulation as examination techniques that involve the utilization of diverse sources, methodologies, investigators, and theories.

According to Denzin in (Moleong:2017), there are several kinds of data triangulation, namely by utilizing the use of sources, methods, investigators and theories, there are several types, namely:

1. Source (data) triangulation involves comparing and cross-checking the reliability of information obtained from diverse sources in a qualitative approach.
2. Method triangulation assesses data credibility by examining data from the same source using various techniques.
3. Investigation triangulation utilizes different researchers or observers to reevaluate the confidence level in the data. For instance, this can involve comparing the results of one analyst's work with those of other analysts.
4. Theory triangulation operates on the premise that certain facts may be difficult to verify for confidence level with just one theory but can be achieved by employing multiple theories, termed as a comparative explanation.

In this research, the investigators employed a form of triangulation, specifically utilizing data triangulation to assess the data's validity. In this approach, the researchers applied three distinct data collection methods: observation, interviews, and document analysis. To validate the data, a comparison was made between the information gathered through observation and that obtained from interviews. Following the observation of the English vocabulary teaching strategies, the researchers subsequently cross-referenced the data obtained from the interviews.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this part showed the results of the research that employed by the researcher. Based on the results of observation, documents, and interview the researcher found several points of findings. Here is as bellow:

a. Observation

1. First Observation

First observation conducted at evening after *Magrib* prayer in a date of 15th Mei, 2024. Before the class begins, the students at the ESADA Course gather in front of the classroom to recite *al-Qur'an* together after the *Maghrib* prayer, which is led by one of the tutors at ESADA. This activity creates a solemn and peaceful atmosphere. After the recitation, the students enter the classroom in an orderly manner. The tutor and I also enter the basic class to start the lesson.

Before the lesson on listening to English songs begins, all the class members gather and recite a prayer together. This is done to seek blessings and ease in the learning process that will take place. After the prayer, I distribute sheets of paper to each class member as a medium for noting down new vocabulary they find in the songs of “Not You” by Alan Walker and “Something Just Like This” by Chainsmokers that will be played.

The tutor then prepares the MP3 player and starts playing the selected English song. While the song is playing, I closely observe the students' learning process. The song is played three times to ensure all students can listen well and understand the lyrics. After the song finishes, the students begin to note down new vocabulary they have gathered from the song's lyrics on the

sheets I distributed earlier. They work with full concentration to capture every new word they encounter.

In this first observation, students were exposed to the song "Not You" and successfully acquired a range of vocabulary. The words and phrases identified by the students from the lyrics include "Not to say," "And," "I'm alive," "But is not you," "Mistake," "Feeling," "I've never," "Talk about," and "Draw." While in the initial listening of the song "Something Just Like This," the students were able to recognize a wide range of terms and expressions, which helped them expand their vocabulary. The words that are accepted are "Control," "Want," "Looked," "Before," "Somebody," "Keep," "Legend," and "Just." These terms demonstrate a mix of conjunctions, verbs, nouns, and phrases that are integral to understanding and constructing English sentences. The repetitive nature of the song's lyrics helped reinforce these words, making it easier for students to retain and comprehend them.

After finishing their notes, the students hand in their papers to me for further correction and evaluation. Then, the tutor leads a final prayer together as a closing to the day's learning activities.

2. Second Observation

In a second observation, the observation held at Thursday, 16th May 2024 after *Subh* prayer. After prayer, students gathered in front of the dormitory and began reciting or *lalaran* English vocabulary accompanied by the beating of drums (*gendang*). This activity was designed to help reinforce their memory and understanding of new vocabulary.

Before entering the classroom, the tutor instructed each member to speak in English with themselves. This was aimed at building their confidence and improving their speaking skills.

After a few minutes, the tutor then asked each member to start a conversation with another student, allowing them to practice and enhance their speaking abilities directly with their peers.

Once the conversation session was over, the students entered the classroom. As usual, before starting the lesson, they prayed together to seek blessings and smoothness in their learning process. After the prayer, as before in a first observation I distributed sheets of paper to each member to note down the vocabulary they would learn from the song to be played.

The chosen English song was then played by the tutor as she set up the MP3 player. To make sure they could hear and comprehend the song lyrics clearly, each member paid close attention as the song was played three times. Once the song was over, the kids started writing down new words they had learned from the lyrics on the pages I had given them.

In this second observation, students kept adding new words to their vocabulary by listening to the song "Not You." During this session, the terms "Live," "For," "Time," "You," "Not," "Feeling," "Take," "Never," and "I'm" were identified. These examples show a range of necessary verbs, prepositions, nouns, and pronouns, which helps pupils even more when building coherent sentences. The repeated and rhythmic structure of the song exposed the listeners to these words on a regular basis, which strengthened their comprehension and recall.

Students also were able to recognize and pick up new vocabulary in this second observation of the song "Something Just Like This," which included the terms "Go," "Superhero," "Something," "Want," "Somebody," "Face," "Like," and "Very." These phrases cover a wide range of speech components, including verbs, nouns, adjectives, and adverbs, helping you build a vocabulary that is well-rounded. The

song's catchy and repeated lyrics made it easier for the pupils to retain and comprehend these terms, proving how useful it is as a technique for improving vocabulary acquisition.

Then, after completing their notes, the students handed in the papers to me for correction and further evaluation. Before the lesson ended, the tutor led a closing prayer together, expressing gratitude for the knowledge gained.

3. Third Observation

On the evening of May 16, 2024, the third observation at the ESADA Course took place, focusing on enhancing the students' vocabulary acquisition through English songs and structured group activities.

The session began after the *Maghrib* prayer, which the students performed in congregation at the mosque. After the prayer, the students then entered the classroom, where they began the session with a collective prayer, seeking blessings and guidance for their learning activities. After the prayer, I distributed sheets of paper as before to each student for them to note down new vocabulary during the lesson.

Then tutor prepared the MP3 player and selected an English song like before. The students listened attentively as the song was played three times, ensuring they could catch and comprehend the lyrics thoroughly. During the song played, the students diligently noted down the vocabulary they had picked up from the lyrics on the sheets of paper. They worked with concentration, capturing every new word and phrase they could identify.

This third observation saw the pupils pick out more terms from the song "Not You," which expanded their vocabulary even more. The phrases and words that have been identified include "Where," "Make," "Face," "Life," "Time," "Found," "Mind," "Pretend," and "Talk." Then, in the other of the song "Something Just

Like This," which included the terms "Been," "Books," "Legends," "Gold," "Reading," "Old," "And," and "With." With their coverage of a variety of grammatical categories, including verbs, nouns, adjectives, and conjunctions, these words help to expand the pupils' vocabulary in a comprehensive way.

The students were greatly assisted in remembering and understanding these terms by the context and repetition present in the song's lyrics. They collected the papers into the tutor after they were done. The tutor led a closing prayer to express thankfulness for the knowledge learned before the session came to a close.

b. Interview

1. Interview to the Students

a) Songs in Learning Vocabulary

The study's findings highlight the effectiveness of using English songs as a tool for vocabulary learning. Most informants perceive this method positively, stating that song lyrics help them remember new vocabulary more easily. The repetitive and enjoyable nature of music, along with the contextual use of lyrics, aids in retaining vocabulary. When asked, "How do you feel about using English songs to learn vocabulary?" the majority of informants expressed that they found this method very effective, particularly because song lyrics are easy to remember and the music itself is engaging. A few informants preferred other methods but still acknowledged the benefits of using songs for vocabulary acquisition. So, here are the transcripts of interview.

Informant 1: "In my opinion, using English songs is quite effective for learning vocabulary, although it is not my main method for learning vocabulary."

Informant 2: "I find using English songs very effective in helping learn vocabulary because you can learn while enjoying the music."

Informant 3: "Using English songs are very effective in helping me remember new vocabulary more easily."

Informant 4: "In my opinion, English songs are very effective for learning vocabulary because the lyrics help me remember the words."

Informant 5: "I find using English songs very effective because song lyrics are often easy to remember."

Informant 6: "In my opinion, English songs are very effective for learning vocabulary because the melody helps me remember the words."

Informant 7: "I find English songs very effective for learning vocabulary, especially when the lyrics are easy to understand."

Informant 8: "Using English songs are quite effective for learning vocabulary, although I prefer other methods."

Informant 9: "In my opinion, English songs are quite effective for learning vocabulary, especially because I like music."

Informant 10: "I find English songs very effective for learning vocabulary because they help me remember words better."

Informant 11: "In my opinion, using English songs is very effective for learning vocabulary, especially when the lyrics relate to the material being studied."

Informant 12: "I find English songs very effective for learning vocabulary because the lyrics are often easy to remember."

Informant 13: "In my opinion, English songs are very effective for learning vocabulary because the lyrics help me remember the words."

Informant 14: "Using English songs are quite effective for learning vocabulary, although I prefer traditional methods."

Informant 15: "I find using English songs very effective for learning vocabulary because the lyrics are often easy to remember."

b) Understanding and Pronunciation of New Words

The study also reveals that listening to English songs helps learners understand and pronounce new vocabulary accurately. Many informants stated that songs provide good examples of word pronunciation in everyday contexts, helping them mimic the correct pronunciation. The rhythm and melody of songs further reinforce the correct pronunciation of words. While some informants prefer traditional text-based learning methods, the majority found songs to be a very significant tool for improving their pronunciation. This indicates that incorporating music into language instruction can be a fun and effective way to enhance pronunciation skills. So, here are the transcripts of interview below.

Informant 1: "I strongly agree that using songs helps me understand the meaning of new words better because the lyrics are often contextual. I also feel that songs have a big impact on my ability to pronounce new words because I often mimic the lyrics."

Informant 2: "I strongly agree that songs help me understand the meaning of new words better, especially if the lyrics are clear. I believe that songs also significantly impact my pronunciation because I can learn how to pronounce words from the lyrics."

Informant 3: "I strongly agree that using songs is very helpful in understanding new words because I can listen to them

repeatedly. I feel that songs have a significant impact, especially if the lyrics are easy to follow."

Informant 4: "I agree that using songs helps me understand the meaning of new words, although sometimes I still need to look up the meaning. Songs have a big impact on my ability to pronounce new words because I often mimic the lyrics."

Informant 5: "I agree that songs help me understand new words, especially if the lyrics are easy to understand. I believe that songs have a significant impact because I can learn pronunciation from the lyrics."

Informant 6: "I strongly agree that songs are very helpful in understanding the meaning of new words because I can learn while enjoying music. I feel that songs have a significant impact, especially if the lyrics are easy to follow."

Informant 7: "I agree that songs help me understand new words, although not always. I believe that songs have a significant impact because I can learn pronunciation from the lyrics."

Informant 8: "I agree that songs help me understand the meaning of new words, although sometimes I still need to look up the meaning. I feel that songs have a significant impact, especially if the lyrics are easy to follow."

Informant 9: "I am neutral about whether songs help me understand the meaning of new words because it depends on the lyrics. I believe that songs have a significant impact because I can learn pronunciation from the lyrics."

Informant 10: "I strongly agree that songs are very helpful in understanding the meaning of new words because the lyrics are often contextual. I feel that songs have a

significant impact, especially if the lyrics are easy to follow."

Informant 11: "I strongly agree that songs help me understand the meaning of new words, especially if the lyrics are clear. I believe that songs have a significant impact because I often mimic the lyrics."

Informant 12: "I strongly agree that songs are very helpful in understanding new words because I can listen to them repeatedly. I feel that songs have a significant impact, especially if the lyrics are easy to follow."

Informant 13: "I agree that songs help me understand new words, especially if the lyrics are easy to understand. I believe that songs have a significant impact because I can learn pronunciation from the lyrics."

Informant 14: "I disagree that songs help me understand new words because I prefer to learn through text. Songs have no impact on my ability to pronounce new words because I prefer to learn through text."

Informant 15: "I agree that songs help me understand the meaning of new words, although sometimes I still need to look up the meaning. I believe that songs have a significant impact because I can learn pronunciation from the lyrics."

c) Motivation for Learning Vocabulary

English songs also significantly motivate students to learn new vocabulary. The engaging and entertaining nature of songs makes learning more enjoyable and helps maintain learners' attention. Many informants reported feeling more motivated to learn vocabulary through songs than through traditional methods. This increased motivation can lead to better vocabulary acquisition and overall learning outcomes. Although some informants were neutral or preferred traditional methods, the overall

findings suggest that using songs as a teaching strategy can greatly enhance student motivation and make the learning process more enjoyable and effective. Then, here are below the transcripts.

Informant 1, Informant 3, Informant 4, Informant 5, Informant 6, Informant 7, Informant 9, Informant 10, Informant 11, Informant 12, Informant 15 said: "Yes, I am more motivated to learn vocabulary through songs because it is more enjoyable."

Informant 2, Informant 8, Informant 13, Informant 14: "I don't know if I am more motivated to learn vocabulary through songs because I also like learning in other ways."

2. Interview with Teacher

In the finding of interview with teacher, teacher of Esada Course in basic class explain about how the students learn vocabulary from the song. Here are several items that explained by teacher in learning vocabulary through the song:

1. Song Selection Criteria

The tutor at the ESADA Course selects songs with a slow tempo to ensure students can clearly hear and understand the lyrics. Songs that include common words and everyday vocabulary, especially compound words, are preferred to make the language relevant and accessible to students. It is based on the transcript of teacher bellow.

Teacher said "First, the songs have a slow tempo. Second, they usually use compound words or everyday vocabulary".

2. Vocabulary Teaching Techniques

The tutor employs specific techniques to introduce new songs and vocabulary. These techniques include focusing on common words to build a foundational vocabulary, teaching the correlation between different words to help students understand

their usage in various contexts, and relating the vocabulary to the students' personal experiences and current situations to make learning more meaningful.

Teacher said "First, focus on common words. Second, teach the correlation between words. Third, relate the vocabulary to the students' situations".

While to ensure the understanding of meaning and context of song, at the end of each learning session, teacher asked the students to participate in group presentations. This activity helps them discuss and demonstrate their understanding of the new vocabulary, reinforcing their comprehension through collaborative learning.

Teacher said "Group presentations conducted by students at the end of the lesson".

Furthermore, in the listening and analyzing lyrics process, the process involves two stages: students listen to the song individually three times to familiarize themselves with the lyrics and vocabulary, then they listen to the song twice more in groups, discussing and analyzing the lyrics collectively to ensure a deeper understanding and to clarify any misunderstandings.

Teacher said "Yes, first, students will listen to the song individually three times, then listen to it in groups twice for discussion".

Teacher said "Using the vocabulary obtained from the songs in daily speaking activities".

In addition, the vocabulary learned from the songs is also integrated into daily speaking activities. Students are encouraged to use the new words and phrases in their everyday conversations, reinforcing their learning through practical application. Next, repetition plays a crucial role in vocabulary

retention. By repeatedly listening to the song and practicing the words, students can better retain the vocabulary and understand its proper usage, preventing misunderstandings.

Teacher said "To better explain the vocabulary in the song to prevent misunderstandings".

3. Assessment and Evaluation

Students' progress is assessed through daily speaking exercises and group presentations at the end of each listening session. These activities allow the tutor to evaluate the students' ability to use the new vocabulary accurately and effectively in different contexts.

Teacher said "Through daily speaking exercises and group presentations at the end of the listening lesson".

In addition, students are given speaking motions or prompts that align with the vocabulary they have learned, encouraging them to actively use the new words and phrases in their speaking and writing activities. There have been noticeable improvements in students' language skills as a result of using songs for vocabulary learning. Enhanced accents and pronunciation have been observed among students, particularly those residing in the Al Musyarokah dormitory, demonstrating the effectiveness of this method.

4. Challenges and Solutions

A common challenge is the pronunciation of English vocabulary, which may differ from students' expectations. To address this, songs are repeated three times to ensure clarity, and additional pronunciation lessons are conducted separately to reinforce correct pronunciation.

Teacher said "English vocabulary that sometimes does not match the pronunciation

understood by the students. The solution is to repeat the song three times and conduct pronunciation lessons at another time”.

B. Discussion

The findings of the research reveal that students at the ESADA Course master vocabulary through a structured approach involving English songs. This approach incorporates specific techniques and processes that facilitate effective vocabulary learning. It caused by language and music share many similarities and have both been the subject of extensive research throughout the years (Jekiel & Malarski, 2021). In addition, the study of the data reveals that learners' language abilities are hardly ever developed with the use of music or instructional songs (Bsharat et al., 2021). So, English songs can be used as a learning tool to help students acquire the language more quickly (Lestari & Hardiyanti, 2020).

The tutor selects songs with a slow tempo and common words, including compound words, to ensure that students can clearly hear and understand the lyrics. This careful selection of songs ensures that the vocabulary is relevant and accessible to the students, making it easier for them to grasp and retain new words. In line with that, in Nguyen & Nguyen (2020) the results show that teachers' opinions of songs used to teach vocabulary to young students were favorable. Thus, several techniques are employed to introduce new songs and vocabulary. The tutor emphasizes foundational vocabulary, teaches how different words relate to each other, and connects the vocabulary to the students' personal experiences and current situations, making the learning more meaningful and memorable.

To ensure that students understand the meaning and context of new vocabulary, group presentations are conducted at the end of each learning session. Because, there is a way to put ideas into practice or express the artist's feelings through music lyrics (Rahmadhanti et al., 2022). This activity allows students to discuss and demonstrate their understanding, reinforcing their comprehension through collaborative learning. It supported by Maulana & Suprayogi (2022) which stated that the wording used in the song's lyrics is crucial since it should

harmonically complement the melody. The process of listening and analyzing lyrics involves two stages. First, students listen to the song individually three times to familiarize themselves with the lyrics and vocabulary. In this listening lesson, a student who is accustomed to listening to songs will find it simpler to understand what the narrator is saying since their ears will become accustomed to hearing English songs (Afriyuninda & Oktaviani, 2021). Cause, songs have a major influence on students' vocabulary mastering, and memorization of songs can be utilized to enhance vocabulary mastery in English, so maximizing the goal of learning the language as a communication tool (Isnaini & Aminatun, 2021). Then, they listen to the song twice more in groups, discussing and analyzing the lyrics collectively to ensure a deeper understanding and to clarify any misunderstandings. Furthermore, some ESL learners may find it challenging to understand song lyrics if they are unfamiliar with the language (Muhamad & Rahmat, 2020). Hence, vocabulary learned from the songs is integrated into daily speaking activities, encouraging students to use the new words and phrases in their everyday conversations, thus reinforcing their learning through practical application.

Repetition plays a crucial role in helping students retain vocabulary. By repeatedly listening to the song and practicing the words, students can better retain the vocabulary and understand its proper usage, preventing misunderstandings. Students' progress is assessed through daily speaking exercises and group presentations at the end of each listening session, allowing the tutor to evaluate the students' ability to use the new vocabulary accurately and effectively in different contexts. In order to communicate in the target language clearly and understandably, pronunciation is crucial (Saldiraner & Cinkara, 2021). It caused, a common challenge is the pronunciation of English vocabulary, which may differ from students' expectations. To address this, songs are repeated three times to ensure clarity, and additional pronunciation lessons are conducted separately to reinforce correct pronunciation. In addition to singing along with English songs, students may hear word pronunciations (Teppa et al., 2022). In the research findings of Makasoe et al. (2022) also shown that the students in the sample were found to have responded favorably to the

employment of songs as a medium for learning English, particularly for acquiring pronunciation, and the statements' perceptions were dominated by agreement. Furthermore, the study's findings by Rais et al. (2020) demonstrated that songs helped enhance pupils' confidence and pronunciation.

There have been noticeable improvements in students' language skills as a result of using songs for vocabulary learning. It appears that listening to music, among other tactics, can work well in a range of circumstances including mood control (Vidas et al., 2021). Juslin et al. (2022) also claimed in their study that this paradigm is more suitable to explain the intricate, multifaceted emotional reactions that people may have to music. So, enhanced accents and pronunciation have been observed, particularly among students residing in the Al Musyarokah dormitory, demonstrating the effectiveness of this method. In conclusion, the students at the ESADA Course learn vocabulary mastery in English songs through a well-structured approach that includes careful song selection, effective teaching techniques, repeated listening, group discussions, and practical application in daily activities. This comprehensive method ensures that students not only acquire new vocabulary but also retain and use it effectively in various contexts.

CHAPTER V

CONCLUSION

A. Conclusion

The findings of the research reveal that students at the ESADA Course master vocabulary through a structured approach involving English songs. This approach incorporates specific techniques and processes that facilitate effective vocabulary learning, as language and music share many similarities and have both been extensively researched (Jekiel & Malarski, 2021). English songs, with their slow tempo and common words, are carefully selected to ensure clarity and relevance, making it easier for students to grasp and retain new words. Several techniques are used to introduce new vocabulary, including focusing on foundational words, teaching word correlations, and relating vocabulary to students' personal experiences. Group presentations at the end of each session help reinforce understanding, as students discuss and demonstrate their comprehension through collaborative learning. The process involves individual listening followed by group discussions, ensuring a deeper understanding and clarifying any misunderstandings.

Repetition plays a crucial role in vocabulary retention, as students repeatedly listen to the songs and practice the words. This method not only helps students retain vocabulary but also understand its proper usage. Progress is assessed through daily speaking exercises and group presentations, allowing the tutor to evaluate the students' ability to use the new vocabulary accurately. Pronunciation is emphasized, with songs repeated to ensure clarity and additional pronunciation lessons conducted separately. The study found noticeable improvements in students' language skills, particularly in accents and pronunciation, demonstrating the effectiveness of this method. In conclusion, the ESADA Course employs a well-structured approach to vocabulary mastery through English songs, ensuring that students acquire, retain, and effectively use new vocabulary in various contexts.

B. Suggestion

Future research should expand the scope of vocabulary acquisition by exploring the impact of different genres and levels of language proficiency on vocabulary growth. Longitudinal studies are necessary to observe the long-term effects of using songs in language learning, providing insights into sustained vocabulary retention. Comparative analyses between songs and other multimedia tools like videos, podcasts, and interactive apps can identify the most effective tools for diverse learning styles. Integrating songs with traditional methods could create a blended approach that maximizes engagement and outcomes. Additionally, examining culturally relevant songs' impact compared to non-culturally aligned ones can highlight the importance of cultural context. The use of advanced technologies, such as language learning apps with interactive lyrics, should be explored for their effectiveness. Developing teacher training programs focused on incorporating songs into language teaching and gathering learner feedback for adaptation will refine this method. Research should also investigate the impact of songs on different age groups, tailoring strategies to suit age-related needs, and consider the emotional and psychological effects of music on motivation, anxiety, and confidence, leading to a more holistic approach to language education.

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APPENDIXES

Appendix 1 Text of Interview

Question 1. Bagaimana pendapat Anda tentang penggunaan lagu berbahasa Inggris dalam belajar kosakata?

Informan.1	<i>"Menurut saya, penggunaan lagu berbahasa Inggris cukup efektif untuk belajar kosakata, meskipun bukan metode utama saya."</i>
Informan.2	<i>"Saya merasa penggunaan lagu berbahasa Inggris sangat efektif dalam membantu belajar kosakata, karena bisa belajar sambil menikmati musik."</i>
Informan.3	<i>"Penggunaan lagu berbahasa Inggris sangat efektif dalam membantu saya mengingat kosakata baru dengan lebih mudah."</i>
Informan.4	<i>"Menurut saya, lagu berbahasa Inggris sangat efektif untuk belajar kosakata, karena liriknya membantu saya mengingat kata-kata."</i>
Informan.5	<i>"Saya merasa penggunaan lagu berbahasa Inggris sangat efektif, karena seringkali lirik lagu mudah diingat."</i>
Informan.6	<i>"Menurut saya, lagu berbahasa Inggris sangat efektif untuk belajar kosakata, karena melodi lagu membantu saya mengingat kata-kata."</i>
Informan.7	<i>"Saya merasa lagu berbahasa Inggris sangat efektif untuk belajar kosakata, terutama ketika liriknya mudah dipahami."</i>
Informan.8	<i>"Penggunaan lagu berbahasa Inggris cukup efektif untuk belajar kosakata, meskipun saya lebih suka metode lain."</i>
Informan.9	<i>"Menurut saya, lagu berbahasa Inggris cukup efektif untuk belajar kosakata, terutama karena saya suka musik."</i>

Informan.10	<i>"Saya merasa lagu berbahasa Inggris sangat efektif untuk belajar kosakata, karena membantu saya mengingat kata-kata dengan lebih baik."</i>
Informan.11	<i>"Menurut saya, penggunaan lagu berbahasa Inggris sangat efektif untuk belajar kosakata, terutama ketika liriknya berhubungan dengan materi yang dipelajari."</i>
Informan.12	<i>"Saya merasa lagu berbahasa Inggris sangat efektif untuk belajar kosakata, karena seringkali liriknya mudah diingat."</i>
Informan.13	<i>"Menurut saya, lagu berbahasa Inggris sangat efektif untuk belajar kosakata, karena liriknya membantu saya mengingat kata-kata."</i>
Informan.14	<i>"Penggunaan lagu berbahasa Inggris cukup efektif untuk belajar kosakata, meskipun saya lebih suka metode tradisional."</i>
Informan.15	<i>"Saya merasa penggunaan lagu berbahasa Inggris sangat efektif untuk belajar kosakata, karena seringkali liriknya mudah diingat."</i>

Question 2. Apakah penggunaan lagu membantu Anda memahami makna kata-kata baru dengan lebih baik?

Informan.1	<i>"Saya sangat setuju bahwa penggunaan lagu membantu saya memahami makna kata-kata baru dengan lebih baik, karena lirik lagu sering kali kontekstual."</i>
Informan.2	<i>"Saya sangat setuju bahwa lagu membantu saya memahami makna kata-kata baru dengan lebih baik, terutama jika liriknya jelas."</i>
Informan.3	<i>"Saya sangat setuju bahwa penggunaan lagu sangat membantu dalam memahami kata-kata baru, karena saya dapat mendengarkannya berulang kali."</i>

Informan.4	<i>"Saya setuju bahwa penggunaan lagu membantu saya memahami makna kata-kata baru, meskipun terkadang saya masih perlu mencari artinya."</i>
Informan.5	<i>"Saya setuju bahwa lagu membantu saya memahami kata-kata baru, terutama jika liriknya mudah dipahami."</i>
Informan.6	<i>"Saya sangat setuju bahwa lagu sangat membantu saya dalam memahami makna kata-kata baru, karena saya bisa belajar sambil menikmati musik."</i>
Informan.7	<i>"Saya setuju bahwa lagu membantu saya memahami kata-kata baru, meskipun tidak selalu."</i>
Informan.8	<i>"Saya setuju bahwa lagu membantu saya memahami makna kata-kata baru, meskipun terkadang saya masih perlu mencari artinya."</i>
Informan.9	<i>"Saya netral tentang apakah lagu membantu saya memahami makna kata-kata baru, karena itu tergantung pada lirik lagu."</i>
Informan.10	<i>"Saya sangat setuju bahwa lagu sangat membantu saya dalam memahami makna kata-kata baru, karena liriknya sering kali kontekstual."</i>
Informan.11	<i>"Saya sangat setuju bahwa lagu membantu saya memahami makna kata-kata baru, terutama jika liriknya jelas."</i>
Informan.12	<i>"Saya sangat setuju bahwa lagu sangat membantu dalam memahami kata-kata baru, karena saya dapat mendengarkannya berulang kali."</i>
Informan.13	<i>"Saya setuju bahwa lagu membantu saya memahami kata-kata baru, terutama jika liriknya mudah dipahami."</i>
Informan.14	<i>"Saya tidak setuju bahwa lagu membantu saya memahami kata-kata baru, karena saya lebih suka belajar melalui teks."</i>

Informan.15	<i>"Saya setuju bahwa lagu membantu saya memahami makna kata-kata baru, meskipun terkadang saya masih perlu mencari artinya."</i>
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Question 3. Seberapa besar pengaruh lagu terhadap kemampuan Anda mengucapkan kosakata baru dengan benar?

Informan.1	<i>"Saya merasa pengaruh lagu terhadap kemampuan mengucapkan kosakata baru sangat besar, karena saya sering menirukan liriknya."</i>
Informan.2	<i>"Menurut saya, pengaruh lagu cukup besar, karena saya bisa belajar pelafalan dari lirik lagu."</i>
Informan.3	<i>"Saya merasa pengaruh lagu cukup besar, terutama jika liriknya mudah diikuti."</i>
Informan.4	<i>"Pengaruh lagu terhadap kemampuan saya mengucapkan kosakata baru sangat besar, karena saya sering menirukan liriknya."</i>
Informan.5	<i>"Menurut saya, pengaruh lagu cukup besar, karena saya bisa belajar pelafalan dari lirik lagu."</i>
Informan.6	<i>"Saya merasa pengaruh lagu sangat besar, terutama jika liriknya mudah diikuti."</i>
Informan.7	<i>"Menurut saya, pengaruh lagu cukup besar, karena saya bisa belajar pelafalan dari lirik lagu."</i>
Informan.8	<i>"Saya merasa pengaruh lagu cukup besar, terutama jika liriknya mudah diikuti."</i>
Informan.9	<i>"Menurut saya, pengaruh lagu cukup besar, karena saya bisa belajar pelafalan dari lirik lagu."</i>

Informan.10	<i>"Saya merasa pengaruh lagu sangat besar, terutama jika liriknya mudah diikuti."</i>
Informan.11	<i>"Menurut saya, pengaruh lagu sangat besar, karena saya sering menirukan liriknya."</i>
Informan.12	<i>"Saya merasa pengaruh lagu sangat besar, terutama jika liriknya mudah diikuti."</i>
Informan.13	<i>"Menurut saya, pengaruh lagu cukup besar, karena saya bisa belajar pelafalan dari lirik lagu."</i>
Informan.14	<i>"Pengaruh lagu terhadap kemampuan saya mengucapkan kosakata baru tidak ada, karena saya lebih suka belajar melalui teks."</i>
Informan.15	<i>"Menurut saya, pengaruh lagu cukup besar, karena saya bisa belajar pelafalan dari lirik lagu."</i>

Question 4. Apakah Anda merasa lebih termotivasi untuk belajar kosakata melalui lagu daripada metode lainnya?

Informan.1	<i>"Saya sangat setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu daripada metode tradisional, karena lebih menyenangkan."</i>
Informan.2	<i>"Saya netral tentang apakah saya lebih termotivasi untuk belajar kosakata melalui lagu, karena saya juga suka metode tradisional."</i>
Informan.3	<i>"Saya setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.4	<i>"Saya setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>

Informan.5	<i>"Saya sangat setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.6	<i>"Saya setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.7	<i>"Saya setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.8	<i>"Saya netral tentang apakah saya lebih termotivasi untuk belajar kosakata melalui lagu, karena saya juga suka metode tradisional."</i>
Informan.9	<i>"Saya setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.10	<i>"Saya sangat setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.11	<i>"Saya sangat setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.12	<i>"Saya sangat setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>
Informan.13	<i>"Saya netral tentang apakah saya lebih termotivasi untuk belajar kosakata melalui lagu, karena saya juga suka metode tradisional."</i>
Informan.14	<i>"Saya netral tentang apakah saya lebih termotivasi untuk belajar kosakata melalui lagu, karena saya juga suka metode tradisional."</i>
Informan.15	<i>"Saya setuju bahwa saya lebih termotivasi untuk belajar kosakata melalui lagu, karena lebih menyenangkan."</i>

Appendix 2 Documentation



Appendix 3 Research letter



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBİYAH DAN KEGURUAN
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Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/004.10/UIMSYA/FTK.TBIG/A.1/II/2024

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala Asrama Al Musyarokah

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **M. ALVIN KHOIRUL TAMIMI**
TTL : **Banyuwangi, 02 November 2000**
NIM : **2011221012**
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Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Perum. Taman Teratai 2 Blok J. No. 11 Batu Aji - Sagulung - Batam - Kepulauan Riau**
HP : **085767816417**
Dosen Pembimbing : **Ahmad Faruk, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The use of English Song in Learning Vocabulary Mastery at ESADA Course in Year 2023/2024

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



19 Februari 2024

Dr. Siti Azzah, S.Pd.I., M.Si.
NIPY. 3150801058001

Appendix 4 letter Have Done Research



The Big Family
ENGLISH STUDENT'S ASSOCIATION OF DARUSSALAM
Islamic Boarding School Of Darussalam Blokagung Bwi
email: esadarussalam@yahoo.com website: esadarussalam.blogspot.com

OFFICE: ENGLISH CAMPAL - MUSTAROKAH PONPES DARUSSALAM BLOKAGUNG TEGALSARI BANTUWANGI JATIM Po. Box 68485 (0333) 84391/2 Fax. 847124

NO : 51.1/004/ESADA/C/VI/2024

Hal : KETERANGAN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : A. Faiz Haris Maulana

Jabatan : Ketua ESADA Course

Menerangkan bahwa

Nama : M. Alvin Khoirul Tamimi

TTL : Banyuwangi, 02 November 2000

NIM : 2011221012

Fakultas : Tarbiyah dan Keguruan (FTK)

Program Studi : Tadris Bahasa Inggris (TBIG)

Alamat : Sagulung, Batu aji, Batam

Dosen Pembimbing : Ahmad Faruk, M.Pd.

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di ESADA (English Students Association of Darussalam) mulai tanggal 15 Mei 2024 – 16 Juni 2024

Adapun judul penelitiannya adalah:

"The Use Of English Song In Learning Vocabulary Mastery At Esada Course In Year 2023/2024".

Demikian surat keterangan ini dibuat agar dapat di pergunakan sebagaimana mestinya.

Wassalamualaikum Wr.Wb.

Blokagung, 18 juni 2024

Ketua ESADA Course



A. Faiz Haris Maulana

Appendix 5 Advisory letter

NIM 2011221012
NAMA M. ALVIN KHOIRUL TAMIMI
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI S1 TADRIS BAHASA INGGRIS
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JUDUL THE USE OF ENGLISH SONG IN LEARNING VOCABULARY MASTERY AT ESADA COURSE IN YEAR 20232024



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20232	27 Juni 2024	27 Juni 2024	pengajuan semua bab 1, 2,3, 4, 5,	acc
2	20232	05 Juni 2024	08 Juni 2024	Pengajuan Conclusion and Suggestion	revisi
3	20232	29 Mei 2024	02 Juni 2024	Pengajuan Discussion	revisi
4	20232	24 Maret 2024	27 Maret 2024	Pengajuan BAB IV Analysis and Finding,	revisi
5	20232	13 Maret 2024	16 Maret 2024	Pengajuan Data Analysis, Data Validity	revisi
6	20232	28 Februari 2024	02 Maret 2024	Pengajuan Subject of the Research, Setting of the Research	revisi
7	20232	06 Februari 2024	11 Februari 2024	Pengajuan Data Source, Procedure of Data Collection	revisi
8	20232	19 Januari 2024	23 Januari 2024	Pengajuan BAB III Research Design	revisi
9	20232	03 Januari 2024	05 Januari 2024,	Pengajuan BAB II Previous Study	revisi
10	20232	18 Desember 2023	20 Desember 2023	Pengajuan Definition of key Terms	revisi
11	20232	06 Desember 2023	10 Desember 2023	Pengajuan, Significance of the Study, The Scope and Limitation,	revisi
12	20232	22 November 2023	25 November 2023	BAB I Background of Study, Research Problem dan Objective of the study (tujuan penelitian)	revisi
13.	20232	12 November 2023	12 November 2023	Pengajuan Judul proposal	revisi

Appendix 6 Plagiarism letter

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- MA Darul Habibi 2019
Riwayat Pendidikan Non Formal: - PP Darul Habibi 2019
- MDQH Nw Pancor 2020
- PP Darussalam Blokagung
2022

Banyuwangi, 6th July 2024
Declarator,

M. Alvin Khoirul Tamimi