

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical description including vocabulary, English song lyrics, and media. This chapter also consists of a theoretical framework, review of previous research and hypothesis.

A. Theoretical Description

1. Vocabulary

a. Definition

Vocabulary is a crucial part of the communication and acquisition process. According to Gushendra quoted from Nella, that vocabulary building is vital in language learning because every language skill requires a vocabulary.¹ Then according to Cameron cited in Andriani and Sriwahyuningsih, vocabulary functions as one of the regions of language knowledge, making it particularly influential for students in learning language.² In addition, according to Yusnita cited from Belinda, that vocabulary is essential in a language, especially while studying English and students must learn words in that language.³ In speaking, one's needs in daily speaking require a minimum of around 2000 words. On the other hand, someone who wants to be equivalent to a native speaker needs around 15,000 - 20,000 words.⁴ When learning English, it is expected to understand the vocabulary system that will be studied. Based on some of these statements, it is possible to conclude that vocabulary is a collection of words that serve as the foundation of language skills. Vocabulary has essential meanings and definitions in developing students' vocabulary mastery to master all language skills as the basis for language learning so that they can apply them in their lives meaningfully.

b. Kinds of Vocabulary

According to Harmer quoted from Kumar and Murthy, vocabulary is classified into two types: active and passive vocabulary. The sort of active vocabulary relates to the vocabulary that students possess and can utilise in communication. Meanwhile, passive vocabulary produces vocabulary that students may understand when

¹ Nella, Hera Hartati, and Mita Lianah, "Students' Ability in Vocabulary Mastery at the Second Grade Students' of Smpn 10 Merangin Academic Year 2019 / 2020," *Selecting: English Education Program Journal* 2, no. 2 (2020): 60.

² Desi Andriani and Vera Sriwahyuningsih, "An Analysis of Students' Mastery of Vocabulary," *ELT-Lectura* 6, no. 2 (2019): 170, <https://doi.org/10.31849/elt-lectura.v6i2.3195>.

³ Intan Belinda, "The Effectiveness of Using Offline YouTube Video Toward Students' Vocabulary Mastery at The Seventh Grade of SMPN 14 Kota Tangerang," *Repository Untirta* (University of Sultan Ageng Tirtayasa, 2018).

⁴ Abdullah Al Anis, Siti Rosyidah, and Suci Wulandari, "English Learning in Mastering Vocabulary Using Song Lyrics in Foreign Language Development Institution (FLDI) Nurul Jadid Islamic Boarding School," *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, Dan Humaniora* 2, no. 3 (2021): 356, <https://doi.org/10.33650/trilogi.v2i3.2780>.

communicating, but they may not be able to pronounce it.⁵ These are two types of vocabulary, as follows:

1) Receptive Vocabulary

Students recognise and understand receptive vocabulary when used in context but cannot produce it. Students recognise this vocabulary when reading literature but do not understand it when writing and speaking.

2) Productive Vocabulary

Productive vocabulary is vocabulary that students understand, can pronounce correctly and can use constructively in their speaking and writing. It involves a receptive vocabulary as well as the ability to speak or write promptly. As a result, productive vocabulary may be demonstrated as an active process because students can generate vocabulary to describe their ideas when communicating with others.

According to Thornbury cited in Syakir et al., there are six types of vocabulary contained in the class of words in Indonesia, this phrase is probably known as part of the domains of morphology and syntax.⁶ However, in English word classes are known as parts of speech, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions.

a) Nouns

A noun is a word that denotes the name of a person, place, thing or objectified thing. Nouns can be the subject of the phrase, the object of the verb, or the object of a preposition. Nouns include David, Sherina, chair, German, America, and so on.

b) Pronouns

Pronouns are words that replace nouns or noun phrases, such as I, you, he, she, it, we and they.

c) Verbs

Verbs are word forms that are used to explain activities directly or indirectly and seen or not seen, for example: using, trying, drawing, buying, and others.

d) Adjectives

Adjectives are tenses that are used to describe or change a person, place, or thing. They are smart, beautiful, strong, young, brave, and etc.

⁵ Phani Kumar and N.S.R. Murthy, "Techniques for Teaching/Learning Vocabulary: A Brief Study," *Journal for Research Scholars and Professionals of English Language Teaching* 4, no. 19 (2020): 3.

⁶ Abdul Syakir and Elihami Elihami, "Developing Students Vocabulary at Elementary School by Using Words Game," *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 2 (2020): 40, <https://doi.org/10.33487/mgr.v1i2.575>.

e) Adverbs

Adverbs are words that are used to provide more precise and more detailed descriptions of various adjectives or other adverbs. Some examples of adverbs are happily, slowly, well, hard, now, ago, and so on.

f) Prepositions

A preposition is a conjunction that indicates location, direction, time, place and so on by using a noun or pronoun placed before a noun. For example: at, of, on, about, by, before, in, into, and other.

g) Conjunctions

Conjunctions are word elements used to connect words, phrases, clauses, or sentences that are usually used in adverbial clauses. Some examples of conjunctions are but, so, for, or, although, nor, as, yet, if, because, and other.

c. Vocabulary Mastery

Vocabulary mastery is used as a method to better master vocabulary so that someone is more fluent in speaking to avoid misunderstandings in communicating. Because vocabulary is so crucial creating ideas, it is critical to consider how this is communicated through the language employed.⁷ Therefore, according to Thornbury cited in Afidah et al, vocabulary mastery means that students have a thorough understanding of vocabulary knowledge which includes the meaning, spoken word forms, written forms, grammatical behaviour, word derivations, word collocations, word lists (oral and written), connotation or word association and word frequency.⁸ According to Schmitt and McCarthy, the only feasible approach to show a comprehensive measure of vocabulary knowledge in assessing students' vocabulary mastery is to use receptive and productive knowledge.⁹ Receptive knowledge refers to terms that students know and comprehend when they are exposed to particular conditions, whereas productive knowledge refers to words that students understand, can pronounce correctly and can use constructively in speaking and writing.¹⁰

⁷ Syahar Nurmala Sari and Dyah Aminatun, "Students' Perception on the Use of English Movies to Improve Vocabulary Mastery," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): 17.

⁸ Moch. Imam Machfudi and Anissa'ul Afidah, "Students' Difficulties in Vocabulary Mastery," *CREW Journal* 1, no. 1 (2022): 6, <https://doi.org/10.35719/crewjournal.v1i1.1359>.

⁹ Norbert Schmitt and Michael McCarthy, *Vocabulary: Description, Acquisition and Pedagogy Edited By, English* (Cambridge: Cambridge University Press, 1997).

¹⁰ Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," *Jurnal Bahasa Lingua Scientia* 9, no. 2 (2017): 294-295, <https://doi.org/10.21274/ls.2017.9.2.293-318>.

2. English Song Lyrics

a. Definition of Song

According to Hornby cited in Ariska et al., defines that a song is a literary work in the form of poetry, usually sung by people accompanied by musical instruments and can be enjoyed by anyone at any time.¹¹ Making songs as a means of learning vocabulary is an idea for teachers. Because songs can be an engaging approach for students to enrich their vocabulary knowledge. In addition, songs can also motivate students to learn more about the song's meaning. Therefore, selecting the appropriate song is critical because it influences students' enthusiasm in learning vocabulary. Thus, students can be motivated to study language to enjoy the learning activities.

b. Definition of Song Lyrics

According to Nation and Meara quoted from Nursita, lyrics are a collection of words that comprise song lyrics, typically consisting of numerous verses and a chorus can also be studied academically. Therefore, the lyrics can be examined based on their coherence with the music employed as an accompaniment. Song lyrics are crucial musical elements determining a specific song's theme, character, and objective.¹² Aside from that, song lyrics attempt to help the listener understand the song, which leads to its consistency. If students have memorised song lyrics and discovered previously unknown vocabulary meanings. This can help students enrich their vocabulary knowledge. After memorising song lyrics, they will definitely be able to speak English even if they only imitate words from songs they memorise.¹³ This will serve as an excellent motivation to develop students' vocabulary. For possible vocabulary, they can find some new vocabulary.

c. Vocabulary Learning Using Song Lyrics

Based on the song lyrics can be utilised to assist students in learning and developing their vocabulary knowledge, according to Intani and Alipour cited in Nursita et al., stated that vocabulary learning activities using song lyrics effectively support students to remember or recall vocabulary learned through song listening. Meanwhile, Siskova cited in Nursita et al, including song lyrics into learning activities can help students restore enthusiasm and motivation in learning English, especially vocabulary. Therefore, the teacher

¹¹ Kiki Ariska, Syamsurrijal Syamsurrijal, and Wahyu Kamil Syarifaturrahman, "An Anlysis of Figurative Language in Harmony's Song Lyrics," *Humanitatis : Journal of Language and Literature* 8, no. 1 (2021): 156, <https://doi.org/10.30812/humanitatis.v8i1.1562>.

¹² Nursita et al., "The Effect Of English Song Lyrics On The Improvement Of Students' Vocabulary Proficiency At The Eleventh Grade At Sma 4 Palu," *Prosiding Kajian Islam Dan Integrasi Ilmu Di Era Society 5.0* 1 (2022): 40.

¹³ Asmi Rusmanayanti, "Songs From Youtube As an Alternative Media Innovation," *GEEJ: Getsempena English Education Journal* 6, no. 1 (2019): 149, <https://ejournal.bbg.ac.id/geej/article/view/862/801>.

adapts the song according to the subject in the student's textbook and then carefully evaluates it since students' learning style, interests and styles all influence how they approach learning material.¹⁴ For example, "Antassalam" by Maher Zain portrays the story of a man who lives in insecurity and despair, but he remains convinced that Allah SWT is always with him in every problem he experiences. This meaning is more or less contained in the song "Love Who You Are" by Harris J that we must always be grateful and love ourselves. These songs have implicit meanings and messages that can be used as learning for students.

d. Selection of the Songs

Before implementing songs in vocabulary learning activities, the teacher must determine which songs will be displayed to the class. The first solution to the challenge of selecting songs to present in class is to have students bring their favourite songs to the class.¹⁵ However, if teachers do this, they may find it too abrupt because it sometimes takes a day or two to listen to the song and try to understand the lyrics.

The second option is to select popular songs. Teachers can use popular songs among students. That way, they will be more interested in listening to their favorite songs. However, the selection of songs remained consistent with the students' topic and subject matter at that time.¹⁶ The song is also expected to be in accordance with the theme of daily activities. If appropriate, it will be easier for students to develop their vocabulary. They can start by trying to pronounce the vocabulary in a song they have heard before and then use the vocabulary to make short sentences.¹⁷ Especially if students are interested and motivated by the songs that are displayed. After that, they will play the song several times to grasp the lyric's meaning.¹⁸ Then, students will search for song lyrics and the vocabulary meaning of the song lyrics will be automatically found.

¹⁴ Nursita et al., "The Effect Of English Song Lyrics On The Improvement Of Students' Vocabulary Proficiency At The Eleventh Grade At Sma 4 Palu," 40.

¹⁵ Gushendra, "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs," 56.

¹⁶ Tim Murphey, *Music and Song* (England: Oxford University Press, 1992).

¹⁷ Etika Rachmawati, Rita Apollonia, and Imelda Ratna Meila, "Male and Female Students' Perception on the Use of Popular Song to Improve Students' Vocabulary Mastery," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 2 (2020): 239–53, <https://doi.org/10.52690/jadila.v1i2.105>.

¹⁸ Nurmala Hendrawaty and Nurhayati, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya," *Loquen: English Studies Journal* 12, no. 1 (2019): 57, <https://doi.org/10.32678/loquen.v12i01.1192>.

3. Media

a. Definition of Media

According to Webcrawler cited in Ritakumari state that media is a means of conveying information from one place to another or from someone to another. Meanwhile, in education, media is employed for learning activities or refers to the channel of communication between teachers and students for educational objectives.¹⁹ The incorporation of media into the learning process is believed to improve the effectiveness and interest of the learning process. According to Van Els et al., cited in Belinda states that media is any tool that teachers and students can use in achieving educational goals. Then according to Li-Ling cited in Belinda, media can be called an educational media if the media can be used as a message in teaching. In addition, the use of coordinated learning activities must use media because media is important as a learning tool.²⁰ The use of media is flexible according to all levels of student education and all subjects.

b. Types of Media

There are numerous learning media that can be utilised in learning activities, ranging from the simplest to the most sophisticated, cheap to expensive, without electricity to those that do not. According to Harris et al quoted from Parwati et al., suggest that there are the following six types of media:

- 1) Drawing or drawing lecturer modes
- 2) Still image
- 3) Audio recording
- 4) Motion pictures and TV
- 5) Real objects, simulations and models
- 6) Programmed and computer-assisted instructions.²¹

c. Videos to Develop Students' Vocabulary

According to Wang quoted from Yawiloeng, video can be used to represent material, expand vocabulary understanding, and develop vocabulary and grammar learning. Then, according to Azman and Mai quoted from Yawiloeng stated that learning vocabulary using videos makes it easier for students to carry out learning activities. In addition, they also show that multisensory material, words, audio, images, and animations can be utilised through text and graphics to help students understanding learning vocabulary. Therefore, according to Alhammami quoted from Yawiloeng, videos support pedagogical vocabulary by using innovative vocabulary learning in this modern era

¹⁹ Singh Ritakumari, "Educational Media in Teaching Learning Process," *Bhartiyam International Journal of Education & Research* 8, no. 3 (2019): 7.

²⁰ Belinda, "The Effectiveness Of Using Offline Youtube Video Toward Students' Vocabulary Mastery At The Seventh Grade Of Smpn 14 Kota Tangerang," 34.

²¹ Aseptiana Parmawati and Ratih Inayah, "Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication," *ELTIN Journal* 7, no. 2 (2019): 45.

because of the features of technological material in students' daily lives.²² Therefore, currently many teachers use video as a learning media. So English teachers can also use videos as a media for learning English, especially vocabulary learning.

d. YouTube as a Vocabulary Learning Media

Youtube is a website that is usually used to share videos or watch videos published by others for free with an internet connection. In February 2005, YouTube was founded with head its office in San Bruno, California, United States. According to Budiargo cited Hanim states that YouTube is a video web used as a medium for searching, watching, and sharing videos from around the world. YouTube's famous slogan "Broadcast Yourself" means, that YouTube can be a site for sharing videos from various media. Among all educational media that has easy, fast and free access. This is also what makes YouTube develop as a media for education. YouTube is considered capable of providing up-to-date and practical information in the field of education. According to Purwanti cited in Hanim, she believes that using video helps students recall and grasp things better. This can be because student incentives are currently influenced by YouTube usage. Then, videos can have a significant impact on students' perceptions and ideas. Student preferences for interest in YouTube learning videos significantly influence learning methods. In addition, according to Wijanarko cited in Hanim, that using interactive video media such as YouTube in learning activities will improve student skills.²³ On the other hand, YouTube has a wide selection of videos that can be searched. The existence of a video length limit fits into the limited class time. Then YouTube can become part of the learning system to support language learning by increasing student engagement and participation in class in vocabulary learning.²⁴ Therefore, YouTube can be used as a media to develop students' vocabulary.

B. Theoretical Framework

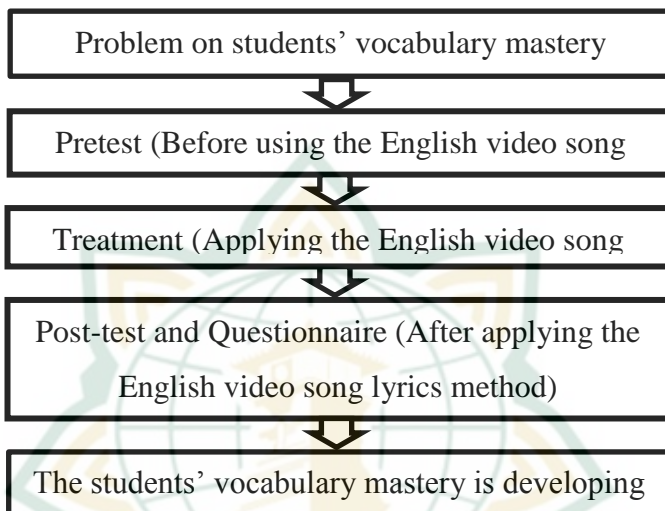
This research uses quantitative research at Islamic Junior High School SS. The teacher will conduct multiple stages of this research to test students' vocabulary skills using English video song lyrics to develop vocabulary of eighth grade students at Islamic Junior High School SS. The purpose of this research is to examine the effect of using English video song lyrics on the development of students' vocabulary knowledge. This method expected to

²² Rattana Yawiloeng, "Second Language Vocabulary Learning from Viewing Video in an EFL Classroom," *English Language Teaching* 13, no. 7 (2020): 78, <https://doi.org/10.5539/elt.v13n7p76>.

²³ Saidatul Hanim, "Social Media Usage for Learning English Language," *Randwick International of Education and Linguistics Science Journal* 2, no. 3 (2021): 462-63, <https://doi.org/10.47175/rielsj.v2i3.289>.

²⁴ Afnan Mohammed AL-Ameri and Luqman Rababah, "The Effect of Using YouTube on Developing Elementary Students Vocabulary," *Education and Linguistics Research* 6, no. 1 (2020): 144, <https://doi.org/10.5296/elr.v6i1.16796>.

support students develop their vocabulary mastery. Therefore, the teacher applies thus English video song lyrics chapters that study about song in eighth grade which are usually found in the second semester. This method can be practised in groups or one by one. Then it will be mapped on the concept map below:



Picture 2.1 Theoretical Framework

From the research scheme above, there are several variables that will be examined in this research, including the following:

1. The independent variable (X)
 According to Sahir, the independent variable (X) is a variable that impacts or causes other variables to change. The independent variable in this research variable is the method of English video song lyrics.²⁵
2. The dependent variable (Y)
 According to Sahir, the dependent variable is a variable whose existence influenced by the independent variable such that the result of the independent variable. The dependent variable in this research is the development of students' vocabulary.²⁶

²⁵ Syafrida Hafni Sahir, *Metodologi Penelitian* (Yogyakarta: Penerbit KBM Indonesia, 2022), 16, https://repositori.uma.ac.id/jspui/bitstream/123456789/16455/1/E-Book_Metodologi_Penelitian_Syafrida.pdf.

²⁶ Syafrida Hafni Sahir, 17.

C. Review of Previous Studies

The researcher attempted to compare previous research that was relevant to this research in attempt to show the existence of novelty. This research will be utilised as a reference for the researchers' future investigations into problems. The following research is relevant:

1. The thesis by Nur Halisa Agustina in 2019 entitled "Using English Video Songs to Improve the Students' Vocabulary Mastery at MTs Manbail Futuh Tuban". The goal of this research was to observe and analyse the effectiveness of English video songs in helping seventh graders learning at MTs Manbail Futuh Tuban learn English vocabulary. The results revealed a substantial difference in vocabulary learning between students who used English song videos and students who did not use English song videos. The findings of the pretest and post-test of 60 students divided into two classes, 30 students for the experimental class and 30 students for the control class show this. The t-test was used to assess the outcomes of twenty multiple choice questions. According to the findings of this research, using English song videos to increase students' vocabulary mastery is highly beneficial.²⁷

The similarity of this research with the researcher's is the use of quantitative research methods. The difference between this research with the research that the researcher uses video song lyrics from YouTube with a different form of questions, while this study uses English song videos, students listened and filled in the blank song lyrics.

2. A journal article by Yanik Lailinas Sakinah in 2018 entitled "The Use of Song Lyrics through Video Clip to Increase English Vocabulary Mastery (Classroom Action Research at SMP Brawijaya)". The purpose of this research was to increase students' vocabularies by using song lyrics from video clips. The findings of this research indicate that using video clips of song lyrics to increase students' vocabulary is useful as a media the teaching and learning process. As evidenced by the percentage of 76,19% of students who met the research's success criteria, namely 70% of class B students receiving a score of 75 higher.²⁸

The difference in this research used of a qualitative research design which is Library Research method, while researcher use quantitative research design which is pra-experimental design but at the same research locus in junior high school.

3. This journal article by Angela Pratiwi Ladan, Clarry Sada, and Urai Salam in 2019 entitled "Improving Students' Vocabulary of Song Lyrics through Video Clip". The goal of this study was to improve students' vocabulary mastery through song lyrics and video clips in class XI IIS 1 SMA Negeri 1 Kelam Permai in the 2018/2019 academic year. The

²⁷ Nur Halisa Agustina, "Using English Video Songs To Improve The Students' Vocabulary Mastery at MTs Manbail Futuh Tuban" (State Islamic University of Sunan Ampel Surabaya, 2019).

²⁸ Yanik Lailinas Sakinah, "The Use of Song Lyrics Through Video Clip To Increase English Vocabulary Mastery (Classroom Action Research At Smp Brawijaya)," *Suar Betang* 13, no. 1 (2018), <https://doi.org/10.26499/surbet.v13i1.71>.

results of the research data analysis show that lyrical video clips can again increase students' vocabulary. As evidenced by an increase in mean score of the tests given so that it can be evidence that student achievement has increased significantly.²⁹

The similarity of this research is the use of English song lyrics. While the difference is the use Classroom Action Research method and the focus of the research in senior high school.

4. A thesis by M. Fatkur Rohman in 2021 entitled "The effectiveness of YouTube Song in Teaching Listening for Senior High School Students". The goal of this research was to investigate the efficiency of YouTube songs in listening learning in the listening learning process for class XI MA IIPA MA Hasyim Asy'ari Jombang. YouTube songs are beneficial for teaching students to listen based on the outcomes of the pre-test scores before the treatment and the post-test after the treatment. The effectiveness of the method in the experimental class demonstrates this. This research's population consisted of students from class XI IIPA MA Hasyim Asy'ari Jombang, with samples taken from one class as the experimental class XI IPA 1 (36 students and the other class as the control class XI IPA 2 consisting of 35 students). According to the ANCOVA results the significant value of 0,000 was less than 0,05 ($0,000 < 0,05$) and the F-result produced was 16.651 higher than the F-table ($16.651 > 4,01$). Based on these data, it concluded that using YouTube media to improve students' listening skills was an effective method.³⁰

The similarity of this research with the researcher's is the use of pretest and post-test data collection instruments. While the difference is to find out the effectiveness of YouTube songs in teaching listening as well as using them to learn vocabulary.

5. A journal article by Sri Putri Dilago, Nihta V.F.Liando and Fridolin Kukus in 2022 entitled "Students' Perception of Using Song Lyrics as a Media Improve Vocabulary Mastery". The goal of this research was to find out how students' at SMP Negeri 4 Halmahera Barat perceive the usage of lyrics as a media to increase vocabulary mastery. The participants in this research were 30 eighth grade students from SMP Negeri 4 Halmahera. This research used a 20 items questionnaire distributed to 30 students to collect the data. According to the research's findings, the majority of students feel that song lyrics can be used to improve vocabulary mastery. This evidenced in the respondents' responses. The total scores of students analysed was 2.161, with a mean score of 72,03% and the interval score ranging from 68% to 83%. It

²⁹ Angela Pratiwi Ladan, Clarry Sada, and Urai Salam, "Improving Students' Vocabulary Of Song Lyrics Through Video Clip," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 8, no. 10 (2019).

³⁰ M. Fatkur Rohman, "The Effectiveness of YouTube Song in Teaching Listening for Senior High School Students" (State Islamic Institute of Kediri, 2021).

discovered that the majority of students believe that song lyrics can help improve students' vocabulary mastery.³¹

The similarity of this study is to find out how students' perceptions of the use of English song lyrics in the learning process of vocabulary mastery. Meanwhile, the difference is that the researchers used English video song lyrics from YouTube.

6. A journal article by Afnan Mohammed AL-Ameri in 2020 entitled "The Effect of Using YouTube on Developing Elementary Students Vocabulary". The purpose of this research was to compare the performance of the experimental and the control group on a vocabulary comprehension test using YouTube videos for elementary school students. The results of this research revealed that the experimental group outperformed the control group in terms of vocabulary comprehension. This demonstrates that incorporating technology into teaching was critical and has a positive impact. The quantitative data analysis revealed that students who taught vocabulary comprehension skills using YouTube videos performed significantly better than those who received traditional instruction. YouTube videos were a fun way for students in the experimental group to teach and learn vocabulary comprehension skills.³²

The difference between this research and the researcher's is the use of videos from YouTube, while the researcher uses video song lyrics from YouTube. This research examined elementary school students while the researcher examined junior high school students. There are similarities in collecting instrument data, namely using pretest and post-test.

Based on the thesis and journal articles above, it appears that this research reflects the delivery of information to readers about the effect of using English learning media, data collection techniques, research findings, quantitative and qualitative research methods. The theoretical aspect of the gap in previous research by Yanik Lailinas Sakinah was explained through McRaggart's theory, which had previously been developed. Then other previous research was not motivated by any theory so the researcher used another theory that could be used as a strengthening basis. Researchers use Murphey's theory to offer a new theoretical perspective in developing students' vocabulary mastery. Therefore, the novelty in this research is the effectiveness of English video song lyrics from YouTube, differences in research location and samples, data collection techniques and research methods on the dependent variable, namely the development of eighth grade C vocabulary mastery at Islamic Junior High School SS.

³¹ Putri Dilago, Vfliando, and Kukul, "Students' Perceptions of Using Song Lyrics as a Media to Improve Vocabulary Mastery."

³² AL-Ameri, "The Effect of Using YouTube on Developing Elementary Students Vocabulary," *Education and Linguistics Research* 6, no. 1 (2020).

D. Hypothesis

According to Abdullah, the hypothesis is a temporary solution to formulating a research problem, the validity of which must be empirically tested between two variables. The hypothesis is a temporary statement that is accepted as a truth based on scientific theories, logic, and previous research in the same field and problem to produce a working basis as well as guidance and verification.³³

H_a = English video song lyrics are effective for developing students' vocabulary.

H_o = English video song lyrics are not effective for developing students' vocabulary.

The hypothesis testing formula is:

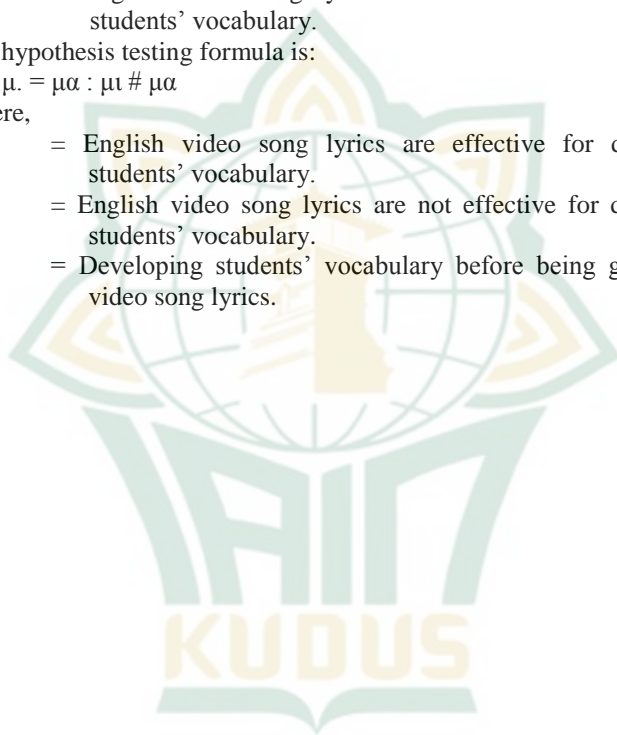
$$H_o : \mu. = \mu\alpha : \mu1 \neq \mu\alpha$$

Where,

H_a = English video song lyrics are effective for developing students' vocabulary.

H_o = English video song lyrics are not effective for developing students' vocabulary.

$\mu\epsilon$ = Developing students' vocabulary before being given English video song lyrics.



³³ Ma'ruf Abdullah, *Metode Penelitian Kuantitatif*, Aswaja Pressindo (Yogyakarta: Aswaja Pressindo, 2015), 205, <https://core.ac.uk/download/pdf/45258621.pdf>.