

**THE EFFECTIVENESS OF ENGLISH SONG LYRICS AND HANGMAN
GAME ON STUDENTS' VOCABULARY MASTERY AT SMAN 1
JENANGAN PONOROGO**

THESIS



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ABSTRACT

ISTIQOMAH, ERLIN. 2021. *The Effectiveness of English Song Lyrics and Hangman Game on Students' Vocabulary Mastery at SMAN 1 Jenangan Ponorogo*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Fenty Andriani, M.Pd.

Keywords: Song Lyrics, Hangman Game, Vocabulary

Vocabulary is one of the language components. It is not possible to isolate learning language from studying vocabulary. Vocabulary education plays an important role in teaching English vocabulary. In addition to grammar and pronunciation, vocabulary is one of language elements considered necessary for language mastery. In other words, it is known that vocabulary supports the mastery of four basic language skills: listening, speaking, reading and writing.

Based on the research question, this study has objective described as follows: "To find out whether or not there is a significant effect of using song lyrics and Hangman Game on students' vocabulary at SMAN 1 Jenangan Ponorogo."

The researcher applied a quantitative approach and used a quasi-experimental design. The researcher used two classes as experimental and control classes. The experimental class was taught by using song lyrics and hangman game and control class was taught by using text book media. The researcher used cluster random technique sampling to determine the sample. This researcher took X A as the experimental class and X B as the control class, both of them consisted of 20 students. The total sample in this research was 40 students. The data was collected through the test. This research was conducted by applying the following procedures: giving the pre-test, applying the treatment, and giving a post-test. After getting the score of the test, the data was analyzed and processed by using the t_{test} formula in SPSS.

The result of this research shows that Mean score in the experimental class is 87,7500. Mean score in the control class who were not taught by using song lyrics and hangman game is 85,0000. It shows that the students who were taught by using song lyrics and hangman game got better scores than the students who were taught by using textbook media. The value t_{table} in 5% is 2,00. Then the value of t_{test} is 87,7500. It shows $t_{test} > t_{table}$ so H_a (Alternative Hypothesis) was accepted, and H_o (Null Hypothesis) was rejected. So, from the computation , it can be concluded that there was a significant difference in vocabulary mastery between students who are taught by using song lyrics and hangman game and those who are not taught by using song lyrics and hangman game at the tenth grade of SMAN 1 Jenangan Ponorogo. On the other words, the song lyrics and hangman game is one of the effective media for improving vocabulary mastery to the tenth-grade students of SMAN 1 Jenangan Ponorogo in the academic year 2020/2021.

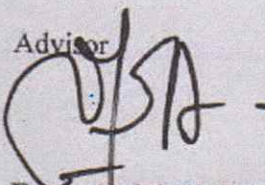
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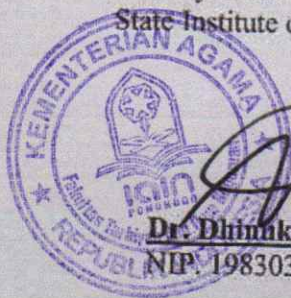
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CHAPTER I

INTRODUCTION

This chapter involves: background of the study, scope and limitation of the study, research questions, research objectives, significances of the study, and organization of the study. It has a purpose to introduce the research.

A. Background of the Study

Teaching English in Indonesia is quite challenging. Teachers are really in need of creative efforts to make the process of teaching-learning fun and interesting. The general goal of the English teaching and learning process in Senior High School is to improve the students' English ability. It covers four language skills, those are listening, speaking, reading, and writing.¹

It is not possible to isolate learning language from studying vocabulary. Vocabulary education plays an important role in teaching English. Students are able to master language skills if they have decent master in words.² Students' vocabulary mastery academically is needed for language learning. In mastering vocabulary, students should master some elements of vocabulary, such as pronunciation of the word, spelling of the word, and grammatical pattern of the word. Pronunciation is focused on how to produce words. It is very crucial to master the vocabulary, because in English there are some vocabularies that have almost similar pronunciation but different meanings.³

Vocabulary is one of the problems gone up against by English dialect teaching. As Jeremy Harmer said "One of the problems of vocabulary

¹H. Douglas Brown, *Principles Of Language Learning And Teaching*, 4th (New York: Addison Wesley Longman, 2000), 232.

²Kholid Zahrotun Nisa', "The Effect of Using Circle Game on Students' Vocabulary Mastery at The Fourth Grade of MI Darul Uklum Katemas Kembangbahu Lamongan", *E- Link journal*, Vol. 5, No. 2(2018),79.

³Elda Martha Suri, "Improving Students' Vocabulary Mastery by Using Song at The Grade Sixth of state Elementary School", *EDU RESEARCH*, 1 (juli, 2012), 136.

teaching is how to choose the words to teach”.⁴ Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. In other words, it is known that vocabulary supports the mastery of four basic language skills: listening, speaking, reading and writing. EFL learners should master the vocabulary in order to master the four major skills. To master the vocabulary, the learners do not only depend on dictionary. Knowing the vocabulary does not just know its dictionary meaning (or meanings) – it also means knowing the words commonly associated with it (its collocation) as well as its connotation, including its register and its cultural accretions. Moreover, they should build their understanding about the vocabulary itself.

Nevertheless, there are some obstacles related to the vocabulary teaching and learning process in the class. Mostly, Students often get difficulties in improving their vocabulary mastery. The teacher teaches the students’ in monotonous and uninteresting technique. The teacher usually shows the picture, and he or she mentions what the picture is, finally he or she will translate it into Indonesian or English. This technique cannot fulfill the requirements of effective teaching and learning English vocabulary. As a result, the students are low in the vocabulary mastery and they are lazy to follow the lesson in the classroom.⁵

Therefore, it is necessary to create the process of English teaching and learning which increases students’ interest in the classroom activities. In this case, the use of interactive media can give a stimulus for students to learn.⁶ Troubleshooting that can be tried to use is media. Media is a means to increase teaching and learning process activities. The presence of the media has many benefits, it can be used as an intermediary tool to explain materials

⁴Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Publishing, 1991), 154.

⁵Nobert Schmit, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2000), 142.

⁶Muhammad Ikhdar sakti Arief, “The Effect of Spelling Bee Game on Students’ Vocabulary Achievement”, *Journal of Teachers of English*, 5, 67.

that were previously considered complex. Materials that are considered complex can become easy.⁷

Therefore, the researcher used Song and Hangman Game to Improve students' vocabulary mastery at SMAN 1 Jenangan Ponorogo. The researcher argues that song is suitable in teaching vocabulary. Some words in song are often repeated, and they are easy to be remembered by students. Song also increases the students' interest in learning English song.

Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more". Game can be used as a method for teaching vocabulary because game is not only fun, but also general term used to cover a variety of language activities. Besides, the function of language games is to practice specific language items such as grammar, sentence structures, vocabulary, and spelling, and it is important to develop language skill. Students can get a lot of knowledge and new experience by playing language games because the students learn language therewesh different and fun ways. Language games are able to give them much benefit which is very important for their language skills, such as employing rules, fostering cooperation while making learning fun and enjoyable. It means that the teaching learning activity will be more interesting by using game. Game can also develop the team workamong students.⁸

One of the effective games which can be used is Hangman game. The students can express their idea in trying to guess the secret word by Hangman game. By playing Hangman game, students are able to guess the letter of a certain word. They are able also think about what the right word is. Hangman game also can be one way to help students practice their confidence and to express their thought. It means that by using Hangman game, the students

⁷Paulina Maria E Kasari Wahyuningrum, Pengaruh Penggunaan Media lagu Terhadap Penguasaan Kosakata Bahasa Inggris", *Jurnal Jumpa*, 7(January, 2019),38

⁸Riska Mandasari Manan, "The Use of Hangman Game in Motivating Students in Learning", *journal English ELT Perspective*, 4 (September, 2016), 141.

can practice the alphabet and vocabulary which is really important for their English skill and it can also create fun atmosphere in teaching learning activity. Hangman game can be also played for learning all skills in English. It means that Hangman game is not only used to learn one skill. Students can learn all of English skills by using this game. Besides, this game is very easy to play and it does not use too much material.⁹

Hangman Game is a word game which is represented by a row of dashes. It is played between two people or more. One person selects a secret word, and the other tried to determine the word by guessing it letter by letter. The games provide clues, such as whether the word is and adjective, or a noun, the antonym or synonym word. Hangman is a great way for students to practice their spealing, pronounciation, improve their vocabulary, and have fun at the same time.¹⁰

In the English Curriculum for both SNIP and SMA, the emphasis is really on the importance of vocabulary mastery. The aim of teaching English is for students to able to communicate in English with a mastery of 2500 vocabularies for high school.¹¹ Based on the result of preliminary study at SMAN 1 Jenangan Ponorogo, the students had such problems with their vocabulary mastery. Therefore, the researcher conducted a research at this school. First, when the teacher asked the students certain vocabulary, they couldn't answer it. Secondly, they were difficult to memorize vocabulary because they never practiced it. Lastly, the students had limited stock of vocabulary. Thus, when they had to read passage, they got a difficulty doing that. This problem becomes an obstacle for teachers and students in achieving English vocabulary.

The students of SMAN 1 Jenangan Ponorogo think that vocabulary is difficult to be mastered. Therefore, the students have low scores and can't

⁹Ibid., 141-142.

¹⁰Suci Ramadani Siregar, "The Effect Of Game On Students' Vocabulay Mastery", *jurnal liner*, Institut Pendidikan Yapanuli Selatan, Vol. 2. No.3 (2019), 79.

¹¹Departemen Pendidikan dan Kebudayaan, *Kurikulum Sekolah Menengah Umum* (Jakarta: Desember, 1994), 1.

achieve the standard competence. It is one of the reasons why the researcher would like to conduct a research on the students' vocabulary mastery.

Based on the explanation above, the focus of the researcher is to carry out activities to analyze **the Effectiveness of English Song Lyrics and Hangman Game on Students' Vocabulary Mastery at SMAN 1 Jenangan Ponorogo.**

B. Scope and Limitation of the Study

Scope of this study is to measure the effectiveness of using song lyrics and hangman game on students' vocabulary mastery. This study focuses on the tenth graders of SMAN 1 Jenangan Ponorogo.

C. Research Question

Based on the background above, the research question is formulated as follows:

“Is there any significant effect of Song lyrics and Hangman game on students' vocabulary mastery for experimental and control class at SMAN 1 Jenangan Ponorogo?”

D. Research Objective

Based on the research question, this study has objective described as follows:

“To find out whether or not there is significant effect of using song lyrics and Hangman Game on Students' Vocabulary for experimental and control class at SMAN 1 Jenangan Ponorogo.”

E. Significances of the Study

The study is conducted in the hope that the result would give some usefulness as follows:

1. Theoretical Significances

The researcher hopes that this research can give contribution of knowled that using Song Lyrics and Hangman Game is one of the effective factors that influences on the process of the foreign language aquisition.

2. Practical Significance

a. Teacher

The study is expected to give teachers a contribution, particularly the teachers at SMAN 1 Jenangan Ponorogo to help them to design effective teaching methods that can help to improve students vocabulary.

b. Students

The finding from this research also can be used to help students, particularly the student at SMAN 1 Jenangan Ponorogo to find suitable strategies to improve their vocabulary. It is very important to ensure that they can perform well in English so that they have competency.

F. Organization of the Study

To make it easier in writing the thesis, the researcher has divided the thesis into six chapters. At the beginning before the first chapter, the researcher included the cover or page title, counselor approval sheet, authorization page, motto, abstract, preface, table of contents. At the end of the thesis, the researcher attached lesson plan and exercise sheet. The five chapters in the thesis are as follow:

CHAPTER I INTRODUCTION

This chapter introduces involves: background of the study, scope and limitation of the study, research questions, research objectives, significances of the study, and organization of the study. It has a purpose to introduce the research.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses a review of related literature, previous related study, literature review, theoretical framework, and Hypothesis. It explains the literature review that has helped the researcher to finish this research.

CHAPTER III RESEARCH METHOD

This chapter explains the research method that consisted of research design, population and sample, research instrument, data collection technique, and data analysis technique. This chapter explains the ways to solve the problem using appropriate method.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter discusses general research findings, specific research findings, data analysis, and interpretation of the result of the research based on the statement of the problems. It explains the finding of the research to interpret the data.

CHAPTER V CLOSING

This chapter explains the conclusion and recommendations. It has a purpose to give the conclusion of the research and recommendation for anything related to this research



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses a review of related literature, previous related study, literature review, theoretical framework, and Hypothesis. It explained the literature review that has helped the researcher to finish this research.

A. Previous Study

Many researchers have reported exposing the identification of students' vocabulary mastery in learning English to make the teaching and learning process more effective. In this section, the researcher describes some previous studies which are relevant to this thesis.

First, Agung Prasetya conducted a study' entitled "The Effectiveness of Using English Song on Students' Listening Ability". the purpose of this study was to find out the effectiveness of using songs to increase students' listening ability in the second grade of students at the MTs Hidayatul Anam Pasar Minggu Selatan. The instrument used in this study was pre-test and post-test. The technique used to collect the data was quantitative with t-test. The result of this study showed that the use of media songs is effective to increase students' listening ability. It can be seen from the result of calculation that the students' score in experimental class was higher than control class. Based on the statistical calculation with the significance level 5%, it showed that $t_{\text{observation}} = 1.896$ is higher than $t_{\text{table}} = 1.686$. it means there is effectiveness of using songs to increase students' listening.¹²

Research which was conducted by Agung Prasetya has similarity and difference with this research. The similarity with this research deals with the strategy used: Song lyrics. Then the difference is previous research focused on listening, meanwhile this research focused on vocabulary.

¹²Agung Prasetya, "The Effectiveness of Using English Song on Students' Listening Ability" (Skripsi, Hidayatullah State Islamic University, Jakarta, 2017).

Second, Rita Kumalasari conducted a study entitled “The Effect of Using The Guess-The Word Game in Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon”. The method in this research is a pre experimental research. The result of this research showed that there was significant effect of students in learning vocabulary. The data was achieved from a pretest-posttest score using T-test formula. Furthermore, based on statistic calculation with the significance level of 5%, it showed that value of tcounting was higher than ttable ($5,48 > 2.03$) and Eta Squared shows that the value is 0.47. According to table of Eta Square values criteria, 0.47 means High/ Significant effect. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted which stated that there is significant effect of using guess-the-word toward seventh graders in learning vocabulary written.¹³

Research which was conducted by Rita Kumalasari has similarity and difference with this research. The similarity with this research deals with the strategy research design. Then the difference is the previous research used Guess-The-Word game, meanwhile this research used hangman game.

Thrid, Riryn Fatmawaty wrote a research “The Effect of using song on students’ Speaking Ability”. In this research, the writer further more analyzed on speaking ability. As the alternative, fun and interesting media to teach speaking here the writer used song. This thesis defined as Experimental Research, the aim is to investigate causality (relationship effect and cause). Here, the writer used quantitative or statistic test to processing all of the data, starting for; collecting the data, identifying the data until analyze the data. It means, in the processing the data, the writer used numbers and tables. There are problems of this study; (1) How is the application of using song at MAN Lamongan? and (2) How is the effect of using song on students’ speaking ability at MAN Lamongan?. The writer did the research at MAN Lamongan

¹³Rita Kumalasari, “The Effect of Using The Guess-The Word Game in Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon” (Skripsi, Universitas Muhammadiyah, Sidoarjo, 2018).

in XI IPA 3 as the control class as and XI IPA 4 as the experiment class that taken as cluster random sampling, since May 12-30, 2009. The writer gave three treatments by song to the experimental class, while gave the lesson as usual to the control class. Based on the result of statistic test, we have known that the result from the scores experiments group is higher than the control group. The writer describes the result of statistic test as follows: based on the normality test, that the result from the experimental class is $(-58,9733 < 15,0863)$, and from the control class is $(-52,9879 < 11,3449)$. It means H_0 received, both samples is from population distributes normal. Based on the homogeneity test, that is $(1,77 < 1,68)$, it means that H_0 is received. So that both samples is from that has variants homogeneity. Based on the differences between means with the t-test, that is $(1,684 < 3,5)$, means that H_0 is refused. So, the final score of students that use song are better than the students that do not use song. From all describing, the writer can conluded that song can be a good, interesting, fun and attractive media on teaching English, espeacially on developing speaking ability.¹⁴

Research which was conducted by Riryn Fatmawaty has similarity and difference with this research. The similarity with this research deals with research design: experimental research. Then the difference is the previous research focused on speaking, meanwhile this research focused on vocabulary

B. Literature Review

This part discusses a review of related vocabulary, song, game, hangman game. It explains the review which has helped the researcher to finish this research.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is related to abilities that affect student language.

Students will difficult to master language skills without having good

¹⁴Riryn Fatmawaty, "The Effect of using song on students' Speaking Ability" (Skripsi, Universitas Sunan Ampel, Surabaya, 2009).

vocabulary.¹⁵ Teaching vocabulary is not easy. especially if students have no vocabulary at all. In addition, students must also know words; they also need to know the meaning of the words.¹⁶ vocabulary is the information of words and words meanings too puts vocabulary information as the information of a word not as it were infers a definition, but moreonver infers how that word fits into the context”. Vocabulary information isn't something that can ever be completely aced. It is something that grows over the course of a life time. Instructing lexicon includes looking up words in a word reference and utilizing the words in a sentence. Vocabulary is acquired by chance through roundabout introduction to words and intentionally through express instructing in particular words and wordlearning techniques.¹⁷

The quality of students’ language abilities both receptively and effectively depend exceptionally much on quality and quantity of their vocabulary”. The explanation shows that the authority of vocabulary is exceptionally critical since it will influence the student’s speaking, reading, composing and listening skills. And for the reason, the instructor needs a few strategies to present vocabulary to the understudies in arrange to extend their vocabulary.¹⁸

b. Techniques in Teaching Vocabulary

Educating strategies are exceptionally imperative within the learning process not as it were decided by the competence of instructors and understudies but moreover by in precise and clear technique.

¹⁵Muhammad Ikhdar Sakti Arief,” The Effect Of Spelling Bee Game On Students’ Vocabulary Achievement At SMP Negeri 17 Kendari,” *Journal of Teachers of English*, Volume 5, No. 1, 67.

¹⁶Ibid.

¹⁷Elda Martha suri,” Improving Students’ Vocabulary Mastery By Using song at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang,” *Jurnal Pendidikan*, Vol.1, No.1,(Juli 2012), 112.

¹⁸Ibid., 113.

We need to learn lexicon each time we meet with a modern dialect and attempt to use it. After all, learn a language causes a few issues, as numerous understudies consider studying vocabulary may be a dull action, the instructor must continually discover ways to do it makes learning lexicon less demanding and more fun.

Teaching methods are exceptionally supportive for instructors. This is the teacher's work to utilize appropriate lexicon instructing methods, that is it does not cruel that the instructor employments certain techniques.

From the depiction over it can be interpreted that methods in teaching learning is exceptionally imperative and instructors must utilize it accordingly techniques for educating lexicon, to persuade and help students within the learning prepare.

There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork.¹⁹

The techniques that teachers can be used to teach students are:²⁰

1) Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. In addition, state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new

¹⁹Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary* (New York: Cambridge University Press, 2003), 73.

²⁰Ranmeet Kaur, "A Study Of The Effectiveness Of Using Language Games In Teaching Vocabulary' In Secondary School", *International Journal Of Scientific & Technology Research*, 11 (November, 2019), 1538.

word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2) Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

3) Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

4) Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word grey. Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt, it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organised. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used.

5) Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers, and then the meaning of the word "clothes" will become clear. The same is true of vegetable or furniture, for example.²¹

²¹Ibid.

6) Mime, Expressions and Gestures

Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: sad, happy, mime and taking a hat off your head to teach hat and so on. Several studies have emphasised the role of gestures in second language. Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolise something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension. However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners.

7) Guessing From Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited Selections has been suggested widely by L1 and L2 reading specialists. that there are two type of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subject being. It follows that other words in the context of the unfamiliar word often throw light on‘ its meaning. These

other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item.

8) Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

9) Translation

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.²²

c. Kinds of Vocabulary

There are various kinds of vocabulary in word lesson which are divided into three:

1. High frequency words

The tall recurrence words of English have a few characteristics. First, each tall recurrence word happens frequently so the exertion of learning it will be reimbursed by bounty of opportunities to meet and utilize it. Second, the tall recurrence words are useful no matter what utilize is made of English. Third, since of their frequency and wide run they make up a really huge extent of running words in all sorts of writings and language utilize.

²²Ibid., 1538 – 1539

2. Academic word

For learning purposes, academic words like high recurrence words and they merit it similar consideration.

3. Technical word

learning destinations in academic, specialized vocabulary as well important but this is often probably for the best learned whereas considering content specific pro field issues.²³

d. Media in Teaching Vocabulary

Media in education is becoming more important in the process of teacher training.²⁴ Besides, materials from the media are excellent for developing the skills of reporting. ²⁵instructional media for the teaching-learning process provide of the tools to engage learners powerfully in the learning process. It greatly enhances the effectiveness of communications.²⁶

Based on the statement above, media is needed to help students in acquiring lessons that are being taught. Media give some resourceful teaching aids that help both teachers and students in the material.

2. Song

a. Definition of Song

Song is a curiously media that provides the high creative ability. Siti Tarwiyah states “that song is an interesting media that offers the high imagination”. Song in foreign language classes mybe use to motivate students and to create a more relaxing foreign

²³Kholid Zahrotun Nisa, “ The Effect of using Circle Game on Students’ Vovabulary Mastery t The Fouth Grade Of MI Darul Ulum Katemas Kembang bahu Lamongan, ” *E-Link Journal*, Vol. 5, No. 2 ,(2018) 80.

²⁴Divina Frau-Meigs, *Media Education. A Kit For Teachers, Students, Parents and Professionals*. (Unesco, 2007), 86.

²⁵Geoffrey Broughton et al., *Teaching English as a Foreign Language*. (Routledge, Taylor and Francis e-Library, 2003), 86.

²⁶Ahsan Akhtar Naz and Rafaqat Ali Akbar, ‘*Use of Media for Effective Instruction Its Importance: Some Consideration*’, *Journal of Elementary Education* 18, no. 1–2 (2008): 35.

language classes.²⁷ The dialect tune more often than not simple to be caught on. It gives inspiration and makes the connection between the educator and understudies closer. The connection will make the understudies have bravery to inquire the instructor almost everything counting modern vocabularies in melody that they learn.²⁸

Song comprise of lyrics, beat, chorus, intro, riff and tune.

- 1) Verses is words of song .
- 2) Beat is primary rhytm of song.
- 3) Refrain is portion of melody which is rehashed after each verse .
- 4) Intro is portion of melody some time recently artist begins .
- 5) Riff is brief rehashed tune by one instrument such as the guitar.
- 6) Tune is arrangement of melodic notes; the music, not the words.²⁹

b. Types of Song

Length and tempo have high degree of significance to the fittingness of tune and activity.³⁰

- 1) All melodies imply the action can be utilized with any song.
- 2) Brief, moderate melodies implies the movement works best with tunes that are slow and short.
- 3) Melodies that tell stories are melodies that have a story line.
Tunes that tell stories have a starting, a center and an end.
- 4) Instrumental music is any music without words, for example classical, prevalent instrument or Modern Age Music.

²⁷ Siti Tarwiyah, *game, Song and Practical Ideas to Teach language*, (Semarang: 2008), 2

²⁸Oxford Learners Pocket Dictionary (New York: Oxford University Press, 2000), 412.

²⁹Mark Hancock.*Singing Grammar: Teaching Grammar Through Song* (UK: Cambridge University Press.1998), 11.

³⁰Dale Griffee, *Songs in Action* (UK: Prentice Hall International, 1992), 11.

- 5) Long melodies are the lion's share of tunes on Beat 40 charts. They usually final at slightest four minutes long or longer, they are usually not exceptionally simple to sing and presents a arrangement of pictures instead of tell a story.
- 6) Brief, quick melodies are melody that ordinarily have one verse with no repeating expressions or abstain and have a speedy tempo.

Music can also be categorized by non-musical criteria such as topographical origin. Such categories are not entirely sort and a single geological category will regularly incorporate a number of distinctive class. such types of song genre are as follow:³¹

- 1) Classic song is a type of song written according to standard European forms or structures. Example: Mozart, and Beethoven.
- 2) Jazz Song, Jazz is a type of song that developed in the late 19th century in which there is a strong lively beat and the players often improvise (make up the music as they play). Example: John Coltrane.
- 3) Blues Song Blues is a type of slow and sad song that developed from the songs of black slaves in the southern US. Example: The Rolling Stones.
- 4) Country Song Country is a type of popular song based on the traditional music of the southern US, usually containing singing, guitars, and violins. Example: Taylor Swift.
- 5) Techno Song Techno is a type of dance music that developed in the 1980s, consisting of hard repeated beats, heavy drum sounds, and funk influences. Example: Alan Walker, Marshmello.

³¹MacMillan Dictionary.(USA: MacMillan Publisher.1999)

- 6) Reggae Song Reggae is a type of song that developed in Jamaica in the 1960s with songs about social and political subjects and heavy bass sounds. Example: Bob Marley.
- 7) RAP Song RAP is a type of song that has the way of talking using rhythm and rhyme, usually over a strong musical beat. Example : Eminem.
- 8) POP Song Pop Song is a type of music, usually played on electronic instruments, that is popular with many people because it consists of short songs with a strong beat and simple tunes that are easy to remember. Pop music is often simply called pop. Example: Mother How Are You Today by Maywood.

3. Definition of Game

According to Celce-Murcia and Macintosh, “Game are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more”. Game can be used as a media for teaching vocabulary because game is not only fun, but students also will learn something from the game, including vocabulary.³²

Game has many benefits for teaching learning English. This makes students happy in a relaxed learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use the language in a good and easy way so as not to stress students out while playing in the game, students’ attention is focused on the message, not on the language.³³ This will reduce the fear of negative evaluations, the fear of being judged negatively in public, is one of the main factors that reduce students’ anxiety in

³²Celce- Murcia, *Teaching Pronunciation: A reference for Teacher of English to Speakers of Other Language* (Cambridge: Cambridge University Press, 1979), 54.

³³Arum Nisma Wulanjani, “The Use of Vocabulary-Game in Improving Children’s Vocabulay in English Language Learning”, *E-Link transformatika*, 12 (March, 2016), 79.

speaking in front of others context, reduce anxiety and produce fluency in speaking so that communicative competence reached. Game are also motivating since are amusing and at the same time challenging. It introduces an element of competition into language-building activities.³⁴

a. Kinds of Game

They are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language. Both of them can be applied in teaching to young learners. But, the teacher should keep in mind to avoid competition with preschool learners. It can be stressful and overwhelm them. Play games where everyone wins.³⁵

b. The Advantages of Using Game

There are many advantages from using games in language learning. Games could help reduce the boredom of drilling in language class, making students comfortable and improve their attention on the lesson. The other hand, games have some advantages in language teaching. Firstly, game provides motivation, decreases students' stress, and gives them opportunity for real communication.³⁶

4. Hangman Game

Hangman game is a fun game. Students can play in the classroom and it can help them to improve their vocabulary skill. There are some steps to Hangman game :

³⁴Ibid.

³⁵Ibid., 80.

³⁶Avedon, M.E. & B.S. Brian. Learning through Games. the Study of Games (New York: John Wiley & Sons, 1971), 80.

- a. Draw same rows representating the number of the letters in word or sentence.
- b. Have the students' guessing the letter.
- c. If the letter is an the word, writer the letter in the appropriate row.
- d. If the letter is not in the word, then draw the hanged man (1 head, 2- torso, 3-arm, 4-arm, 5-leg, 6-leg).
- e. If they can guess the word before the drawing of hanged man is done, then they win.³⁷

The procedures of Hangman game to exercise spelling some words, as follows:

- a. Think of a word that should be familiar to the learners, and draw a dash for each letter.
- b. Invite the learners to call out letters which they think may be in the word.
- c. If a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the hanged man.
- d. The game proceeds in this manner either until the learners guess the word, or until thirteen mistakes have been made, the drawing has been completed, and the learners have been, hanged man. You may then reveal the answer.³⁸

Hangman game gives some advantages as follow:

- a. Teacher can make vocabulary fun to learn for their students by using hangman game.
- b. Hangman can be adapted by the people in all ages and can be used in avariety of settings.
- c. Hangman is not only far more interactive than some spelling rote learningmethod, but also it is far more enjoyable.

³⁷Suci Ramadani Siregar, "The Effect Of Game On Students' Vocabulay Mastery", *jurnal liner*, Institut Pendidikan Yapanuli Selatan, Vol. 2. No.3 (2019), 82.

³⁸Ibid

- d. Hangman is useful for teaching and revising spelling words.³⁹

Further, MCintyre (2007) asserts that Hangman Game gives some advantages follow:

- a. Teacher can make vocabulary fun to learn for their students by using Hangman Game.
- b. Hangman Game can be adapted by the people in all ages and can used in a variety of setting.
- c. Hangman is not only far more interactive than some spelling “rote learning” methods, but also it is far more enjoyable.

The disadvantages of Hangman Game in teaching vocabulary may depend on luck and it is not measure the actual ability.

C. Theoretical Framework

Theoretical framework is a conceptual model of how theory relates to various factors that have been identified as important problems.⁴⁰ The theoretical framework presented in this study:

Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. In other words, it is known that vocabulary support the mastery of four basic language skills: listening, speaking, reading and writing. As mentioned above the students should master the vocabulary in order to master the four major skills that are speaking, writing, reading, and listening. To master the vocabulary the learners not only depend on dictionary. Knowing the vocabulary does not just know its dictionary meaning (or meanings) – it also means knowing the words commonly associated with it (its collocation) as well as its connotation, including its register and its cultural accretions. Moreover, they should build their understanding about the vocabulary itself.

Nevertheless, there are some obstacles related to the vocabulary teaching and learning process in the class. Mostly, Students often get

³⁹Ibid., 83.

⁴⁰Sugiyono, *Metode Penelitian Bisnis* (Bandung: Alfabeta, 2009), 88.

difficulties in improving their vocabulary mastery. The teacher teaches the students' in monotonous and uninteresting technique. The teacher usually shows the picture, and he or she mentions what the picture is, finally he or she will translate it into Indonesian or English. This technique cannot fulfill the requirements of effective teaching and learning English vocabulary. As a result, the students are low in the vocabulary mastery and they are lazy to follow the lesson in the classroom.

Most of students find difficulties in learning vocabulary. Sometimes they get bored or uninterested in the lesson. It is necessary to create the process of English teaching and learning which increase students' motivation in the classroom activities. The use of interactive media can give a stimulus to students to learn. It is also can be used to help provide the context of situation. The things that cannot be brought into classroom can be facilitated by media. There are some media that can be applied in the teaching learning process. One of them is English songs and Hangman game

This research has three variables:

Variables X1 : Song Lyrics

Variables X2 : Hangman Game

Variables Y : Vocabulary

From the three variables above, the conceptual framework are as follows:

1. The researcher gave a treatment in the experimental class to teach vocabulary.
2. The researcher did not give a treatment in control class

After conducting the treatment, the researcher took a test to know the students' achievement in vocabulary mastery. Finally, the researcher compared the students' achievement after being taught by using song and hangman game.

D. Hypothesis

The hypothesis is an allegation of research result that are deliberately made by a researcher at the beginning of the implementation or the

investigation process in accordance with the problems of the research and statements relating to the activities or content of the data used or contained in the research.⁴¹

Ha: There is a significant effect of using song lyrics and hangman game on students' vocabulary mastery at SMAN 1 Jenangan Ponorogo.

Ho: There is no significant effect of using song lyrics and hangman game on students' vocabulary mastery at SMAN 1 Jenangan Ponorogo.



⁴¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 96.

CHAPTER III

RESEARCH METHOD

This chapter discusses a review of research method, research design, population and sample, research instrument, validity, reliability, data collection technique, data analysis technique. It explained the research method review that has helped the researcher to finish this research.

A. Research Design

There are various designs of research. In this study, the researcher used a quantitative research approach. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using a mathematically based method in the particular statistics. It means that to analyze the data, the researcher used statistical calculation.⁴²

The researcher used a quasi-experimental study and used pre-test - post-test design. The researcher only assigned randomly different treatments to two different classes, so she used a quasi-experimental research design.⁴³ The term quasi preceding the term experimental indicates that we are dealing with a design that resembles an experiment but is not exactly an experiment.⁴⁴ Quasi-experimental is when individuals are not randomly assigned. Conducting in this research, the researcher gave pre-test, treatment, and post-test.⁴⁵ The variable of experimental research is classified into independent and dependent variable.

Independent variable : song lyrics and hangman game

Dependent variable : vocabulary mastery

⁴²Sugiyono, *Metode Penelitian Bisnis* (Bandung: Alfabeta, 2009), 3.

⁴³C.M. Charles, *Intoduction to Educational Research* (New York: Addison Wesley Longman, 1995), 247.

⁴⁴Sherri L. Jackson, *Research Methods and Statistics* (USA: Wadsworth, 2009), 317.

⁴⁵John W. Creswell, *Educational Research* (USA: Pearson, 2012), 142.

At the end, the researcher compared the result of tests between students who were taught by using song and hangman game and students who were not taught by using song and hangman game to know if there is a significant difference in their vocabulary mastery.

B. Population and Sample

1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher for study and then draw conclusions. The population in this study were all students at SMAN 1 Jenangan Ponorogo. Total number of population is 217 students.⁴⁶

2. Sample

The sample is part of the number and characteristics of the population.⁴⁷ The samples in this study is class X A and X B are the sample in this study. Both of the class have similar characteristics and English scores. The experiment class is the X A class which consists of 20 students and the control class is the X B class which consists of 20 students. Thus, the total of sample is 40 students. The appropriate sample size in research is between 30 to 500 and if the research is to perform multivariate analysis (correlation or multiple regression for example), then the number of sample members is at least 10 times the number of variables studied. Then the sample size used in this study are 40 respondents who are considered to have represented the students of SMAN 1 Jenangan Ponorogo.⁴⁸

In this research, the researcher used random samples, to get a representative sample for the accessible population. In this technique,

⁴⁶Sugiyono. *Metode Penelitian Bisnis*, 116.

⁴⁷Ibid.

⁴⁸Ibid., 130.

every member of the population is given the same opportunity to be elected as a member sample.

C. Research Instrument

In this research, the instrument of data collection used test. The data in this research is the result of multiple choice test dealing with the language features of descriptive text. Test is used for getting data research result and students' activities in teaching learning process. There are two tests used in this research. They are pre- test and post- test. Pre test was given before implementing the treatment. Post-test was given after implementing the treatment. The indicators for multiple choice test consist of there parts:

1. Predicting / guessing, complete sentence: Number 1,2,3,4,5,6,7,8,9,10
2. Guessing synonyms: Number 11,12,13,14,15
3. Guessing antonyms: Number 16, 17, 18, 19, 20

D. Checking validity

Before the instrument used in this research, the research tested the instrument with two tests, the first is validity test and the second is reliability test.

1. Validity

The validity test is used to measure whether an item is valid or not. An item is said to be valid if it is able to express something to be measured.⁴⁹ The explanation of the formula for calculating the validity level of the instrument on the variables in the study uses the correlation from the product moment.

$$r = \frac{n (\sum XY) - (\sum X \sum Y)}{[n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum Y)^2]}$$

⁴⁹Imam Ghozali, *Aplikasi Analisis Multivariate dengan Program SPSS* (Semarang: Universitas Diponegoro, 2016), 51.

To test whether a data is valid or not, the validity of the existing items must be tested. High or low validity test results are calculated using the Pearson's Product Moment Correlation method. It is conducted it is by calculating the correlation between the score of the question item and the total score. In this study, the researcher analyzed the validity of the items using the SPSS program.

The results of the calculation are compared with the critical value, in this table the r value with a significance level of 5% and the number of samples available. If the result of the calculation of the produc moment correlation is greater than the critical value or greater than 5%, then this instrument/item statement is declared valid. Conversely, if the item score is less than the critical value, or less than 5%, this instrument is declared invalid.

Table 3.2
The Result of Validity Calculation

No, Item	R Calculated	R Table	Criteria
1	0,611	0,4438	Valid
2	0,605	0,4438	Valid
3	0,476	0,4438	Valid
4	0,621	0,4438	Valid
5	0,522	0,4438	Valid
6	0,522	0,4438	Valid
7	0,522	0,4438	Valid
8	0,709	0,4438	Valid
9	0,609	0,4438	Valid
10	0,763	0,4438	Valid
11	0,530	0,4438	Valid

No, Item	R Calculated	R Table	Criteria
12	0,522	0,4438	Valid
13	0,534	0,4438	Valid
14	0,547	0,4438	Valid
15	0,583	0,4438	Valid
16	0,522	0,4438	Valid
17	0,586	0,4438	Valid
18	0,718	0,4438	Valid
19	0,621	0,4438	Valid
20	0,457	0,4438	Valid

Based on the table, all of the 20 questions are valid.

2. Reliability

Reliability test is used to measure an instrument which is an indicator of a variable or construct. An instrument is said to be reliable if a person's answer to a statement is consistent or stable over time.⁵⁰

The alpha formula in determining the reliability level of this research material, namely:

$$r_{11} = (K) (1 - \sum ab^2)$$

$$(K-1) \alpha^2 t$$

Description of the symbols in the formula above, namely:

r_{11} is a symbol of reliability contained in the research instrument.

K is a symbol that describes the number of questions.

$\sum ab^2$ is a symbol that explains the number or variance of items in the study

$\alpha^2 t$ is a symbol that describes the total variance in the study.

The instrument is said and concluded to be reliable if it has a result or Croanbach alpha value with a value or result greater than 0.60.⁵¹

⁵⁰Ibid., 45.

Table 3.3
The result of Reliability using SPSS

Reliability Statistics	
Cronbach's Alpha	N of Items
,890	20

Table 3.2 shows the result of reliability testing, it is obtained that the Cronbach's alpha value is 0,890 more than 0,60. It is proven reliable.

E. Data Collection Technique

1. Pre-Test

In this test, the researcher gave a test to the students before giving a treatment. Here, she asked the students to answers 20 questions.

2. Treatments

- a. The researcher used song and hangman game to teach the experimental class.
- b. The researcher did not use using song and hangman game to teach control class

3. Post-Test

In post-test, the researcher gave a test for both classes after the students got treatments. In this test, the researcher found the result of students' scores of both control and experiment classes.

F. Data Analysis Technique

In this study, the data is from quantitative data named test score. This analysis used some statistic tests such as; the normality test, the homogeneity test, the differences between means and t-test. The explanation as follows:

⁵¹Wiratna Sujarweni, *SPSS Untuk Penelitian* (Yogyakarta: Pustaka B aru Press, 2015), 192.

1. The Normality Test

The normality test aims to test whether in the regression model, confounding or residual variables have a normal distribution. As it is known that the T and F tests assume that the residual value follows a normal distribution. If this assumption is violated, the statistical test becomes invalid for a small sample size. There are two ways to wait whether the residuals are normally distributed or not, namely graph analysis and statistical tests.⁵²

a. Graph Analysis

This method is done by paying attention to the results of the normal probability plot. If the residuals are normally distributed, the results of the normal probability plot are indicated by a line that follows the diagonal. Besides that, it can also be done by paying attention to the histogram results of the residue, with the following requirements:

- 1) If there is scattered data around the diagonal line, it is known that the residue is normally distributed so that the regression model in the study has fulfilled the elements of normality.
- 2) If there is no scattered data around the diagonal line, it is known that the residue is abnormally distributed so that the regression model in the study does not meet the elements of normality.

b. Statistical Analysis

This normality test is carried out using a type of statistical non-parametric test from Kolmogorov-Smirnov (K-S) on the condition that the value of alpha is 5 percent. If the results of the Kolmogorov-Smirnov (KS) test have a value or result greater than 0.05 or 5 percent, it can be seen and concluded that the data is

⁵²Imam Ghozali, *Aplikasi Analisis*, 161.

normally distributed but if the value or result is less than 0.05 or 5 percent, it can be seen and it can be concluded that the data are not normally distributed.⁵³

2. Homogeneity Test

Homogeneity test is used to know the similarity of the population. Homogeneity test is use to know before the researcher compares some of groups. In this research, the researcher used SPSS program to calculate the homogeneity test.⁵⁴ The steps of calculation as follows:

- a) fill the variable view with write down the name of the classes.
- b) Input the data to the data view.
- c) Click analyze – compare means – one-way ANOVA.
- d) Input the data into variable test.
- e) Click “option” and checklist “homogeneity of variance test” then click continue.
- f) Click OK.

The hypothesis of the data:

H0: data is homogeneous

H1: data is not homogeneous

3. Hypothesis Testing

For testing hypothesis, the research used the T-test to know whether there is the difference between for variable in the study. T test is used to determine the effect of each independent variable on the dependent variable.⁵⁵ The researcher found the result of means, standard deviation, and standard error from each variable before conducting t-test.

The steps of calculation as follows:

- a) fill the variable view with write down the name of the classes.
- b) Input the data to the data view.
- c) Click analyze – compare means – independent-samples T test.

⁵³Ibid., 162-166.

⁵⁴Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2014), 212.

⁵⁵Imam Ghazali, *Aplikasi Analisis Multivariate*, 98-99.

- d) Input the data into variable test.
- e) Fill “define group” based on the group.
- f) Click OK.

By using the following steps:

Ho: $b_i = 0$

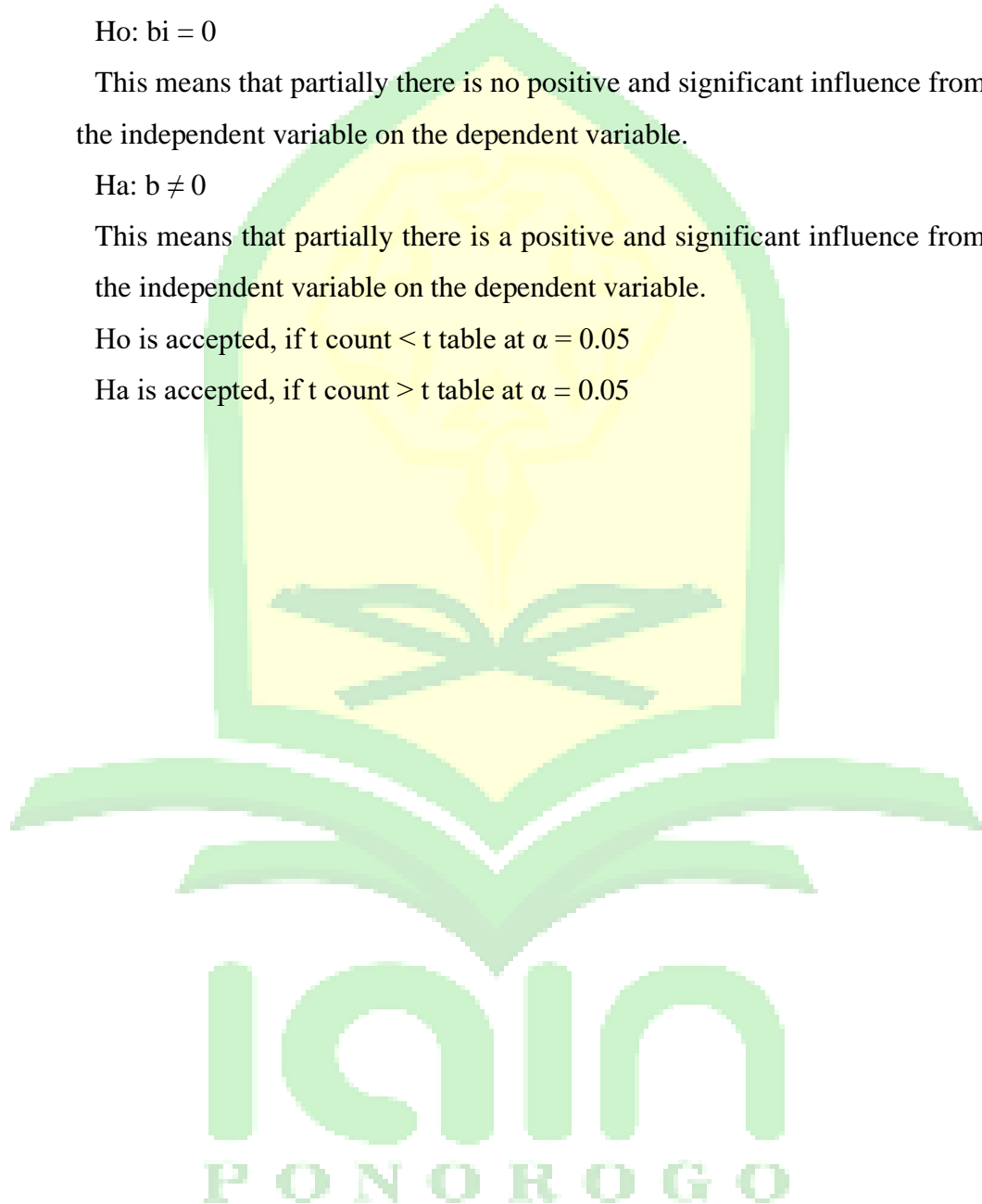
This means that partially there is no positive and significant influence from the independent variable on the dependent variable.

Ha: $b \neq 0$

This means that partially there is a positive and significant influence from the independent variable on the dependent variable.

Ho is accepted, if $t \text{ count} < t \text{ table at } \alpha = 0.05$

Ha is accepted, if $t \text{ count} > t \text{ table at } \alpha = 0.05$



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses general research findings, specific research finding, data analysis, and interpretation of the result based on the research questions.

A. General Location

SMAN 1 Jenangan Ponorogo is located on the Ngebel Highway, Semanding Village, Jenangan district, Ponorogo Regency, East Java Province. Postal Code 63492 with telephone number (0352) 3576207. It is an altitude - + 350 meters above sea level and is at the slopes of Mount Jenangan, so that the soil conditions are not level / level from building one to another building. SMAN 1 Jenangan is placed on Semanding village because the land in the area is still cheap. Before the school was established, the land was used as a garden by one of the villagers. The community is greatly helped by the existence of a high school level in their environment.

In connection with the issuance of government regulation of Ponorogo that every district should have at least one state senior high school. Therefore, the Government of Ponorogo funds the District of Jenangan to build the school. Finally, in 2003 the government established a school organization, named SMAN 1 Ponorogo Jenangan. Starting from the beginning of its existence, the school directly got the status of State Statistics Number School (NSS) 301051103004. SMAN 1 Jenangan got the status of Accreditation a status was precisely in 2012. The Principal of SMAN 1 was the first time to take pleasure, Mr. Suroto PLT. After Mr. Suroto the principal was replaced by Drs. Joko Susilo, S.Pd., M. Hum until 2010. Furthermore, the principal was replaced by Drs. Subandi, M.Pd until 2015, after that was replaced by PLT, Drs. Sugeng Subagyo, M.Pd, the principal was replaced again by Mr. Mursid, M.Pd to and was replaced by Setyo Utomo. Spd., M.Pd.date.

1. Vision, Mission and Objectives of SMAN 1 Jenangan Ponorogo

a. Vision

The realization of a culture of achievement and life skills based on imtaq, science and technology and noble character.

b. Mission

- 1) Growing the spirit and culture of good achievement academic and non academic to all school members.
- 2) Increase understanding of the teachings of the religion adopted so that it becomes a coenerstone of thinking, acting noble and polite.
- 3) Remind academic ability as provisions to continue study in higher education.
- 4) Develop the ability to communicate in language English and Indonesian.
- 5) Develop computer operating skill and Internet.

c. Objectives

- 1) Have high achievements in each subject.
- 2) Able to reach NUN above the specified graduation minimum.
- 3) Having a strong, directed and orderly reading culture.
- 4) Acceptable at State Universities for those who continue.

2. Organization Structure of SMAN 1 Jenangan Ponorogo

To create good corporation in running mission and vision and also the target of education in SMAN 1 Jenangan Ponorogo, it is required an organization structure because it describes each personal's duty. Organization structure of the school can be seen as follows:

Headmaster	: Setyo Utomo. Spd., M.Pd.
Head of administration	: Mukholiq Ihsan, S.Kom.
Deputy of students' affair	: Drs. Sariyono, M.Pd.
Deputy of facility	: Suyono, M.Pd.
Deputy of curriculum	: Farida K., S.Pd.
Deputy of Public Relation	: Sholikin, S.Pd.
Deputy of library	: Ani Pujiastuti, S.Pd.

Counseling

: Siti Fatonah, M.Psi.

3. Curriculum of SMAN 1 Jenangan Ponorogo

Curriculum of SMAN 1 Jenangan Ponorogo is for class X curriculum 13 (K13) and for class XI and XII still uses the Kurikulum Tingkat Satuan Pendidikan (KTSP). Undang-undang Republik Indonesia number 20 year of 2003 and 2016 on National Education System and the Indonesian Government Regulation no.19 of 2005 on National Education Standards mandates completion of unit level education curriculum at primary and secondary levels of education with reference to the content standards and competency standards and based on the guidelines developed by the National Education standards Agency (BSNP). KTSP is developed based on the Content Standards (SI) and the Competency Standards (SK), which has been established by the government to ensure the achievement of national education goals.

B. Specific Research Findings

Researcher used quasi-experimental research where she took two classes as the sample. They were taught by using different media to find out the effectiveness of a particular media.

In the experimental class, students were taught using lyric songs and the hangman game. Meanwhile, in the control class students were taught uses text book. At the end of this study, the researcher wanted to know the effectiveness of using song lyrics and hangman game in SMAN 1 Jenangan Ponorogo.

1. The Schedule of the Research

In experimental class, the teaching learning process consisted of four meetings. They were pre-test, first treatment, second treatment, and post-test. In control class, the teaching learning process consisted of four meetings. They were pre-test, first , second meeting, and post-test. The research schedule can be seen in the table below.

Table 4.1
Research Schedule of Experimental Class

Date	Activities
February, 8 th 2021	Pre-Test
February, 15 th 2021	First Treatment
February, 22 th 2021	Second Treatment
March, 1 st 2021	Post-Test

Table 4.2
Research Schedule of Control Class

Date	Activities
February, 11 ST 2021	Pre-Test
February, 18 th 2021	First Treatment
February, 25 th 2021	Second Treatment
March, 4 th 2021	Post-Test

2. The Procedure of the Research in Experimental Class and Control Class

In the experimental class, researcher taught students using song lyrics and hangman game to improve students' vocabulary mastery in learning descriptive text. The teaching procedures using song lyrics and the hangman game :

1. Students listened to the song lyrics given by the researcher
2. Applying hangman game
3. A game formed by two groups
4. To play, one group was given questions and the opponent group answered the right word

After they had finished listening to the lyrics of the song and the hangman game, they were asked to observe and understand the meaning. The researcher asked several questions about the meaning of the song lyrics to the students.

Before conducting the research treatment, the researcher gave a pre-test to the students which consisted of twenty multiple-choice questions, the item test focused on the vocabulary.

After giving the pre-test, the researcher conducted the first treatment. The students listened to the song lyrics and played hangman game. They learned descriptive text to describe animals from the song lyrics.

In the second treatment, researcher taught the same material. The students interpreted the lyrics a hangman game and learned descriptive text to described people. Finally, the researcher gave a post-test in the last meeting.

In the control class, the researcher did not give treatment to students using the song lyrics and the hangman game. Researcher taught by with using text book. The learning process was carried out in a series of learning processes involved in this research were pre-test, first meeting, second meeting, and post-test. In the control class, learning material and test form are the same as in the experimental class.

3. Students' Vocabulary Test Score of Experimental Class

The table below shows the result of students' vocabulary mastery of pre-test and post-test for students who were taught by using song lyrics and hangman game in experimental class.



Table 4.3**The Score of Students' Vocabulary Mastery in Experimental Class**

NO	NAME	SCORE
		PRE-TEST
1	A T R	80
2	A A F.N	90
3	A L W	85
4	D A	80
5	E M	85
6	F D S	70
7	F T N	85
8	A. A	85
9	I D	80
10	M . M	90
11	N. E W	70
12	N. H	75
13	N. M	80
14	P. S . M	75
15	R. D	80
16	R W A	75
17	S	85
18	W	85
19	Y P	70
20	N. D. A	75
Total		1600
Mean		80,0000

From the table above, it can be seen that in the experimental class, the highest score of pre-test is 90, while the lowest score of pre-test is 70. The total score of pre-test is 1.600 with the mean is 80,000.

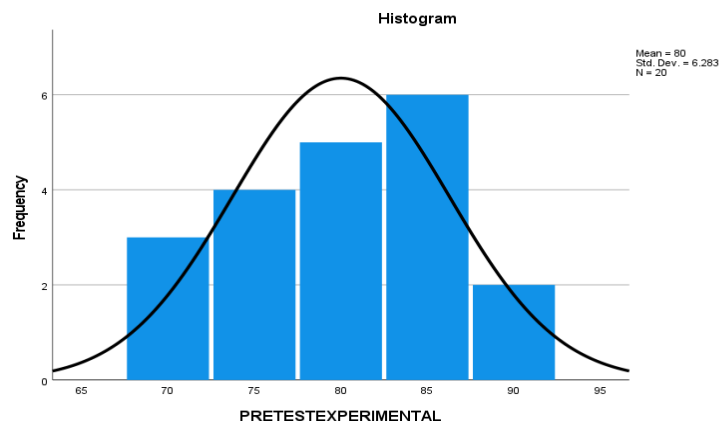
The result of students' test of experimental class can be seen clearly on the following table. It explores about pre-test in the experimental class.

Table 4.4
Frequency Distribution of Pre-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	15.0	15.0	15.0
	75	4	20.0	20.0	35.0
	80	5	25.0	25.0	60.0
	85	6	30.0	30.0	90.0
	90	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

From the table above it can be seen that the student's score of vocabulary mastery in the pre-test varies widely. There are 15,0 % of students or 3students got 70. 20.0% students or 4 students got 75. 25.0% of students or 5 students get 80. 30.0% of students or 6 students get 85. 10.0% students of students or 2 students get 90.

Based on the table above, the histogram can be seen as follows:



Histogram for the Pre-test in Experimental class

From the histogram above, it is stated that $M = 80$ and $SD = 6.283$. To determine the category of students' vocabulary mastery is good, moderate or low, researchers classify the scores using the following standards:

a) More than $M + 1. SD$ ($80.00 + 6.283 = 86.283$) is categorized as good

b) Between $M - 1. SD$ to $M + 1. SD$ is categorized as moderate

c) Less than $M - 1. SD$ ($80.00 - 6.283 = 73.717$) is categorized as low

Thus it can be seen that a score of more than 86.283 is Categorized as good, the score 73.723-86.283 categorized into moderate, and a score less than 73.723 is categorized as low.

The categorized can be seen clearly in the following:

Table 4.5

The Categorization of pre-Test Score of Experimental Class

NO	Score	Frequency	Percentag	Category
1	More than 84	8	40,00%	Good
2	Between 70-84	12	60.00%	Medium
3	Less than 70	-	-	Low
4	Total	20	100%	

From the table above 40% students were categorized in good category because they got more than 84. 60% students were categorized in medium category because they got score between 70-84.

Table 4.6
The Score of Students' Vocabulary Mastery in Experimental Class

NO	NAME	SCORE
		POS-TEST
1	A T R	80
2	A A F.N	90
3	A L W	85
4	D A	85
5	E M	85
6	F D S	100
7	F T N	95
8	A. A	90
9	I D	85
10	M . M	95
11	N. E W	85
12	N. H	90
13	N. M	85
14	P. S . M	80
15	R. D	85
16	R W A	80
17	S	85
18	W	90
19	Y P	85
20	N. D. A	85
Total		1755
Mean		87,7500

From the table above, it can be seen that in the experimental class, the highest score of post-test is 100, while the lowest score of post-test is 80. The total score of post-test is 1.755 with the mean is 87,7500.

The result of students' test of experimental class can be seen clearly on the following table. It explores about post-test in the experimental class.

Table 4.7
frequency Distribution of Post-Test in Experimental Class

	Frequenc y	Percent	Valid Percent	Cumulative Percent
75	1	5.0	5.0	5.0
80	1	5.0	5.0	10.0
85	9	45.0	45.0	55.0
90	5	25.0	25.0	80.0
95	3	15.0	15.0	95.0
100	1	5.0	5.0	100.0
Total	20	100.0	100.0	

From the table above it can be seen that the students' scores of vocabulary mastery in the pre-test varies widely. There are 5,0 % of students or 1student got 75. 5.0% students or 1 student got 80. 45.0% of students or 9 students get 85. 25.0% of students or 5 students get 90. 15.0% students of students or 3 students get 95. 5.0% of students or 1 student got 100.

4. Students' Vocabulary Mastery Test Score of Control Class

The table below shows the results of the students' vocabulary achievement of understanding pre-test and post-test for students who not taught to use song lyrics and hangman game.

Table 4.8
The Score of Students' vocabulary Mastery in Control Class

NO	NAME	SCORE
		PRE-TEST
1	A. F	75
2	A. R. J	85
3	A. S. N. K	70
4	C. L. C.I	85
5	D. C.	85
6	EA P	75
7	ER D	85
8	F M A	75
9	G P	85
10	H M	80
11	I O	95
12	M A	85
13	N K N	85
14	R N R	80
15	Ri N I H	80
16	TD S.	90
17	TP L	85
18	V .N	75
19	Y H F.	70
20	Z A	95
Total		1640
Mean		82,0000

From the table above it can be seen that the control class, namely the highest pre-test score was 80, while the lowest pre-test score was 70. The total pre-test score was 1640 with a mean of 82,0000

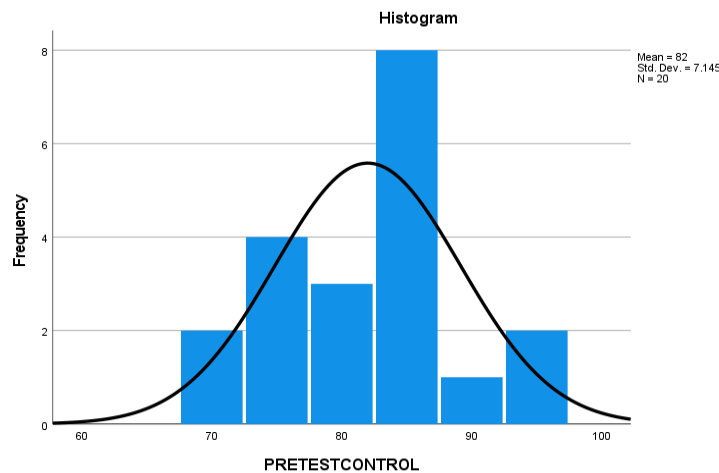
The test result of the control class students are clearly visible in the following table. It will explore about the pre-test in the control class

Table 4.9
Frequency Distribution of Pre-test in Control Class
SCORE PRE-TEST

PRE- TEST CONTROL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	10.0	10.0	10.0
	75	4	20.0	20.0	30.0
	80	3	15.0	15.0	45.0
	85	8	40.0	40.0	85.0
	90	1	5.0	5.0	90.0
	95	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

From the table above, the score of students' vocabulary mastery in pre-test is various. 10.0% students or 2 students got 70. 20.0% students or 4 students got 75. 15.0% students or 3 students got 80. 40.0% students or 8 students got 85. 5.0 students or 1 student got 90. 10.0% students or 2 students got 95.

Based on the table above, the histogram can be seen below:



Histogram for the Pre-test in Control Class

From the histogram above, it is stated that $M = 82.00$ and $SD = 7.145$. To determine the category of the students' vocabulary mastery was good, medium or low, the researcher grouped scores using standard as follows:

- a) More than $M + 1.SD$ ($82.00 + 7.145 = 89.145$) is categorized into good
- b) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c) Less than $M - 1.SD$ ($82.00 - 7.145 = 75.865$) is categorized into low

Thus it can be seen that the scores which are more than 89.145 categorized into good, the scores between 75.865-89.145 are categorized into medium, and the scores which are less than 75.865 are categorized into low. That categorized can be seen clearly in the following table

Table 4.10

The Categorization of Student's Pre-Test in Control Class

NO	Score	Frequency	Percentag	Category
1	More than 89	3	15,0%	Good
2	Between 79-89	11	55,0%	Medium
3	Less than 79	6	30,0%	Low
4	Total	20	100%	

From the table above 15,0% students were categorized in good category because they got more than 89. 55,0% students were categorized in medium category because they got between 79-89. 30,0% students were categorized in low category because they got less than 79.

Table 4.11

The Score of Students' vocabulary Mastery in Control Class

NO	NAME	SCORE
		POS-TEST
1	A. F	80
2	A. R. J	85
3	A. S. N. K	85
4	C. L. C.I	90
5	D. C.	75
6	EA P	75
7	ER D	100
8	F M A	85
9	G P	70
10	H M	85
11	IO	95
12	MA	90
13	N K N	85
14	R N R	80
15	Ri N I H	85
16	T D S.	90
17	T P L	90
18	V .N	80
19	Y H F.	75
20	Z A	100
Total		1700
Mean		85,0000

From the table above it can be seen that the control class, namely the highest post-test score was 100, while the lowest pre-test score was 70. The total post-test score was 1700 with a mean of 85,0000

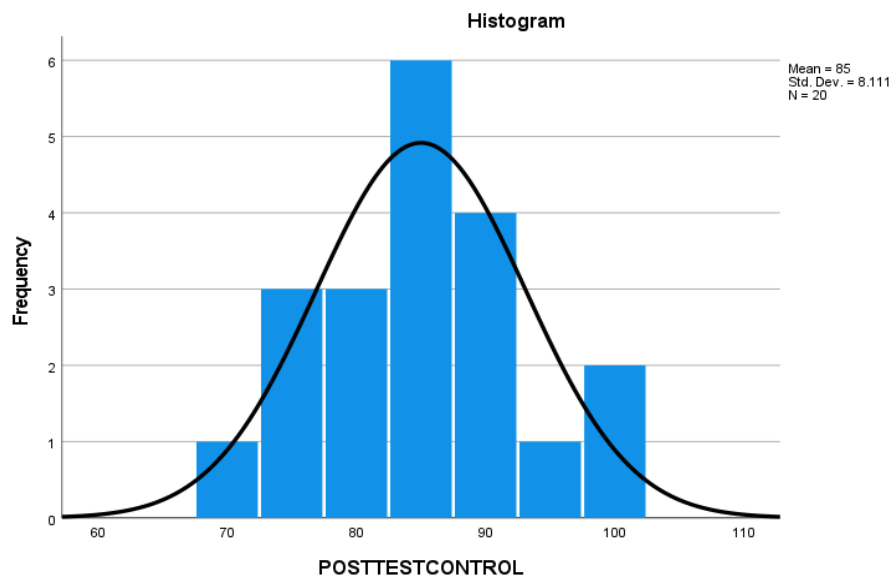
The test result of the control class students are clearly visible in the following table. It explores the post-test in the control class

Table 4.12
Frequency Distribution of Post-test in Control Class

SCORE POST-TEST					
POSTTESTCONTROL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	5.0	5.0	5.0
	75	3	15.0	15.0	20.0
	80	3	15.0	15.0	35.0
	85	6	30.0	30.0	65.0
	90	4	20.0	20.0	85.0
	95	1	5.0	5.0	90.0
	100	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen that the score of students in post-test was various. 5.0% students or 1student got 70. 15.0% students or 3 students got 75. 15.0% students or 3 students got 80. 30.0% students or 6 students got 85. 20.0% students or 4 students got 90. 5.0% students or 1 student got 95 10.0% students or 2student got 100.

Based on the table above, the histogram can be seen below:



Histogram for the Post-test in Control Class

From the histogram above, it is stated that $M = 85.00$ and $SD = 8.111$. To determine the category of the students' vocabulary is good, medium or low, the researcher grouped scores using the following standard:

- More than $M + 1.SD$ ($85.00 + 8.111 = 93.111$) is categorized into good
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- Less than $M - 1.SD$ ($85.00 - 8.111 = 76.889$) is categorized into low

Thus it can be seen that the scores which were more than 93.111 were categorized into good, the scores between 76.889-93.111 were categorized into medium, and the scores which were less than 76.889 were categorized into low.

That categorizes can be seen clearly in the following table:

Table 4.13

The Categorization of Students' Post-Test in Control Class

No	Score	Frequency	Percentage	Category
1	more than 90	3	15,0%	Good
2	Between 70-90	17	85,0%	Medium
3	Less than	-	-	Low
	Total	20	100%	

From the table above 15,0% students were categorized in good category because they got more than 90. 85,0% students were categorized in medium category because they got between 79-90.

4. The Summary of Calculation in the Experiment and Control Class

The calculation of mean, median, standard deviation, variance, range minimum, and maximum was as follows:

Table 4.14

The result of Mean, Median, Standard Deviation, Minimum, and Maximum Score

Classes	Pre-test Experiment class	Post-test Experiment classes	Pre-test Control class	Post-test Control class
N Valid	20	20	20	20
Missing	0	0	0	0
Mean	80.0000	87,7500	82.0000	85.0000
Median	80.0000	87,7778	85.0000	85.0000
Std. Deviation	6,28281 39,474	5,72966 32,829	7,14511 51,053	8,11107 65,789
Variance	20,00	25,00	25.00	30.00
Range	70.00	75,00	70.00	70.00
Minimum	90.00	100.00	95.00	100.00
Maximum				

Based on the table above is the result of data analysis shows that the average score of song lyrics and Hangman scores is 87.7500. it is higher from the results of the average value of the students being taught using the text book method gets a value of 85.0000. Therefore, it was concluded that the post-test students who were taught by song lyrics and hangman were better than students who were not taught by using song lyrics and hangman game.

C. Data Analysis

Before testing the hypothesis, the data must meet the assumptions testing the hypothesis. Data normality and homogeneity test were performed.

1. Normality

Normality test is to find out whether the population data normally distributed or not.⁵⁶ Several kinds of normality test, namely are Kolmogorov- Smirnov, Lilieforsc, and Chi Square. In this research, Researchers used the Shapiro-Wilk and calculated the data with using the IBM SPSS.

Table 4.15
Normality Test
One Sample Kolmogorov – Smirnov Test
Tests of Normality

Tests of Normality							
	Nilai	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Experi ment	Pretest	,187	20	,065	,916	20	,084
	Posttest	,234	20	,005	,915	20	,079

a. Lilliefors Significance Correction

Based on the results of normality testing with the shapiro – Wilk method (because a lot of data <50) it can be seen that the significance value or p-value at the pretest is $0,084 > 0,05$ and at the posttest $0,079 > 0,05$ so that the data is normally distributed.

⁵⁶Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2014), 153.

Table 4.16**Tests of Normality**

	Nilai	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Control	Pretest	,213	20	,018	,921	20	,105
	Posttest	,150	20	,200*	,953	20	,419

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of normality testing with the shapiro – Wilk method (because a lot of data <50) it can be seen that the significance value or p-value at the pretest is $0,105 > 0,05$ and at the posttest $0,419 > 0,05$ so that the data is distributed normally .

2. Homogeneity

It is useful to test the variance homogeneity in comparing two or more groups.⁵⁷ Homogeneity tests were carried out before researcher compared several groups. In this study, researcher calculated homogeneity test using IBM SPSS version. The calculation results are as follow:

Table 4.17**The Result of Homogeneity Calculation****Test of Homogeneity of****Variances****SCORE****Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Experiment	Based on Mean	,185	1	38	,670
	Based on Median	,322	1	38	,574
	Based on Median and	,322	1	35,820	,574
	with adjusted df				

⁵⁷Retno, Statistika, 212.

Based on trimmed mean	,183	1	38	,671
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Based on the results of the homogeneity test with the levene's test method , it can be seen that the significance value or p-value is 0,670 > 0,05 so that the data has a homogeneous variant.

Table 4.18

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Control	Based on Mean	,018	1	38	,893
	Based on Median	,088	1	38	,768
	Based on Median and with adjusted df	,088	1	37,993	,768
	Based on trimmed mean	,017	1	38	,896

Based on the results of the homogeneity test with the levene's test method, it can be seen that sighnificance value or p-value is 0,893 > 0,05 so that the data has a homogeneous variant.

3. T-test

After carrying out the normality and homogeneity test, the researcher tested the hypothesis. Researchers used T-test to analyze the data. They are the experimental class and control class. The experimental class was taught using song lyrics and hangman game. The control class was not given treatment because students were taught using text book, researcher calculated data using SPSS.

P O N O R O G O

Table 4.19
Mean Score of Experimental Class an Control Class
Group statistics

Paired Samples Test

	Paired Differences					T	D f	Sig. (2- taile d)
	Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre_Eksperim Pair 1 Post_Eksperi men	- 7,7500 0	7,85979	1,7575 0	- 11,428 50	- 4,0715 0	- 4,41 0	1 9	,000

Based on the results of the paired t test in the table above, it can be seen that the significance value or p-value is $0.000 < 0.05$, so there is a significant difference in the pretest and posttest values in the experimental group. So that effective treatment affects student grades.

Table 4.20

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Experimen	80,0000	20	6,28281	1,40488
Post_Experimen	87,7500	20	5,72966	1,28119

When viewed from the average it can be seen that the average posttest score in the experimental group is higher than the control group. According to statistical testing the results are significantly different.

Table 4. 21**Paired Samples Test**

	Paired Differences					T	D f	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_Control - Post_Control	-3,00000	6,95852	1,55597	-6,25669	,25669	-1,928	19	,069

Based on the results of the paired t test in the table above, it can be seen that the significance value or p-value is $0.069 > 0.05$, so there is no significant difference between the pretest and posttest values in the control group

Table 4.22**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Control	82,0000	20	7,14511	1,59770
Post_Control	85,0000	20	8,11107	1,81369

When it is from the average it can be seen that the average pos-ttest score in the experimental group is higher than the control group. However, according to statistical testing the results were not significantly different. So it can be concluded that the treatment used in the experimental group was effective in increasing student grades.

D. Discussion and Interpretation

This research was conducted to determine the effectiveness of the song lyrics and hangman as one of the effective media that can be applied in teaching learning process. The discussion in this study discusses the use of song lyrics and the Hangman game for teaching vocabulary.

Related to the computational data in table 4.12, the difference between students who were taught by using song lyrics and hangman games and students who were not taught using song lyrics and the Hangman game is 87.7500. The results are used to find out whether there is a significant coefficient or not.

The value t_{table} in 5% is 2,00. Then the value of t_{test} is 87,7500. It shows $t_{test} > t_{table}$ so H_a (Alternative Hypothesis) was accepted, and H_o (Null Hypothesis) was rejected.

Hangman Game is a word game which is represented by a row of dashes. It is played between two people or more. One person selects a secret word, and the other tried to determine the word by guessing it letter by letter. The games provide clues, such as whether the word is and adjective, or a noun, the antonym or synonym word. Hangman is a great way for students to practice their spealing, pronunciation, improve their vocabulary, and have fun at the same time.

Related to the theory above, students who were taught using Song lyrics and Hangman games got better scores than those who were not. So, it is concluded that there is a significant difference in the vocabulary achievements after being taught using song lyrics and the hangman game. Students find a suitable media for learning English in the classroom.

CHAPTER V

CLOSING

This chapter explains the conclusion and recommendation. It has a purpose to give the conclusion of the research and recommendation related to this research.

A. Conclusion

Based on the data previously described, the researcher concludes that there is a significant difference in students' achievement between students who are taught using English songs lyrics and hangman game and those who are not. The students who are taught by using English songs lyrics and hangman games get better scores than those who are not taught by using English songs and Hangman. The data is analyzed using SPSS.

The results show a post-test of the experimental class is higher (87,7500) than the post-test of the control class (85,000). Comparison value (t_o) shows that students who were taught by using the song lyrics and the Hangman game got better scores than the students who were taught by using textbook media. Conclusions from statistical results show that the value of $ttest$ is higher of $ttable$ ($,000 < 0.05$). From the explanation above, it could be concluded that song lyrics and hangman are such effective teaching media to increase vocabulary mastery at SMAN 1 Jenangan Ponorogo in the 2020/2021 academic year.

B. Recommendations

Based on the conclusion above, some suggestions that might be useful for English teachers, students, and readers are presented below:

1. For school

Schools are advised to upgrade systems and facilities for better conditions in the teaching and learning process especially for students. So, they will maximize their ability to excel.

2. For students

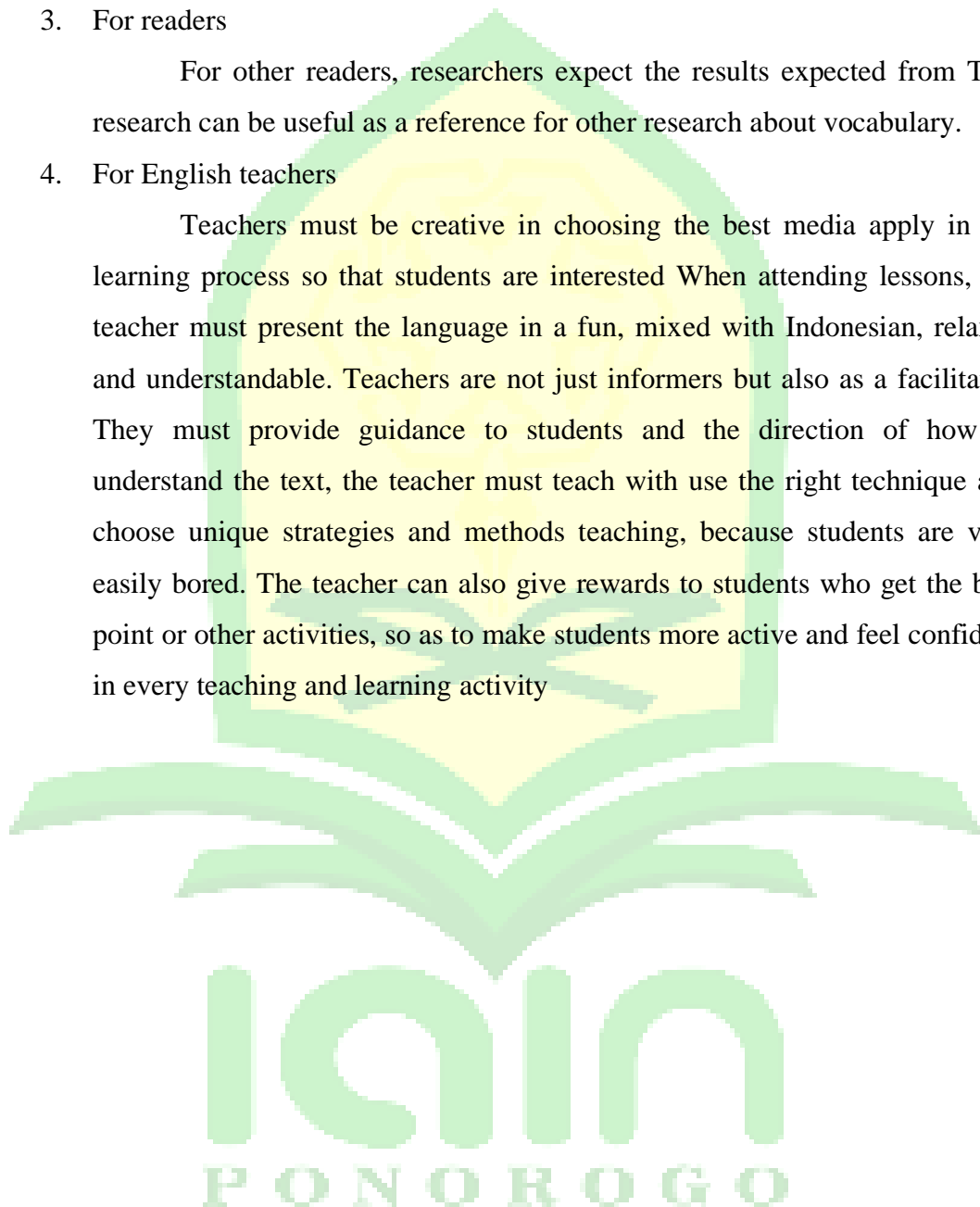
Researchers expect students to have great motivation to learn English. They need to consider that they have to improve their language skills.

3. For readers

For other readers, researchers expect the results expected from This research can be useful as a reference for other research about vocabulary.

4. For English teachers

Teachers must be creative in choosing the best media apply in the learning process so that students are interested When attending lessons, the teacher must present the language in a fun, mixed with Indonesian, relaxed and understandable. Teachers are not just informers but also as a facilitator. They must provide guidance to students and the direction of how to understand the text, the teacher must teach with use the right technique and choose unique strategies and methods teaching, because students are very easily bored. The teacher can also give rewards to students who get the best point or other activities, so as to make students more active and feel confident in every teaching and learning activity



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