

# SONG-BASED LESSON IN IMPROVING VOCABULARY: “AN EXPERIMENTAL STUDY OF THE SECOND YEAR STUDENTS OF MTS NEGERI BANTAENG”

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## ABSTRACT

This research employed quasi experimental design. This research used two groups, experimental group and control group. The experimental group was taught by using Song-Based Lesson and the control group was taught by using list of vocabulary. Each of groups consisted of 20 students. The sample was taken by using random sampling techniques which used lottery technique. The data were obtained through vocabulary test. It consisted of five types; writing the meaning of words, matching words and the meaning, find the synonym and antonym of the words, arranging the scrambled letter, and writing simple sentences. The number of test was 50 questions. It was taken from the words in the Song-Based Lesson. It was applied to both of in the experimental group and control group, namely pretest and posttest. Then the data were analysed through quantitative t-test (IBM SPSS program version 20.0). The researcher used data in pretest and posttest. The result gained from the data analysis showed that the use of the Song-Based Lesson was not significantly different from using list of vocabulary. It was contrasted the score of experimental group in pretest which was significantly different to control group ( $t\text{-table} > t\text{-test} = 2.02 > 1.69$ ) but in posttest the experimental group had higher score, which had significant differences to score of the control group ( $t\text{-table} < t\text{-test} = 2.02 > 7.40$ ). So, the researcher concluded that in pretest there was not significant different between two groups and in posttest had significant different between them. It means that Song-Based Lesson is effective to improve the students' vocabulary and it gives greater contribution and more productive better than the use of vocabulary list. Students said that they had been motivated in studying English using Song-Based Lesson because they felt enjoy, relax, and interesting to study English.

## INTRODUCTION

Learning a language is not something new for people who have been interested in it since a long time ago. It is caused by the main function of language that is for communication. 2013 curriculum stated that the core competency is understanding knowledge (factual, conceptual, and procedural) in scientific knowledge, technology, arts, culture and humanities, religious vision, national, state, and civilization-related to phenomena and events related to real fact. In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinion and ideas of English if they have lack of vocabulary. Low vocabulary mastery also makes them unable to express the opinion properly.

In Junior High school, English is taught as one of compulsory subject. The students learn English for the second time after graduating in elementary. So, they learn the English components including vocabulary in Junior High School.

Teaching vocabulary for young learner is not easy. It needs extra patience and hard work. It is proven by the writer's experience when teaching students at the Second Year of MTs NegeriBantaeng. There are some factors why English learning is difficult for the students.

The first factors causing difficulties in learning English is lack of attention in learning that result on student's boredom. They like to play more than pay attention to the teacher and cannot be serious about learning something. We as a teacher do not realize that the causes are the monotonous teaching method that affect students' passiveness in learning. More ever, the teachers are lack of creativity in using authentic material in learning process. The student tend to forgets the words that have been taught because most of their teachers only give the list of new words of English with their meaning in

the students' native language. It is related to Purcell's(1992) statement that "students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context."

The next factor is the students still find difficulties in enriching vocabulary and also memorizing the words. They are still poor in finding the way enhancing their vocabulary and the result is they would gradually lose interest in learning. One of the causes is that they learn vocabulary in boring and inefficient ways. For instances, they just list the words with their spelling, pronunciation, and meaning and then find difficulties in remembering the words that have been learnt. Thornbury (2006) to be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized.

The last factor is that students cannot pronounce the new words of English well, because it usually uses a symbol in pronunciation. Moreover, the students want their English teacher to have fun or understand and also motivate them toward learning in the class so they can enjoy and keep attention to learn English. Moriya (1988) emphasizes the value of using songs for pronunciation practice with Asian learners of English due to the phonemic differences between Asian languages and English. For example, there are several problematic areas for Japanese students learning English. Ohata(2004)shows the differences in vowels, consonants and syllable types that causes difficulties for Japanese learner of English. Practicing different sounds by singing songs could be more interesting and enjoyable than other activities such as minimal-pair drills.

The lack of the students' vocabulary may come from the students as learner, i.e. in memorizing a number of words required, the lack of interest and motivation in learning English, and the teacher as a facilitator. To make students motivate and enjoyable to study vocabulary, the teacher should be creative in delivering the material. We should use various strategies in teaching learning process. One of the strategies that can be used by the teacher is using media to support the teaching learning process.

There are some teaching media available now, so the researcher will use song lyric to improve students' vocabulary. The researcher believes that the students will learn English effectively through songs. Song is a part of human life. None of the people who lives in the society unfamiliar with the song. Songs help them to understand other people and their culture and give increased opportunities for social and emotional development. This phenomenon can be applied in teaching English in Junior High School. The students will feel happy and enjoy in learning English when they can sing while studying English.

The use of songs in teaching to young learners is an effective way to teach English to young learners because the children can enjoy singing the songs and they are not aware that they are also learning the language. According to Lo & Li(1998) the songs are able to change the monotonous mood in the class environment so that students can develop their lingual skills more easily.

There are several reasons that the songs might be helpful in learning and teaching vocabulary. Music offers a versatile way to look at the language and can be used to reinforce and improve speaking, listening comprehension, vocabulary and phrasing.

Song not only promotes language learning, the rhythm and rhyme in a song would make learning more enjoyable as it provides patterns that can make learning easier. Music is a powerful tool which can be added to most, if not all, learning situations. It has a direct physical, emotional, and psychological effect on both students and teacher. Properly employed, it can create a heightened social learning context, motivate students to engage themselves more rapidly, and provide a sense of safety that might not otherwise be possible. Learning with the aid of song can improve students' memory and memorization skill. This is due to the rhythm, rhymes and repetition elements that are present in a song that make it easier for students to remember song lyrics better than memorizing facts.

Although there are many reasons why songs can be considered a valuable teaching and learning devices, there are some issues to consider. The teachers probably need to take care in selecting a suitable song for his or her class. The language, vocabulary, and sentence structure of some song can be quite different from that used in spoken English (Richards, 1969), and we should connect the song to the syllabus in such appropriate level of the students. The content of the song chosen to be used in the classroom is possibly important. The diction of the singer should be clear so that the students will understand the lyric more easily.

Based on the statement above, teachers' creative in teaching English plays an important role, the teacher should make their students to have fun, enjoy, more relaxed so that the atmosphere of the class will be very conducive. If the students have a positive attitude because they feel fun, enjoyable and more relaxes, the students will have high motivation, more interesting and positive attitude to learn English. If the students feel all these physical conditions, it is assumed that they will increase their achievement or ability in English.

In applying this method, the writer uses repetition to teach vocabulary. Brooks(1964) States that in repetition the students repeat an utterance aloud as soon as he heard it. So, after the students listen to the native speaker of the video and look up the image of the vocabulary, the teacher asks them to imitate and repeat it. As we know that most children's songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition.

## **RESEARCHMETHOD**

### **ResearchDesign**

In this research the researcher applied quasi-experimental design which involved two groups. They were experimental and control group. The experimental group received treatment by using Song-Based Lesson while the control group was given list of words to translate. Gay, Mills, & Airasian (2006)states that the control groups is needed for comparison purpose to prove if the new treatment is more effective than other.

Both groups were given pretest and posttest. The pretest was administered prior to treatment to access their vocabulary, and posttest was administered to measure treatment effect. The aim of the test was to find out whether use Song-Based lesson to improve students' vocabulary.

### **SiteandParticipant**

The populations of this research were the Second Year Students of MTs NegeriBantaeng in Academic 2017/2018 as research subject. It consisted of 4 classes and the total number populations were 80 students. But the researcher only took two classes and this research used random sampling technique to get sample. The samples of this research were taken through lottery. One class was control group and one class was experimental group.

### **ResearchInstrument**

The instrument of the research used vocabulary test. It consisted of five types; writing the meaning of words, matching words with the meaning, finding the synonym and antonym of the words, and arranging the scrambled letter. The number of test was 50 questions to examine the students' vocabulary in pre-test and post-test and the questions in pretest and posttest had the same questions.

To know the effectiveness of using Song-Based Lesson in improving the students' vocabulary the researcher analyzed the result of the data from posttests' gain, then the researcher interviewed students to know their perception on using Song-Based lesson in studying English after conducting

treatment using Song-Based lesson, and to make sure whether the techniques are successful to prove students' vocabulary which is applied in class experiment or not. The researcher interviewed 5 students. In this case the researcher used simple random technique to get data from students' interview.

### **Procedure of Collecting Data**

#### **Pretest**

Before giving treatment, the researcher administered a pre-test for each student in experimental and control class. The pre-test was intended to know the students' vocabulary before giving treatment. In this case, the students were given a number of questions.

#### **Treatment**

##### a. Experimental Group

After giving the pretest, the students were treated by using Song-Based Lesson; in this treatment the research used English song as materials. It was related to the lesson. The treatment carried out in five meetings.

##### b. Control Group

The control class was given a verbal explanation without using the Song-Based Lesson in teaching vocabulary. The words that were given in the control class were same with the experimental class. The class conducted five meetings after the pre-test

#### **Posttest**

After doing the treatment, the posttest was given to the students in experimental group and control group. The result of pretest and posttest was calculated in order to measure whether or not the students get progress in integrated skill toward the use of Song-Based Lesson compare with the use translate strategy.

#### **Interview**

After posttest the researcher interviewed 5 students. In this case the researcher used simple random technique to get data from students' interview. This is conducted to strengthen the data to knowing the students' perception after the treatment.

#### **DataAnalysis**

##### *The Analysis of Vocabulary Test.*

The data were analyzed through quantitative analysis. The data were analyzed by employing the following procedure:

The scoring student's answer

$$\text{Score: } \frac{\text{Students' correct answer} \times 100}{\text{The total of number test}}$$

### ***Classifying the score of the student.***

The data were classified into five classification by referring the scoring system, as follows:

Table.1 Scoring classification of vocabulary test

No	Score	Classification
1	86 – 100	Excellent
2	71 – 85	Very good
3	56 – 71	Sufficient
4	≤ 55	Marginal

Calculating the mean score, standard deviation, frequency, table, and the value of t-test to identify the differences between pretest and posttest by using inferential analysis in SPSS 20 program for windows evaluation version.

### ***Interview***

After conducting the research and getting the result, the writer did the interview to the selected the students from the technique of simple random sampling. According to Patton(2002) explains that there are some kinds of question that can be an orientation in formulating the interview questions, they are the question related to the experience, opinion or value, feeling, knowledge, and sensory perception.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Vocabulary Improvement in the Experimental Group and Control Group.**

a. The Result of Vocabulary Test in Pretest.

Table 4.1 The rate Percentage of students' Vocabulary of Pretest in Experimental Group and Control Group.

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	86-100	0	0	0	0
Very good	71-85	3	15	0	0
Sufficient	56-70	8	40	6	30
Marginal	<55	9	45	14	70
Total		20	100	20	100

Based on the data in table 4.1 above, it can be seen that most of students in Experimental Group in pretest, 9 (45%) were categorized as marginal classification, out of them 8 (40%) were categorized as sufficient, and 3 (15%) were categorized as very good classifications. and none of them were categorized as excellent. While the students in Control Group in pretest, 14 (70%) were categorized as

marginal classification, 6 (30%) out of them were categorized as sufficient, and none of them were categorized as excellent and very good classifications.

b. The result of Vocabulary Test in Posttest

*Table 4.2 The Rate Percentage of Students' Vocabulary of Posttest in Experimental Group and Control Group*

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	86-100	0	0	0	0
Very good	71-85	20	100	0	0
Sufficient	56-70	0	0	14	70
Marginal	<55	0	0	6	30
Total		20	100	20	100

Based on the Data in Table 4.2 above, it can be seen that some of the students in Experimental Group in posttest, 20 (100%) were classified into very good score, and none of them fell into marginal, sufficient and excellent classification. While the students in Control Group in Posttest, 6 (30%) were classified into marginal score, 14 (70%) were classified into sufficient and none of them fell into very good and excellent classifications.

c. Mean Score and Standard Deviation of Experimental Group and Control Group

The following table shows the result of the students' score of pretest and posttest in control and experimental groups. The table shows the difference score on mean score and standard deviation of both classes.

*Table 4.3 The Mean Score and Standard Deviation of Pretest*

Group	Mean Score	Standard Deviation
Experimental	57.10	12.09
Control	51.00	10.55

The table 4.3 shows that the mean score of experimental group was different with control group before treatment. The mean score of pretest of experimental group was 57.10 which were categorized as marginal and while mean score of students' pretest of control group was 51.00, it was categorized marginal. It means that score of both group was relatively the same. Gay (2006:124) states that the difference between close score is essentially the same to the students' mean score between experimental and control group was relatively the same when the variables have equal intervals. Both experimental and control group had the same or relatively the same baseline knowledge in vocabulary before the treatment.

After the treatment, the students in both classes were given posttest to find out students' vocabulary by using Song-Based Lesson at the same level or not. By using t-test analyzed with SPSS 20 Version, the results of posttest are presented in table.

*Table 4.4 The Mean score and Standard Deviation of Posttest*

Group	Mean Score	Standard Deviation
Experimental	76.60	4.16
Control	58.90	9.85

The table 4.4 above shows that the mean score of experimental group was different with control group after the treatment. The mean score of posttest of experimental group was 76.60 which were categorized as very good while mean score of students' posttest of control group was 58.90, it categorized sufficient. It showed that after giving the treatment, the result of experimental group on the mean score was higher than the control group. It proved that the treatment with Song-Based Lesson gave significant improvement to students' vocabulary.

### Effectiveness of Song-Based Lesson

*Table 4.5 The Mean Score in Experimental Group and Control Group*

No	Group	Mean Score Pretest	Mean Score Posttest	Mean Difference	Percentage
1	Experimental	57.10	76.60	19.05	33.36
2	Control	51.00	58.90	7.09	13.90

The table 4.5 above shows that the mean score of experimental group in pretest was 57.10 which were categorized as marginal. It improved in posttest. The mean score in posttest of experimental group was 76 which were categorized as very good. The mean difference of experimental group was 19.05 (33.36%)

The mean score of control group in pretest was 51.00 which were categorized as marginal. It improved in posttest. The mean score in posttest of experimental group was 58.90 which were categorized as sufficient. The mean difference of control group was 7.08 (13.90%) .

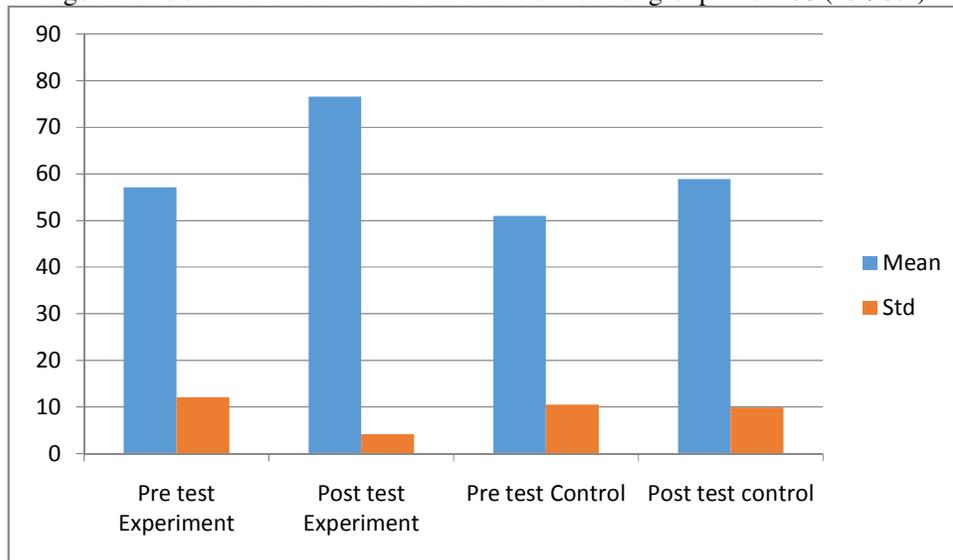


Figure 4.1 The comparison of mean score and Standard Deviation of the student's pretest and posttestfor both group

Figure 4.1 showed that the mean score of students' pretest and posttest after giving the treatment the students' vocabulary improved. For experimental group the students' score in pretest was 57.10 improved to 76.60 in posttest. While in control group the students' score in pretest was 51.00 and

58.90 in posttest. It means that the students' mean score of posttest indicated the experimental group was higher than control group (76.60 > 50.88). it proved that using Song-Based Lesson is effective in improving the vocabulary of Second Year Students of MTs NegeriBantaeng.

Another data taken in experimental group was from students' interview to get information about students' perception in applying Song-Based Lesson towards students' vocabulary mastery. The researcher chose 5 students to be interviewed by using the technique of simple random sampling. The aim of the interview was strengthening students' data gained from posttest. From the interview taken from 5 students the researcher found some information about students' perception after learning vocabulary by using Song-Based Lesson. The result of the interview with ten students would be presented in Table 4.6 as follows:

Another data gained in experimental group was from students' interview to get information about students' perception in applying Song-Based Lesson towards students' vocabulary mastery. The researcher chose 5 students to be interviewed by using the technique of simple random sampling. The aim of the interview was strengthening students' data gained from posttest. From the interview taken from 10 students the researcher found some information about students' perception after learning vocabulary by using Song-Based Lesson. The result of the interview with ten students would be presented in Table 4.6 as follows:

*Table 4.6 interview specification and students' response*

Interview Specification	Students' response
To know students' perception about the importance in using Song-Based Lesson strategy in learning vocabulary.	<ul style="list-style-type: none"> <li>• All of them strongly agreed that using strategy in improving vocabulary were very important.</li> <li>• All of them strongly agreed that teacher should use English song to facilitate students in mastering vocabulary in the classroom.</li> </ul>
To know students' perception about using Song-Based Lesson strategy in learning vocabulary	<p>From five students interviewed, they stated that:</p> <ul style="list-style-type: none"> <li>• Song-Based Lesson was needed to support and facilitate them in improving vocabulary.</li> <li>• Song- Based Lesson could make them easier in reminding vocabulary</li> <li>• They were happy to learn vocabulary by using Song-Based Lesson.</li> <li>• They were motivated in studying English using Song-Based Lesson because they felt enjoy, relax, and interesting to study English.</li> <li>• They were satisfied with their achievement in posttest score.</li> </ul>

From the table 4.6, it is indicated that using Song-Based Lesson in improving vocabulary is effective to improve students' vocabulary. All of students felt interest and motivated learning English, because it helped them easier to improve their vocabulary and it could be easier for them to remember the meaning of the vocabulary. As the result most students who were interviewed about their vocabulary achievement satisfied and stated that Song-Based Lesson was improving their vocabulary because

they could answer the vocabulary questions. Learning English through song also provides a non-threatening atmosphere for students. Students also had motivated in studying English using Song-Based Lesson because they felt enjoy, relax, and interesting to study English. They often respond to music by tapping their feet or tapping a pen. The enjoyable and relaxing mood brought by songs to the class, the effects of certain emotional causes such as excitement, anxiety, lack of confidence and the feeling of being threatened, in addition to influencing the learning process positively or facilitating it by stimulating the student emotionally Kramsch(1993)The students felt enjoy and relax to learn English. So, it can be concluded that the Song-Based Lesson is effective to improve students' vocabulary.

***The Hypothesis Testing for Students' Pretest Result***

In order to discover whether the pretest result in experimental group and control group are significantly different or not, the researcher employed the Independent-sample t-test. The data calculated by using IBM SPSS Statistic 20. If the result of t-table value is higher than the t-test value, it is concluded that there is no significantly difference in both group in pretest, then, if the result of t-table value is same or lower than the t-test value it is concluded that there is significantly difference in both group in pretest. The t-test is at level of significance  $\alpha = 0.05$  and degree of freedom (df) in  $(N1 + N2 - 2 = 38)$ .

Table 4.7 The T-test of Students' Pretest

Variable	Value of t-table	Value of t-test
Pretest	2.02	1.69

The table 4.7 shows that the value of t-table for level of significance ( $\alpha$ ) = 0.05 and degree of freedom (df) = 38 was 2.02. Then, the value of t-test of students' pretest is 1.69. Thus, the value of t-table is higher than the value t-test. Based on the result above, it proves statistically difference in both groups in pretest.

***The Testing Hypothesis for Students' Post-test Result.***

In order to know whether the posttest result in experimental group and control group are significantly different or not, the researcher employed the Independent-sample t-test. The data calculated by using IBM SPSS Statistic 20. If the result of t-table value, it is concluded that there is no significantly difference in both group in posttest. Then, if the result of t-table value is same or lower than the t-test value it is concluded that there is significantly difference in both groups in posttest. The t-test is at level  $\alpha = 0.05$  and degree of freedom (df) in  $(N1+N2 - 2=38)$

Table 4.8. The t-test of Students' Posttest

Variable	Value of t-table	Value of t-test
Posttest	2.02	7.40

The table 4.8 shows that the value of t-table for level of significance ( $\alpha$ ) =0.05 and degree freedom (df) = 38 was 2.02. Then, the value of t-test of students' posttest is 7.40. The positive value indicates that the mean of experimental group is higher than the mean of control group in posttest. Thus, the value of t-table is lower than the value of t-test. Based on the result above, it proves statistically that there is significantly difference in both groups in posttest. This condition indicated that using Song-Based Lesson is effective to improve the students' vocabulary of the second year students of MTs NegeriBantaeng.

This finding were used to determine the hypothesis (H0) was rejected when the t-test value was greater than t-table and the alternative hypothesis (H1) was accepted Gay et al.(2006)

Based on the result above, the researcher concluded that using Song-Based lesson is effective to improve the students' vocabulary of the Second Year Students of MTs NegeriBantaeng.

There are some aspects relevant in Song-Based Lesson in improving vocabulary. They are pronunciation and grammar. Through Song- Based Lesson, the teacher can teach students about pronunciation. Students listen to the song and learn about some new sound correctly in English words and help to reduce the students' accent. Horn(2009)said that music can help with pronunciation, vocabulary enrichment and articulation.

In teaching and learning process, it is important for teacher to make students familiar with vocabulary before they are actually listening, speaking, reading and writing. The teacher can use English song to stimulate students' thinking in using their English skill. Moreover, teaching vocabulary through Song-Based Lesson can help students easier to remember the vocabulary, because they were stimulated by the song.

## **Discussion**

Song-Based Lesson is effective to improve students' vocabulary. It can be seen from the result of the research. In pretest result before treatment, the mean of the experimental and control groups are not significantly different. It means that at the beginning, the students' vocabulary is similar. But, after the treatment was conducted, the posttest shows that the students' vocabulary score in both groups are significantly different. The mean score of the experimental group is higher than in control group.

Song-Based Lesson is effective to improve students' vocabulary; it can also be seen from the students' perception on interview. The researcher chose 10 students to be interviewed by using the technique of simple random sampling. The aim of the interview was strengthening students' data gained from posttest. Regarding to the students' perception toward Song-Based Lesson all of students felt interest and motivated learning English, because it helped them easier to improve their vocabulary and it could be easier for them to remember the meaning of the vocabulary. As the result most students who were interviewed about their vocabulary achievement satisfied and stated that Song-Based Lesson was improving their vocabulary because they could answer the vocabulary questions. The students felt enjoy and relax to learn English. So, it can be concluded that the Song-Based Lesson is effective to improve students' vocabulary.

The uses of Song-Based Lesson will help students to learn more vocabulary quickly. They are more likely to remember new words and English expression if they listen to them in a song rather than if they read them in book. These songs can provide the opportunity for vocabulary because a song is full of new words.

Songs also offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentences patterns and vocabulary. Learning English through song also provides a non-threatening atmosphere for students. Students also had motivated in studying English using Song-Based Lesson because they felt enjoy, relax, and interesting to study English. They often respond to music by tapping their feet or tapping a pen. The amusing and relaxing mood brought by songs to the class, the effects of certain emotional causes such as excitement, anxiety, lack of confidence and the feeling of being threatened, in addition to influencing the learning process positively or facilitating it by stimulating the student emotionally (Kramsch,1993).

The use of Song-Based Lesson can attract the attention of students in learning English because Song-Based Lesson can make students enjoyable, excited to learn and they did not feel bored. The researcher also found that the use of Song-Based Lesson can motivate students to learn English because they can feel enjoy, relax, and interested to learn the subject. Besides that, the students also found some new words and information that never heard before. Lo and Li (1998), the songs are able to change the

monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily.

Furthermore, the use of song-Based Lesson can also improve the students' vocabulary because it gives a lot of time for students to practice many kinds of song, besides that it has a lot of new words, so that the students can be familiar to open a dictionary because they must look for the meaning in the dictionary.

After applying Song Based Lesson in improving vocabulary of the Second Year Students of MTs NegeriBantaeng, the researcher has assumed that this medium is a way to attract and building up students' attention and improving students' vocabulary so they can receive the material well. It is also effective to improve students' vocabulary of the Second Year students of MTs NegeriBantaeng. There are some advantages to use Song-Based Lesson in teaching, they are:

The Song-Based Lesson helped students improve listening skill and pronunciation; song can also be used to teach a variety of language items such as pronunciation, vocabulary noun, verb, adjectives, and adverbs, etc. Different song has different concept that offers different opportunities to develop vocabulary based on the concept.

Song-Based Lesson is one method that researcher can use to increase their repertoire of songs. Thus giving them more opportunity to use the song in their teaching context, increase students' vocabulary, avoiding the lesson from being boring and monotonous and improve students' motivation.

Song Based Lesson useful to attract and building up students' attention, make the lesson more interesting and enjoyable, enrich vocabulary and also memorize the words easily.

## **CONCLUSIONS**

From the data analysis uses SPSS software, it is shown that teaching vocabulary through Song-Based Lesson is appropriated to be implemented in the classroom. In this research, in experimental group the students' score in pretest was 57.10 improved to 76.60 in posttest. While in control group the students' score in pretest was 51.00 and 58.90 in posttest. It means that the students' mean score of posttest indicated the experimental group was higher than control group ( $76.60 > 58.90$ ). It proved that there is appropriate of Song-Based Lesson in improving the vocabulary of Second Year Students of MTs NegeriBantaeng.

Furthermore, the secondary data which was collected by using interview also showed that the students experienced more significant improvement in their vocabulary competence. They felt more motivated, relax and interesting in learning English through Song-Based Lesson. It is indicated that using Song-Based Lesson is effective in teaching vocabulary.

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