CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The researcher presents the results and discussion of the research in this chapter. The problem statement presents the effectiveness of using English video song lyrics to develop students' vocabulary mastery, as well as students' perceptions on the implementation of English video song lyrics to develop students' vocabulary mastery at the eighth grade of Islamic Junior High School SS in academic year 2022/2023.

A. Research Results

This research was conducted at Islamic Junior High School SS from 14th May until 29th May 2023. The researcher has researched examined using English video song lyrics to develop students' vocabulary mastery for eighth grade C of Islamic Junior High School SS. The researcher collected data by administering a pretest-posttest and distributing questionnaires to eighth grade C students of Islamic Junior High School SS. The researcher documents the results of the pretest-posttest and questionnaire in tables and data files related to the topic during the documentation stage. The following are the data findings discovered by the researcher:

1. Data Validity

Data analysis was performed to determine the effectiveness of using English video song to develop students' vocabulary mastery. However, it is necessary to calculate the validity and reliability of the instrument using SPSS Statistics 29.0 software for Windows. Validity and reliability tests were performed on the instruments used in the pretest and post-test to measure the quality of using English video song lyrics (X) and students' vocabulary mastery (Y). The total number of respondents for instruments validity and reliability testing was 30 students in eighth grade of B Islamic Junior High School SS.

a. Validity of the Instrument

Accurate test instrument calculations certainly need to meet absolute and reasonable qualifications. So, it was important for the researcher to test the instrument before conducting the pretest and post-test. The test instrument test aims to determine prerequisite standards for the questions to be identified or measured. This research uses SPSS statistics 29.0 software for Windows. To identify the validity of the test using Pearson's product-moment correlation. The results of research instruments from the validity of the pretest and posttest presented in detail through the table below.

1) Pre-test

Table 4.1 Pre-test Validity Test

No Items	R_{hitung}	R_{tabel} 5% (30)	Sig	Result
Question 1	0,460	0,444	0,041	VALID
Question 2	0,558	0,444	0,011	VALID
Question 3	0,477	0,444	0,033	VALID
Question 4	0,453	0,444	0,045	VALID
Question 5	0,448	0,444	0,047	VALID
Question 6	0,503	0,444	0,024	VALID
Question 7	0,559	0,444	0,010	VALID
Question 8	0,460	0,444	0,041	VALID
Question 9	0,582	0,444	0,007	VALID
Question 10	0,333	0,444	0,151	INVALID
Question 11	0,544	0,444	0,013	VALID
Question 12	0,457	0,444	0,043	VALID
Question 13	0,542	0,444	0,014	VALID
Question 14	0,457	0,444	0,043	VALID
Question 15	0,363	0,444	0,116	INVALID
Question 16	0,724	0,444	<0,001	VALID
Question 17	0,512	0,444	0,021	VALID
Question 18	0,519	0,444	0,019	VALID
Question 19	0,468	0,444	0,037	VALID
Question 20	0,545	0,444	0,013	VALID
Question 21	0,339	0,444	0,144	INVALID
Question 22	0,233	0,444	0,324	INVALID
Question 23	-0,107	0,444	0,653	INVALID
Question 24	0,470	0,444	0,036	VALID
Question 25	0,513	0,444	0,021	VALID

The validity test result showed in the table above. To determine whether a value was valid or invalid, if the value of $r_{hitung} > r_{tabel}$ was valid and if the value of $r_{hitung} < r_{tabel}$, it was invalid. The value of r_{tabel} based on table product-moment has a significance of 5% (0,05). R_{tabel} was equal to 0,444. There were 5 invalid items (10, 15, 21, 22, 23) and more than it were valid (20 items). 20 valid questions chosen from legitimate questions that were used for the pretest.

2) Post-test

Table 4.2 Post-test Validity Test

No Items	R_{hitung}	R_{tabel} 5% (30)	Sig	Result
Question 1	0,587	0,444	0,007	VALID
Question 2	0,492	0,444	0,027	VALID
Question 3	0,563	0,444	0,010	VALID
Question 4	0,749	0,444	<0,001	VALID
Question 5	0,525	0,444	0,017	VALID
Question 6	0,608	0,444	0,004	VALID
Question 7	0,523	0,444	0,018	VALID
Question 8	0,623	0,444	0,003	VALID
Question 9	0,066	0,444	0,781	INVALID
Question 10	0,656	0,444	0,002	VALID
Question 11	0,573	0,444	0,008	VALID
Question 12	0,546	0,444	0,013	VALID
Question 13	0,609	0,444	0,004	VALID
Question 14	0,601	0,444	0,005	VALID
Question 15	0,121	0,444	0,612	INVALID
Question 16	0,006	0,444	0,981	INVALID
Question 17	0,464	0,444	0,039	VALID
Question 18	0,447	0,444	0,048	VALID
Question 19	0,488	0,444	0,029	VALID
Question 20	0,279	0,444	0,234	INVALID
Question 21	0,551	0,444	0,012	VALID
Question 22	0,516	0,444	0,020	VALID
Question 23	0,064	0,444	0,790	INVALID
Question 24	0,499	0,444	0,025	VALID
Question 25	0,545	0,444	0,013	VALID

The validity test result showed in the table above. To determine whether a value was valid or invalid, if the value of $r_{hitung} > r_{tabel}$ was valid and if the value of $r_{hitung} < r_{tabel}$, it was invalid. The value of r_{tabel} based on table product-moment has a significance of 5% (0,05). R_{tabel} was equal to 0,444. There were 5 invalid items (9, 15, 16, 20, 23) and more than were valid (20 items). 20 valid questions chosen from legitimate questions that were used for the post-test.

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3) Questionnaire

Table 4.3 Questionnaire Validity Test

No Items	R_{hitung}	R_{tabel} 5% (20)	Sig	Result
Question 1	0,566	0,444	0,009	VALID
Question 2	0,715	0,444	<0,001	VALID
Question 3	0,481	0,444	0,032	VALID
Question 4	0,454	0,444	0,044	VALID
Question 5	0,733	0,444	<0,001	VALID
Question 6	0,510	0,444	0,022	VALID
Question 7	0,793	0,444	<0,001	VALID
Question 8	0,458	0,444	0,042	VALID
Question 9	0,699	0,444	<0,001	VALID
Question 10	0,499	0,444	0,025	VALID
Question 11	0,467	0,444	0,038	VALID
Question 12	0,562	0,444	0,010	VALID
Question 13	0,560	0,444	0,010	VALID
Question 14	0,605	0,444	0,005	VALID
Question 15	0,505	0,444	0,023	VALID
Question 16	0,772	0,444	<0,001	VALID
Question 17	0,563	0,444	0,010	VALID
Question 18	0,526	0,444	0,017	VALID
Question 19	0,542	0,444	0,013	VALID
Question 20	0,755	0,444	<0,001	VALID

The validity test result showed in the table above. To determine valid or invalid, if the value of $r_{hitung} > r_{tabel}$ was valid and if the value of $r_{hitung} < r_{tabel}$, it was invalid. The value of r_{tabel} based on table product-moment with significance 5% (0,05). R_{tabel} was equal to 0,444. According to the table above, the result showed that the questionnaire fulfils the valid criteria because $r_{hitung} > 0,444$. 20 valid questions chose from legitimate questions that were used in to questionnaire.

b. Reliability of the Instrument

The instrument's reliability determined by whether or not it produced the appropriate data. In this research, the researcher utilisied SPSS 29.00 for Windows software to determine the instrument's reliability. The qualifications of reliability measured using analogies to the test process values utilising statistic test Cronbach Alpha. If the value obtained in the test process using statistic test Cronbach Alpha > 0,60, it indicates that the instrument was reliable, but if the Cronbach Alpha found a smaller coefficient number < 0,60, it can be concluded that the instrument was unreliable. The table below details the results of research instruments from the validity of the pretest and posttest.

1) Pre-test

Table 4.4 Pre-test Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
0,843	25

According to the calculation above, the reliability of the students' reliability instrument was 0,843. The value of reliability consulted r_{tabel} on the significance level of 0,60. The value of the r_{tabel} was 0,444 since the value of r_{hitung} reliability was 0,865 > r_{tabel} 0,444, indicating that the test was reliable.

2) Post-test

Table 4.5 Post-test Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
0,850	25

According to the calculation above, the reliability of the students' reliability instrument was 0,850. The value of reliability consulted r_{tabel} on the significance level of 0,60. The value of the r_{tabel} was 0,444, since the value of r_{hitung} reliability was 0, 850 > r_{tabel} 0,444 indicating that the test was reliable.

3) Questionnaire

Table 4.6 Questionnaire Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
0,899	20

The reliability of students' reliability instrument was 0,899. The reliability value consulted r_{tabel} on the significance level of 0,60. The value of the r_{tabel} was 0,444 since the value of r_{hitung} reliability was 0,899 > r_{tabel} 0,444 indicating that the test was reliable.

2. Data Analysis

The research data on simple paired t-test was collected by providing pre-test and post-test to 40 students of eighth grade students of C Islamic Junior High School SS. The researcher employed following data analysis approaches in this research:

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1. Test

  The following are the results of the pretest and post-test that were completed:

Table 4.7 Pre-test and Post-test Score

No	Name	Pretest	Post-test
1	AU	65	85
2	AJN	75	100
3	AAP	55	80
4	ASD	70	90
5	AKZ	60	80
6	ANQN	70	75
7	BKW	40	70
8	CHS	60	80
9	CA	70	80
10	DSA	50	75
11	ERA	55	75
12	ENQ	85	90
13	FSS	80	90
14	F	55	85
15	FY	75	100
16	FW	55	80
17	IL	65	75
18	KA	70	90
19	KNA	60	80
20	LF	40	70
21	LSB	60	70
22	M	50	80
23	MW	60	85
24	MAAF	75	80
25	NP	85	95
26	NUNBAQ	55	85
27	NAZ	80	95
28	NSN	65	80

29	NH	75	90
30	NIMA	60	85
31	RES	70	85
32	RYA	45	90
33	SN	85	95
34	SRW	75	95
35	SMY	55	75
36	SA	75	85
37	SAP	75	90
38	UDA	70	75
39	VP	65	75
40	ZRK	75	95

From the results of the score above, the researcher used SPSS version 29.0 to obtain data analysis results based on the previously given approaches.

1. N-Gain Analysis

Based on the n-gain calculation findings in the experimental class, the result was 0,536 which classified into the medium category $(0,7 > g \geq 0,3)$. The n-gain analysis revealed the following results:

Table 4.8 N-Gain Calculation Table

No	Name	Pretest	Post-test	N-Gain
1	AU	65	85	0,57
2	AJN	75	100	1,00
3	AAP	55	80	0,56
4	ASD	70	90	0,67
5	AKZ	60	80	0,50
6	ANQN	70	75	0,17
7	BKW	40	70	0,50
8	CHS	60	80	0,50
9	CA	70	80	0,33
10	DSA	50	75	0,50
11	ERA	55	75	0,56
12	ENQ	85	90	0,33

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13	FSS	80	90	0,50
14	F	55	85	0,67
15	FY	75	100	1,00
16	FW	55	80	0,56
17	IL	65	75	0,29
18	KA	70	90	0,67
19	KNA	60	80	0,38
20	LF	40	70	0,33
21	LSB	60	70	0,25
22	M	50	80	0,60
23	MW	60	85	0,63
24	MAAF	75	80	0,20
25	NP	85	95	0,67
26	NUNBAQ	55	85	0,67
27	NAZ	80	95	0,75
28	NSN	65	80	0,43
29	NH	75	90	0,60
30	NIMA	60	85	0,63
31	RES	70	85	0,50
32	RYA	45	90	0,82
33	SN	85	95	0,67
34	SRW	75	95	0,80
35	SMY	55	75	0,44
36	SA	75	85	0,40
37	SAP	75	90	0,60
38	UDA	70	75	0,17
39	VP	65	75	0,29
40	ZRK	75	95	0,80
	Sum	2610	3355	21,51
	Mean	65,25	83,87	0,54

Based on the data collected, it was discovered that mean pretest score was 65,25, which was lower than the class post-test score, which was 83,87.

Table 4.9 N-Gain Value Categorisation Results

Categorisation	Frequency
High	6
Medium	28
Low	6
Sum	40

The n-gain categorisation findings revealed six students who had scores in the high category, 28 students in the medium category and six students in the low category. Thus, it was found that the experimental class has medium category results.

2. Normality Test

To test the normality of data, the researcher utilised the Shapiro-Wilk formula in SPSS statistics version 29.0 for Windows because the total sample was 40 respondents. If p (significance) < 0,05, the data is not normally distributed. Nevertheless, if p > 0,05, the data was normally distributed. The following are the findings of the pretest and post-test normality tests:

Table 4.10 Table of Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Video Song Lyrics	.131	40	.081	.960	40	.164
Post test Video Song Lyrics	.134	40	.068	.961	40	.179
a. Lilliefors Significance Correction						

According to the table above, the significance pretest value was 0,164 and the significance post-test value was 0,179. This shows that the pretest significance value > 0,05 or 0,164 > 0.05 and the post-test significance value > 0,05 or 0,179 > 0,05, showing that the data from the pretest and post-test findings were normally distributed, indicating applied a parametric statistical test.

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3. Hypothesis test

The hypothesis test aims to answer research questions that were previously suspected. In this research, the research hypothesis divided into 2, namely H_a and H_o, which described as follows:

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.

In this research, the hypothesis test using a paired sample of t-test. The paired sample t-test used to evaluate whether the independent variable had a significant influence on the dependent variable. The paired sample t-test employed in this research with SPSS statistics version 29.0 software for Windows. The paired sample t-test revealed the following results:

Table 4.11 Table of Hypothesis Test Results

Paired Samples Test			
			Pair 1
			Pretest Video Song Lyrics - Post test Video Song Lyrics
Paired Differences	Mean		-18.375
	Std. Deviation		8.726
	Std. Error Mean		1.380
	95% Confidence Interval of the Difference	Lower	-21.166
		Upper	-15.584
T			-13.319
Df			39
Significance	One-Sided p		<.001
	Two-Sided p		.000

The paired sample t-test findings above revealed a significant value (2-tailed) of 0,00. Because the significance value (2-tailed) < 0,05 or 0,000 < 0,05 in the paired sample t-test, it can be concluded that the hypothesis H_o rejected and Ha accepted because there was a significant difference between pretest and post-test learning outcomes. So it can be concluded that using English video song lyric to develop vocabulary mastery was effective for eighth grade C students of Islamic Junior High School SS.

2. Questionnaire

Questionnaire distributed directly to students after the post-test. Each questionnaire item contains 20 items. The total number of respondents was 40 students and then calculated using SPSS statistics 29.0 software for Windows. The measure utilised was a Likert Scale which consists of five option, namely strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD). The findings of the students perception questionnaire test on the effectiveness of using English video song lyrics showed below.

Table 4.12 Questionnaire scores of students

No	Answer					Score					SUM
	SA	A	U	D	SD	5	4	3	2	1	
1	28	11	1	0	0	140	44	3	0	0	187
2	22	16	2	0	0	110	64	6	0	0	180
3	24	12	3	1	0	120	48	9	0	0	177
4	24	15	1	0	0	120	60	3	0	0	183
5	19	14	6	1	0	95	56	18	2	0	171
6	22	16	2	0	0	110	64	6	0	0	180
7	21	18	1	0	0	105	72	3	0	0	180
8	21	17	1	0	1	105	68	3	0	1	177
9	12	23	4	0	1	60	92	12	0	1	165
10	9	28	3	0	0	45	140	9	0	0	194
11	19	17	4	0	0	95	68	12	0	0	175
12	24	15	1	0	0	120	60	3	0	0	183
13	21	14	4	1	0	105	56	12	1	0	174
14	23	15	2	0	0	115	60	6	0	0	181
15	19	19	2	0	0	95	76	6	0	0	177
16	22	15	2	0	1	110	60	6	0	1	177
17	24	13	3	0	0	120	52	9	0	0	181
18	27	11	2	0	0	135	44	6	0	0	185
19	20	17	3	0	0	100	68	9	0	0	177
20	25	13	2	0	0	125	52	6	0	0	183
									Total Score		3,562

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The data description presented mean, median, mode, standard deviation, variance, minimum score, maximum score and totals score from the effectiveness of using English video song lyrics to develop vocabulary mastery for eighth grade C students of Islamic Junior High School SS in the 2022/2023 academic year, and this showed in the table.

Table 4.13 Descriptive Statistics

Statistics		
Total		
N	Valid	40
	Missing	0
Mean		89.05
Median		90.50
Mode		80[a]
Std. Deviation		7.679
Variance		58.972
Minimum		72
Maximum		100
Sum		3562
a. Multiple modes exist. The smallest value is shown		

Based on the data presented above, it determined that the highest score was 100 and the lowest score was 72. The mean, median, mode, standard deviation, variance, minimum score, maximum score and totals scores were 89,05, 90,50, 80[a], and 7,679, 58,972, 72, 100 and 3562.

Furthermore, to process the data, then use the following steps:

1) Mean (X)

$$x = \frac{\sum fX}{n}$$

$$x = \frac{3562}{40} = 89,05$$

2) Determine the spread area of the value

R = H − L + 1

H = the number of item x max score, SA = 5
   = 20 x 5
   = 100

L = the number of item x min score, SD = 1
   = 20 x 1
   = 20

R = H − L + 1
   = 100 − 20 + 1
   = 81

3) Create a class interval with the following categories

K = 1 + 3,3 log n
   = 1 + 3,3 log 40

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$$= 1 + 3{,}3 \text{ x } 1{,}602059991$$
$$= 1 + 5{,}286797979$$
$$= 6{,}286797979 \text{ or } 6$$

Then obtained the interval value as follows:

$$i = \frac{R}{K} = \frac{81}{6} = 13{,}5$$

The range above provided a value of 13,5 which rounded to 14 resulting in the following table:

Table 4.14 Interval Value

No	Interval	Category
1	89 – 103	Very High
2	76 – 89	High
3	62 – 75	Good
4	48 – 61	Fair
5	34 – 47	Low
6	20 – 33	Very Low

Based on the results of intervals above, it showed that the mean value of student perceptions was 89.05, which mean it was very high because it included in interval 89 - 103. So, it can be concluded that students' perception of the effectiveness of using English video song lyrics to develop vocabulary mastery was very high.

B. Discussion

Based on the results of data analysis at Islamic Junior High School SS involving eighth grade C as the experimental class. Eighth grade C given a pre-test to measure students' initial vocabulary mastery abilities before receiving treatment. It supported by pre-test mean n-gain score was 65,25. The lowest pre-test score was 40 and the highest score was 85. After knowing their initial abilities in class, then students given treatment regarding vocabulary using English video song lyrics. Then, at the end of the meeting after the material taught, students given a post-test to determine their level of comprehension.

The posttest results showed mean n-gain score was 83,87. The lowest score was 70 while the highest score was 100. It established that there had been development in the experimental class's vocabulary mastery between the pretest and post-test. The results of the pretest and post-test revealed that mean n-gain score was higher after the post-test. According to the results of the n-gain analysis of data, mean pretest score was 65,25, which was lower than the post-test score was 83,87. Then, from n-gain categorisation results, there were six students who had scores in the high category, 28 students in the medium category, and six students in the low category.

Meanwhile, the results of the hypothesis test calculation using the paired sample t-test, it provided the significant value (2-tailed) of 0,000. According to the decision making guidelines in the paired sample t-test that the significance value (2-tailed) < 0,05 or 0,000 < 0,05, it can be concluded

that Ha is accepted or Ho is rejected, meaning that there was a significant effect of using video song lyrics to develop students' vocabulary mastery.

There are various factors to consider when developing students' vocabulary mastery through the implementation English video song lyrics. The teacher must be able to control the class because utilised English video song lyrics, students must pay attention in order to understand the meaning of the song. To prevent student boredom, teachers chose songs that were liked and popular among students. This was in line with the Murphey theory which stated "students will be more interested and motivated to learn vocabulary when their favourite song played. So the using English video song lyrics becomes one of the techniques for keeping students aware of what is happening around them".[1]

Based on that statement, it was important for the teacher to choose songs that suited the students' so that they could add vocabulary to their minds. So, when students listen to the song they can try to pronounce the vocabulary in the song correctly. Furthermore, the teacher can also invite students to sing together which aimed to practice their speaking and reading skills. After using English video song lyrics in the experimental class. The learning process was more active and fosters acquires enthusiasm for learning because the teacher incorporates students in ongoing learning.

According to the researcher's data analysis findings, English video song lyrics were effective for developing students' vocabulary mastery. This proven by students' preference for using English video song lyrics rather than books in learning English, especially learning vocabulary. Then, the learning process using English video song lyrics makes it easier for students to accelerate their mastery of the language components in song lyrics. The used of English video song lyrics can not only be a technique to develop students' vocabulary, but it also can trained their listening skills.

At the first meeting, students still had difficulty in doing the pretest so they did not finish their work properly. However, after doing the pretest the researcher motivated students to be more confident and sing the song together without fear of making mistakes in pronouncing the song lyrics because students got correct pronunciation from native speakers when the song lyrics were displayed. Therefore, the researcher automatically trained students' speaking and reading skills. After that, the researcher invited students to jointly identified the translation of the song so that students could take the moral values contained in the song. It could interpret that video song lyrics in English could develop vocabulary mastery of eighth grade C students at Islamic Junior High School SS.

This was relevant to a previous study by Angela Pratiwi Ladan, Clarry Sada and Urai Salam entitled "Improving Students' Vocabulary Of Song Lyrics Through Video Clips".[2] According to the findings of this research, students' achievement improved significantly. The researchers discovered

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[1] Tim Murphey, *Music and Song*.
[2] Ladan, Sada, and Salam, "Improving Students' Vocabulary Of Song Lyrics Through Video Clip."

that teaching vocabulary through video clips could improve students' vocabulary, especially in spelling, pronunciation aspects and practicing listening skills. Students not only listened and watched video clips, but they can also get moral values from song lyrics from story video clips that are presented with the purpose of song lyrics. Even though students showed little interest in the first meeting, the researchers discovered the cause in the second meeting, allowing them to be more interested in participating in learning.

Then, the researcher gave students 20 items of questions and closed-type questionnaire statements to determine how they perceived the use of English video songs to develop students' vocabulary mastery. So, the researcher provided a list of possible answers and then students could select one by filling out a checklist in the answer column. After the completion of the post-test, this questionnaire was distributed directly to students. Each questionnaire item includes questions and statements about using English video song lyrics to help students develop their vocabulary mastery. This scale employed Likert Scale which has five options, strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD). The distribution of questionnaires to students was to find out how students perceived the use of English video song lyrics to develop students' vocabulary mastery. Students responded to each statement based on how they felt while learning using English video song lyrics to develop their vocabulary mastery.

Based on the questionnaire responses regarding the effectiveness of using English video song lyrics to develop vocabulary for eighth grade C students of Islamic Junior High School SS. The data results showed a score of 40 students. The total score of the questionnaire was 3.562 and the number of table items was 20. The highest score was 194 and the lowest score was 171. The researcher discovered that the mean score of the students' vocabulary mastery data description was 89,05 and the standard deviation score was 7,679, meaning that the mean value of student perceptions was 89,05, indicating the mean very high because it included in the interval 89 - 103.

The findings revealed that the students' had a highly favourable perception of the application of English video song lyrics was very high. This was evidenced from the answers gave by students on the questionnaire. Many of the students responded positively to the questions and statements on the questionnaire. Students felt that English video song lyrics developed vocabulary mastery faster than before using this technique. They were more enthusiastic about participating in each activity at the second meeting because the researcher already knew how to make students more interested in the learning process using English video song lyrics, which affected the score results on the post-test. On the other hand, students enjoy learning English vocabulary using English video song lyrics because they felt have the opportunity to see vocabulary used correctly according to what they hear.

Then, using English video song lyrics made it easier for them to memorize vocabulary by singing it so they could enrich their vocabulary.

That was relevant to the journal article by Sri Putri Dilago, Nihta V.F.Liando and Fridolin Kukus entitled "Students' Perception of Using Song Lyrics as a Media Improve Vocabulary Mastery".[3] According to the results of the survey, many students agree that song lyrics are effective media for improving vocabulary mastery. The implementation of song lyrics has a significant impact in the learning process of increasing vocabulary. From the findings and discussion of the researcher, it could prove that most of eighth grade students at SMP Negeri 4 Halmahera Barat have the perception of agreeing to used song lyrics as a media to improve vocabulary mastery. Students were pleased and they can now be more active in learning vocabulary by using media.

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[3] Putri Dilago, Vfliando, and Kukus, "Students' Perceptions of Using Song Lyrics as a Media to Improve Vocabulary Mastery."