

**TEACHERS' CREATIVITY IN FACILITATING STUDENTS'  
VOCABULARY LEARNING THROUGH ENGLISH SONG**

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor  
Degree of English Education Department



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**2023**

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## THESIS PROJECT STATEMENT

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*Assalamu 'alaikum, wr. wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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*Wassalamu 'alaikum, wr. wb.*

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## ABSTRACT

Title : Teachers' Creativity in Facilitating  
Students' Vocabulary  
Through English Songs  
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The purpose of this study is to find out how English teachers' creativity in facilitating students' vocabulary through English songs and students' engagement in the vocabulary learning process through English songs. Descriptive qualitative research method was used in this study by taking 2 English teachers who teach in different classes namely language class and regular class and taking 54 students out of 84 students in grade eight at MTs KRM Marzuki Jepara as samples. Data were collected by conducting observations and interviews with English teachers and students. Data reduction, data display, and conclusion drawing/verification were used to analyze the data. It was found that in skilled preparing teaching material both teachers provide material that is not only fixed on the learning module, in skilled managing class both teachers organize students to be conducive from before the start of the lesson until the end. For the skilled in using learning methods both teachers use the discovery learning method. Furthermore, in skilled using learning media shows that both teachers use additional media such as speakers, LCD projectors also printed song lyrics. Both teachers also guide students to think critically and know what they have learned in skilled in conducting learning evaluation. This study also found that students' participation in teachers' creativity in facilitating students' vocabulary learning through English songs provided positive results.

Keyword: Teachers' Creativity, Teaching Vocabulary through

Song

## MOTTO

مَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ

“My success comes only through Allah. In Him I trust and  
to Him I turn.” ( Q.S. Hud :88 )

اليقين لا يزول بالشك

“Something that is already certain cannot be removed by doubt”  
(القواعد الفقهية)

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Semarang, 8<sup>th</sup> December 2023  
Researcher,



**Nanda Putri Firdaus Rosyidi**  
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# CHAPTER 1

## INTRODUCTION

This chapter presents the research background, research questions, research objectives, significance of study, and research limitations.

### **A. Research Background**

Learning vocabulary is a crucial part of learning a language, particularly a foreign one. When studying a new language, learners should have an enough vocabulary. English is the first international language that is taught in Indonesian schools, starting from the elementary school and going all the way to the university degree. This means that English plays an important role in the contemporary life. It is crucial to learn English because of how essential it is. Before we can speak English fluently, we have to learn vocabulary. because if we have no vocabulary, we will not be able to speak English, that is because vocabulary is very important through learning English. Vocabulary is the whole of the words that compose a language. The first step in learning English language skills is developing vocabulary. Evelyn Hatch and Cheryl Brown argue in 1995, they assert that "vocabulary is a basic or important part of building a language, playing a very basic role in terms of communication". (Hatch and Brown 1995)

Additionally, vocabulary mastery is becoming a notable aspect for foreign language learners, as evidenced by

the constant fluctuation in the number of research topics exploring vocabulary mastery over the past decade. ELT (English Language Teaching) studies continued to focus on vocabulary mastery from 2009 to 2019 and became most popular in 2017. The field of vocabulary has become an interesting area to study over time. This research has a different scope from primary to university level and several studies have been done on ESP (English for Specific Purposes) to understand how English teaching can be adopted according to the needs, needs of learners who intend to use the language in a specific field, contexts such as business vocabulary, agricultural vocabulary and management vocabulary. In the field of ELT, the most common research conducted is on enriching students' vocabulary through media and strategies. There are many ideas that researchers could learn from to find out more about variation methods to improve students' vocabulary acquisition. However, this context of vocabulary development still leaves a lot of room for further research on various ELT development methods.

Many factors support the success of a learning process. That is where the teacher in delivering lessons, using various methods, strategies, and learning media that support the learning. In the learning process, there are students' obstacles in learning English, such as students who struggle to master



English vocabulary, get bored while studying, and show no interest in learning the language, therefore as teachers we have to create fun learning, namely by creating interesting teaching so that students are more motivated to learn. according to Dimiyati; (Mulyono, 1999), Outputs that are of poor quality or not in accordance with expectations, can be influenced by input or input that is of poor quality, teachers and personnel who are less thorough, inappropriate material, and learning methods that are less supportive so that students do not pay attention to the teacher's explanation. As therefore, many teachers aim to establish strategies and techniques for teaching English, in particular vocabulary, to students. In addition, in order to encourage students to learn and enjoy studying vocabulary, the teacher should be creative in providing material. (zahro, 2010).

In this case, the teacher's creativity in selecting instructional materials is crucial to making learning enjoyable. Students become excited and enthusiastic about participating in the process of learning and instruction in class when various methods of instruction are used. Good teachers use the right teaching strategies and learning media so that their students might quickly accept the material and not become easily bored. There are many media that are able to help teachers in teaching vocabulary to students while improving students' vocabulary, such as puppets, cartoon films, tape recorders, color passing,

songs, games, and so on. The application of song, which introduces students to new phrases and vocabulary in a fun way, is one of the media that can enthusiasm students in learning vocabulary. Music may be utilized to learn vocabulary in daily situations. Many schools have used songs to help students learn and behave better. Music supports students acquire knowledge vocabulary more quickly (Salcedo 2010). Music is an effective incentive for student engagement because it speaks directly to our emotions while also allowing us to use our brains to think about them as well as how they impact us (Harmer J 2002). The use of songs in learning activities can make the classroom the environment pleasant, reduce students' stress whereas learning, and assist them to learn vocabulary. It doesn't seem that they have memorized the words. They are enjoying the song and subconsciously learn the vocabulary.

In addition, most students enjoy singing songs because the use of songs in learning activities can make the classroom atmosphere fun, reduce the level of stress that students experience while learning, and help them memorize vocabulary more easily. In other words, they enjoy the songs and unconsciously acquire new vocabulary, they already memorize each word in the lyrics of the song. This is in line with dewi, The study she conducted discovered that using English for teaching vocabulary is highly effective. This method has three

advantages. They are summed up as follows: (1) the method is pleasant to use considering every student enjoy singing; (2) it is an effective means for teachers to develop relationships with their students; and (3) it utilizes the concept of "fun learning." However, this method has a disadvantage in that rather than every students has the confidence in oneself to take an active role in singing English songs (Dewi 2012). On the other hand These disadvantages provide opportunities for researchers to look for previous research that revealing negative results on the use of songs to increase student vocabulary, Also James Milton in his research entitled "vocabulary uptake from informal learning tasks" states that " *The songs have less heavily loaded with vocabulary, and the implication of using a text that is less long is that the tasks may have to be changed and varied rather more frequently* " (Milton, 2008). Another weakness involves the fact that students can only concentrate on the lyrics that they are attempting to remember without focusing consideration to the new vocabulary that the students must acquire, which leads to learners acquiring absolutely nothing (Alipour, Gorjian, and Zafari 2012). Songs are able of making listeners feel relaxed and comfortable accomplishing something, but if they're enjoying the songs overpowering, they may become even more relaxed and do nothing other than listen to the songs by themselves.

Several studies on vocabulary learning through English songs have been carried out by several previous researchers, some of them are the research conducted by (Rosyida and Mas 2023). The purpose of this study is to see whether students have improved their vocabulary acquisition by using popular English songs when they learn English after the pandemic at SMA N 1 Jatisrono in the 2022/2023 academic year. The results showed that students' vocabulary mastery increased. The results show that popular English songs can make students more interested, active, and enthusiastic in learning English after the pandemic.

Another research that became the background for the emergence of this title is the research conducted by (Nurpratama Dedin Eka 2019) . This study aimed to find out the advantages and strategies for acquiring vocabulary through songs according to their learning experience. In addition, the strategies they generally use include (1) just listening to the song, (2) obtaining notes, (3) studying the lyrics, (4) interpreting the lyrics, and (5) applying new vocabulary. This study is intended to provide ideas for those who desire to learn vocabulary on their own as well as an enjoyable method through songs.

According to research carried out by Flaviana Lestian Nanga in 2018, the teacher's method for teaching speaking

using song to young learners has been described. It is performed in order to learn how the teacher's technique was implemented, such as materials, media, and approaches used to teach young students to speak through songs during the teaching and learning process. As a result, the teacher's approach to teaching young students to speak through songs was successful. Repetitive behavior, translation, Memorization, Straight The act of copying Perform a Song (Nanga 2018).

The research pertaining to vocabulary focusing on teachers' creativity through english songs was rarely done by the previous researchers. most of them only focused on the use of songs and students' perceptions in teaching vocabulary through songs without considering the teachers' creativity in using english songs. Hence, the background of this research will focused on explore the creativity of the teachers in facilitating students' vocabulary learning through english songs. To complete this thesis, the researcher will conduct observations and interviews with teachers and students. Even though this program has already been introduced at MTs KRM Marzuki, the researcher is going to reveal more, describe and explore how is the teachers' creativity in facilitating students' vocabulary learning through english songs and students' engagement toward this activity.

## **B. Research Questions**

1. How is the teachers' creativity in facilitating students' vocabulary learning through english songs?
2. How is the students' engagement in the teaching learning process of vocabulary through english songs?

## **C. Research Objectives**

1. This study aims to describe the teachers' creativity in facilitating students' vocabulary learning through english songs
2. This study finds out the students' engagement in the teaching learning process of vocabulary through english songs

## **D. Significance of Study**

The researcher formulated the significance of this study in order to provide benefits for EFL students, researchers, future researchers, and institutions. The significance of this study are as follows:

### **1. Theoretically**

The result of this study could give more extensive knowledge and insight about English songs as an alternative tool in learning media in English teaching.

### **2. Pedagogically**

This study's result could provide educational innovations in conducting learning media.

### **3. Practically**

The result of this study hopefully useful for:

1. For Students

The researcher hopes that this research can be useful for EFL students to find out the right strategy for boosting pupils' motivation to learn new vocabulary in the English to increase vocabulary knowledge so that they can more easily understand English.

2. For Teachers

The result of the study can be useful for teachers because it can provide enrichment classes by using English songs as media as the teaching media.

3. For Next Researcher

The result of this study can be used as additional information to conduct other researcher about the teaching English vocabulary by using pop songs

4. For Reader

By reading this study, the reader hopefully got more information and experience about the vocabulary learning by using English songs as media learning to understanding English as foreign language.

## **CHAPTER 2**

### **THEORETICAL REVIEW**

This chapter highlights the major points such as previous research, literature review, conceptual framework that ideally addresses teachers' creativity in facilitating students' vocabulary through English songs.

#### **A. Previous Research**

In order to support this study, the researchers consulted three related previous research, which have in common in several of methods from the present study and can enhance the general integrity of the research.

One example is the reaserch conducted by (Mufidah Rofiqotul 2023) entitled “The use of teacher-composed song for teaching vocabulary”. The results showed that teachers used songs they created to teach vocabulary to grade 7 students of the AEDS Program at Pesantren Al Ikhsan Beji by changing the original lyrics and adding vocabulary appropriate to students' daily lives. It was difficult to change the lyrics and tune, pronounce, and organize the students were the problems identified. The strengths found were that students gained long-term vocabulary memorization, created a relaxed classroom atmosphere, and improved their pronunciation. Meanwhile, the weaknesses found were that it can disrupt lessons in adjacent classes and it is difficult to match the lyrics and tunes. The differences from this research is The object in this research is



students grade VIII of MTs KRM Marzuki and Mufidah Rofiqotul's research at 7th Grade Students of AEDS Program in Al-Ikhsan Islamic Boarding School Beji Purwokerto), then The method of this research use qualitative method while Veronica's research used qualitative method and quantitative method.

Another research conducted by (Fitrya, 2020) , the title is "The Effectiveness of English Songs Toward Students' Speaking Ability and Motivation at MA Darul Ulum Palangka Raya". The purpose of this study is to find out how effective English songs are on students' speaking ability in the tenth grade of MA Darul Ulum Palangka Raya. Quantitative method was also used in the experimental design. Based on the results, the researcher found that English songs help students in grade ten improve their speaking ability and increase their drive to learn in the 2019/2020 school year. The defferences from this research is located in The object in this research . the researcher research student of junior high school, Fitrya research student of high school. This research used a qualitative method while fitriya used a quantitative method. The aim is also difference, this research aims to finds out the effectiveness of English songs on students' speaking and the influence of English songs on students' speaking ability and motivation, while the researcher focused on the teachers' creativity in facilitating

students' vocabulary learning through songs and students' engagement during the activity.

The research conducted by international journals which created by (Azmin Md Zamin, Azrul Hardi Adzmi, and Mohamad 2020) entitled "learning vocabulary through songs: a study on the role of music in teaching verbs" aims to find out how using songs in the English classroom can help students develop their verb vocabulary. The results of this study suggest that English teachers should use songs as classroom activities to help students learn English and encourage them to learn new words. The difference between this research as well as others is the fact that this research used a quantitative method, while the researcher used a qualitative method. The objective is also different; this study aims to find out how the use of songs in English language classrooms may help undergraduates boost their verb vocabulary repertoire, while the researcher concentrated on teachers' creativity in facilitating students' vocabulary learning through songs and students' engagement during the research process.

Another research conducted by (Febria, 2015). Entitled "The Effectiveness of using English songs from Youtube toward students' vocabulary mastery". Quasi-experimental research conducted by Febria in grade 7 of RUHAMA Islamic Junior High School in South Tangerang in the 2014/2015

school year showed that using English songs from YouTube helped teach vocabulary effectively. With 1% significance degree,  $t$  table is lower than  $t$  count (4.01). The null hypothesis ( $H_0$ ) in the study was rejected, and the second hypothesis ( $H_a$ ) was accepted. The second hypothesis states that the vocabulary scores of the taught students improved significantly when they used English songs from YouTube compared to those who did not. This shows that English songs featured on YouTube help students expand their vocabulary. The findings of this study are as follows: Febria Afia's research to students in the seventh grade at the Islamic Junior High School RUHAMA is the focus of this study. while the researcher conducts research on eighth-grade students at MTs KRM Marzuki. The purpose of Febria Afia's research is to determine the effectiveness of English songs from YouTube in teaching English vocabulary to students in the seventh grade at the Islamic junior high school RUHAMA, with the researcher focusing on teachers' creativity in facilitating students' vocabulary learning through songs and students' engagement during the activity. The final difference is that Febria Afia's research employed a quantitative approach, while the researcher employed a qualitative approach.

Another research is conducted by (Nurpratama Dedin Eka 2019) . Based on their learning experiences, this study was aimed at investigating the advantages and methods that

students of the English Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana discovered and employed to learn vocabulary through songs. The study found six benefits that explain how songs help students learn vocabulary, as well as four techniques or approaches that students commonly use to learn vocabulary through songs. They found that songs (1) provide accessibility, (2) provide flexibility, (3) provide a pleasant atmosphere, (4) increase motivation, (5) provide an interesting atmosphere, and (6) provide pronunciation examples. In addition, the approach that students used to learn vocabulary through songs It is hoped that this study will provide ideas for those who want to learn vocabulary independently in a fun way by singing songs. This study is different because Nurpratama examined students of English Education Study Program at the Faculty of Language and Arts of Satya Wacana Christian University, and the researcher examined grade VIII students at MTs KRM Marzuki.

The last is the research conducted by (Sagita, ramlan, Vita, 2020). Mustakim Sagita, Ramlan and Nora Vita made journal about The Effect of Using English Songs on the Students' Speaking Skill at second year students of SMP Negeri 1 Mila, Pidie. Students taught with English songs showed significant differences in their speaking ability,

according to Mustakim Sagita, Ramlan, and Nora Vita. The significance table shows the degree of significance or  $\alpha = 0.05$  and  $df = 42$ . The  $t$  table value ( $t_{0.95}(42)$ ) = 2,68. The result of  $t_0$  is then greater than the  $t$  table value, which is 3.14 greater than 2.68. Thus, the hypothesis ( $H_a$ ) is recognized, and the null hypothesis ( $H_0$ ) is rejected. There is evidence that English songs help teach speaking. The purpose of this study is different from previous studies. Mustakim Nagita, Ramlan, and Nira Vita's research aimed to improve the speaking ability of second grade junior high school students. On the other hand, the researcher wants to describe teachers' creativity in facilitating students' vocabulary learning through English songs and find out students' engagement. Another difference is that the researcher used qualitative method, while Mustakim Sagita, Ramlan, and Nora Vita used quantitative method.

Based on the explanation above, it can be concluded that there are similarities and differences between this research and previous research, namely this research is focused on teacher creativity in facilitating student vocabulary learning through English songs, and knowing student involvement during activities using qualitative methods. While the similarities and differences are that all studies use songs in learning, but there are differences in research objectives,

several aspects, research focus, skills, classes, research types and research locations, the location of this research is in Jepara.

## **B. Literature Review**

The theoretical background of this study is divided into six sections. There is vocabulary, vocabulary mastery, the importance of vocabulary, song, creativity in using song to teach vocabulary, and the last is students' engagement in teaching learning process. Below is a complete explanation:

### **1. Vocabulary**

Vocabulary appears to be an important problem in English teaching because language implementation is a fundamental requirement to convey ideas, emotions, personality, and desires. However, it is a difference to be applied between words and vocabulary. While vocabulary is the word itself, their meanings differ. Some experts define vocabulary as the number of words that someone acknowledges or recognizes and can pronounce while speaking, reading, writing, or listening. The context and function words of language that are so thoroughly learned that they become a part of understanding, speaking, and adjusting reading and writing vocabulary are commonly referred to as learned vocabulary. It also refers to a word that has previously heard or seen but

was not produced by individual himself to communicate with others.

Morgan in his research states that vocabulary acquisition is the result of social interaction. To learn a foreign language, the first step is to understand vocabulary. Based on the experts' comments above about vocabulary, the researcher concludes that vocabulary is an important part of the English language that everyone should know if they want to speak, because to speak, vocabulary is needed to form sentences. (Morgan and Rinvoluceri 2004)

Vocabulary knowledge is more than just knowing a word, and words themselves can be quite complex; generally, vocabulary is defined as the number of words known. word is a challenging idea to define, a combination of theoretically or for different purposes. He implied that there are some fundamental issues that must be discussed while defining words, particularly in vocabulary assessments. One of the distinctions Read makes between tokens and types is that it applies to each number of words present in the text. Since the number of tokens is equal to the total number of word forms, any word that appears more than once in the text will be counted each time it

appears. On the other hand, the number of types is the total number of different word forms, so a repeated word is only counted once.

Vocabulary consists of all the words that exist in a language, words that a person has mastered, and words that are used or understood by a person or group of people. (Hiebert and Kamil 2005).

## **2. Vocabulary Mastery**

In her book, Lynne Cameron says that pronunciation, spelling and meaning are the three components of vocabulary mastery. Vocabulary is a vocabulary that is also used as a means of communication. Therefore, vocabulary is a collection of familiar words that we often hear in one's language. The more familiar or frequently heard vocabulary in your brain, the faster you remember it. Vocabulary is an important component in learning a foreign language, such as English. Vocabulary is essential for language learning. Since there is not enough vocabulary, people who want to communicate will find it difficult to translate into English. If we try to listen to someone else, the same thing will happen. If we have never heard the words he or she uses, it will be difficult. Using English correctly and clearly is impossible



without sufficient vocabulary. Vocabulary is essential for learning a foreign language, especially English, which has a large vocabulary. Vocabulary mastery consists of word pronunciation, spelling, and meaning. Vocabulary is a group of words that are frequently used in one's language. Vocabulary is a store of words that are also used to communicate. The more familiar or frequently heard vocabulary in one's brain, the faster one remembers. Therefore, vocabulary is an important component in learning a foreign language, including English. (Cameron 2001)

Vocabulary also has an important role in language learning. Someone who wants to communicate will find it very difficult when trying to translate it into English because he or she doesn't have enough vocabulary storage. The same case will happen when we try to listen to what people say. It will be difficult if we haven't ever heard about a word that he or she says. Without a lot of vocabulary, it's impossible to use English correctly and clearly (Bridge and Burton 1982) . It is proven that vocabulary is very important when we learn a foreign language, especially English language which has a variety of vocabulary.

### **3. The Importance of Vocabulary**

Words are essential for human communication and activity, as well as for experiencing joy, sorrow, and frustration. We know that words help us understand people and the world around us. Indeed, the better our understanding or knowledge of words, the better we can choose the words to express our ideas. In summary, a good command of the English language enables us to communicate with people all over the world and to gather information from a variety of sources in order to broaden our knowledge. According to (Thornbury 2002) , without grammar, very little can be conveyed but without vocabulary, nothing can be conveyed. While (Allen, 1983) states that Learners often believed that all they needed was a large number of words. They thought they could master the language by learning a certain number of English words. So, vocabulary is really important because it is the main key to understanding more about English.

Also Harmed stated that teaching English vocabulary as a second material in the learning process is more essential instead of teaching new vocabulary every day. This implies that the learners' previously utilized or learned vocabulary must always be used in

their daily lives. After the students have become familiar to the old vocabulary (and can use it in conversation), the teacher may introduce them to the new ones. In this sense, learners frequently recognize a number of vocabularies in a single subject within a week.

according to (Grauberg n.d.) , the process of vocabulary learning consists of four phases, as follow;

a. Understanding Meaning

This means understanding the concepts of foreign languages and phrases. In many cases this is easy. This is because the word is associated with the reference point by direct association, or because the corresponding word exists in English.

b. Discrimination

This is the basic step. It includes the ability to hear and read sounds, letters to distinguish them from their neighbors, and from the sounds and letters of similar words. To keep them separate while talking and writing. As we will see later, lack of differentiation often causes errors.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

d. Consolidation and Extension of Meaning

Learning a new word is not a momentary process, and if the presentation is the only important variable, the word will not be forgotten and will need to be relearned. However, as it stands, words are slowly absorbed over time and gradually become fully integrated into the contactee's vocabulary as contactes become available with the same fluency as the words used in their native language.

#### **4. Song**

Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies. A song is a melody for a ballad or lyric poem. According to the Oxford Dictionary, song is a subset of music.

Furthermore, Griffie states that song is a type of music that contains words, and it contains elements that distinguish song from poetry or speech, despite their similarities. The majority of students in Indonesia struggle to learn English. They are less motivated to study English because they believe it is a difficult subject. In that case, an English teacher must be sensitive to the students' situation. The teacher should motivate students to learn English. Some factors should be considered by teachers during the teaching and learning process, According to Brown in her book *Vocabulary, semantics, and language education*, teaching is assisting someone in learning how to do something, providing instruction, guiding in the study of something, providing knowledge, and causing to know or understand. As a result, the teacher, as a facilitator in the learning process, should think creatively about how to make English learnable and interesting for students (Hatch and Brown 1995). Using media to support the teaching and learning process is one of the strategies that teachers can employ. Rhymes and rhythms are used in songs. They also use beautiful language to convey subjective emotions. A song is an artistic term that refers to a lyric

poem that has been adapted for the purpose of music. This definition then backs up the previous statement, arguing that rhymes and rhythms are unavoidable components of poetry. A rhyme is more than just a finishing touch in poetry or song. It creates a pleasing sense impression, helps to establish stanza form, helps in memorizing, and contributes to the unity of a poem or song. A rhythm is the measured flow of words in verse or prose which is the uniform of recurrence (repetition) of a beat or accent. It is usually established through a combination of accents and syllable measurements. Song is an ideal vocabulary learning media for students. It is because song helps students remember the vocabulary easily.

Songs as learning media that can make learning easy and enjoyable. Songs can help students fulfill good results by managing their intellectual and emotional abilities. Songs can stimulate brain function, and the meaning of songs can stimulate memory functions to learn vocabulary, language, listening, as well as speaking. The learners require practical and enjoyable teaching methods in order to integrate themselves into English; for example, singing English songs may assist students integrate into English

(Gushendra 2017). There are several benefits to using songs in language learning. To begin with, they can encourage students to use English. Furthermore, listening to English songs helps students more easily support words and meanings because the songs are accompanied by images and actions. Finally, music can foster a positive emotional attitude toward language learning.

### **5. Creativity in Using Song to Teach Vocabulary**

Creativity is important in learning, and teachers have to demonstrate and show the creative process. Teachers are constantly looking for more effective methods to serve their students. Creativity demonstrates that what the teacher will do now is superior to what has been done previously, and that what will be done in the future is more effective to what is being carried out now. The three main components of creativity are expertise, creative thinking skills, and motivation. Knowledge is divided into three categories: technical, procedural, and intellectual. The ability to think creatively determines a person's problem-solving flexibility and imagination, as well as effective decision making.

The process of combining individual or group responses or ideas in novel ways is known as creativity. What creative thinking does is make the impossible possible. For creativity, unlimited observation, experience, knowledge, and abilities are required, as everyone must arrange common elements into new patterns. Creativity is the highest expression that humans have for the problem-solving process, which involves original ideas and is passed down from generation to generation in an integrated manner through genes in humans. This is also true. According to Zhou and George in their study *Awakening employee creativity: The role of leader emotional intelligence*, creativity is a process in which individuals, groups, or teams generate new and useful ideas to solve problems or capitalize on opportunities. In simple terms, creativity is the intelligence or ability that everyone possesses and that grows naturally if it is continuously trained and not limited. It can also be defined as an individual, group, or team process of generating new and useful ideas for problem solving or taking advantage of opportunities. A creative process is one that is divided into two parts, namely finding and



proving. The use of imagination, a game of ideas, and exploration are all part of the discovery process.

Creativity is one of the manifestations of a person's life. An individual's life quality can be improved through creativity. Sternberg (2019) defines a creative person as having the following characteristics: have originality, independence, dare to take risks, personal energy, have a sense of curiosity, have a sense of humor, interest in complexity and new things, sense of art, and openness. There are many important aspects in developing creativity that can also distinguish one person from another. Aspects of creativity, as defined by Munandar in her book can be seen from the inside of humans, which is divided into 2 categories, these are aptitude and non-aptitude aspects. aspect aptitude are characteristics related to cognition and thought processes. While the non-aptitude aspect is characteristics related to attitudes or feelings. bellows is a description of these aspects:

- a. Fluency of thinking, Specifically, the ability to come up with multiple solve ideas and problem solving, to provide multiple methods to do various things, and to always provide more than one

answer. The emphasis in this way of thinking is on quantity rather than quality.

- b. Flexibility, Indeed the ability to create a variety of ideas, answers, or questions, see a problem from various perspectives, and use various approaches or ways of thinking. People who are creative are those who think in new ways.
- c. Elaboration, Indeed the ability to enrich and develop an idea or product, as well as the ability to add or detail the details of an object, idea, or situation in such a way that it becomes more interesting.
- d. Originality, Indeed the ability to generate new and unique ideas, think of unusual ways to express oneself, and make unusual combinations of parts or elements. (Munandar 1999)

Furthermore, one of the professional competencies required of teachers is teacher creativity. A teacher must have a set of abilities in terms of attitude as well as educational and teaching abilities. Teachers must be more professional in carrying out their duties in order for the teaching and learning process to run smoothly. If the teacher lacks professionalism in the classroom, the teaching and learning process will be

ineffective, and the overall educational goals will not be met. So, a professional teacher is a teacher who has special abilities and expertise in carrying out teaching and learning activities in order to achieve goals related to the subjects conveyed and has maximum ability. According to (Ridla 2008) in his research, to establish creativity in teaching, teachers need the following professional competencies:

- a. Skilled in designing and preparing teaching materials/lesson materials. In the learning process, it is necessary to design and prepare subject matter materials, this aims to make the implementation of the learning process run well and also effectively.
- b. Skilled in classroom management. In managing the class the teacher not only conditions the class so that it is always conducive when learning takes place, but the teacher must also be able to manage the class to be fun so that learning is not monotonous.
- c. Skilled in the use of learning methods. Creative educators must be able to use and

apply varied learning methods, not just using conventional learning methods such as lecture learning methods. This is so that students do not feel bored and motivated to follow the learning process well.

- d. Skilled in the use of learning media. In using learning media, teachers are required to be able to use or create interesting and creative learning media so that students better understand the learning delivered by the teacher.
- e. Skilled in conducting learning evaluations. Evaluation development needs to be done by teachers to find out where students' knowledge is in learning. In this case, the teacher must be able to conduct an effective learning evaluation.

Song, teaching, and learning are three interconnected aspects because song can make teaching and learning easier and more relaxing. Furthermore, song can improve several English skills, one of which is vocabulary. According to Millington in his book, Songs play an important role in the development of young children learning a second

language (Millington 2011). The frequency with which songs are used in English Language Teaching classrooms around the world is proof of this. This paper begins by discussing why songs can be useful pedagogical tools. It will specifically discuss how songs can help learners improve their listening skills and pronunciation, as well as how they can be used to teach vocabulary and sentence structures.

There is several ways In teaching vocabulary of verbs through songs, one of them is using procedures as follow: 1) Introduce the lesson as an easy and enjoyable way to learn new words. 2) Ask the students to work in pairs .3) Hand out a sheet of the content of paper are words.4) let the students listen the song. 5) Ask the students to circle the word that they listen, the mstudents must listen carefully in order to make out the exact words being song.6) Repeat the song 3 time until the students finished circling the word.7) checks their work one by one. After the teacher finish checks their work, the teacher givesa copy of song lyric. 8) The teacher ask the studets for a word"s meaning, give clues as an exaggerated of voice and appropriate facial expression.

From the procedures above, the researcher found that this way is the same as what Shin and Crandall (2014) states, that is :

- a.* Introduce the topic of the song
- b.* Review the vocabulary students already know.
- c.* Pre-teach the new vocabulary.
- d.* Listen to the song (with the teacher singing, or with an audio recording or video).
- e.* Teach the song line by line. If there are multiple verses and a refrain, follow these steps:
- f.* Teach the refrain line by line. Teach the tune of the verse using “la lala” instead of the lyrics (be sure to add the refrain with the lyrics at the end of the verse).
- g.* Teach the verses one by one, always singing the refrain after each one.
- h.* Point out words that rhyme at the end of each line and practice
- i.* repeating them when teaching each verse.

Another steps of teaching English using song as stated by Sophya, that are:

- a.* The students are invited to sit well with happy heart (not in situation forced). This is done by taking students to sing song comfortably.

- b. Singing (song) this can be sung to the position of the students sitting in a circle on the floor.
- c. Teachers as a model must be able to turn the atmosphere classes for students feel comfortable with the song sung together. Through singing the students are expected to understand and can speak English.

another way to teach vocabulary through songs effectively discovered by Lelyana and Putri (2013) , that is:

- a. Based on the students' books, the teacher creates a video or audio.
- b. The teacher plays a video or audio for the students two or three times to familiarize them with new words in the song.
- c. The teacher and students sing a song together twice or three times.
- d. The teacher assists students in learning the meaning of new words thoroughly and clearly.
- e. The teacher distributes worksheets to the students.
- f. The worksheet was corrected by the teacher and the students.
- g. The teacher and students sing a song once more.

And there are some reasons using songs in the EFL students in the classroom, they are :

- a. Because song is memorable, it helps students remember the language.
- b. Students can be a lot of fun. The most important factor that makes them enjoyable is the use of music, which provides students with significant motivation.
- c. In mixed ability classes, songs provide an achievable challenge for all levels of learners by allowing some students to simply demonstrate their understanding by doing the actions while others can sing along or even improvise their own words.
- d. They can be used at any stage.
- e. They allow for a lot of repetition of the language without boredom (as long as you add variations). To keep it interesting, play the song louder and quieter, slower and faster.

## **6. Students' Engagement in Teaching Learning Process**

There are researchers who use the term student engagement, there are also those who call it school engagement. Even though there is general agreement that student engagement or school involvement has a



positive impact on students, to date there is no agreement regarding the definition of student engagement or school involvement. School engagement, according to Fredericks in his book, is the involvement of students in the learning process in academic and non-academic activities as demonstrated by students' behavior, emotions, and cognition in the school and classroom environment. School engagement is divided into three categories: behavioral engagement, emotional engagement, and cognitive engagement. He also reveals that there are three dimensions to student engagement: behavioral engagement, emotional engagement, and cognitive engagement. Emotional engagement includes positive and negative reactions to teachers, other students, classroom and school activities, and cognitive engagement includes the desire to exert effort to understand complex ideas and master difficult skills (Fredrick, Blumenfeld, and Paris 2004).

Student engagement is important because student engagement shows a student's level of attention, effort, persistence, positive emotions and commitment to the learning process. Connell in *Review*

*of educational research* said that student engagement consists of three dimensions, namely:

- a. Behavioral engagement is an act of participation that includes student involvement in social or extracurricular academic activities. the level of student motivation demonstrated in academic learning activities in the classroom and activities outside the classroom to achieve academic success, including students who exert effort, intensity, perseverance, and determination in carrying out academic activities. Simple behaviors such as doing assigned work and following rules can lead to active participation in school organizations. According to Connell, this dimension is very important in achieving positive academic results and preventing school dropout. There are three ways to define behavioral engagement. The first definition necessitates positive behavior, such as students following the rules and adhering to class norms, as well as the absence of disruptive behavior, such as students skipping school and getting in trouble. The second definition is student

participation in the learning process and academic tasks, which includes behaviors such as effort, persistence, concentration, attention, asking questions, and contributing to class discussions. The third definition is related to student participation in school activities such as sports (athletic). or educational institutions (OSIS).

- b. Emotional involvement is a student's positive or negative reaction to teachers, classmates, academic and school activities. Emotional behavior includes students' feelings of enthusiasm, joy, pleasure and satisfaction in academic activities. Emotional engagement is considered important for fostering students' sense of attachment to their educational institution (school or class) and influencing students' willingness to learn. The emotions displayed by students in emotional involvement can range from wanting to like to really appreciating or identifying with their institution. Emotional engagement refers to students' affective reactions in class including

interest, boredom, enjoyment, sadness, annoyance and anxiety.

- c. Cognitive engagement is an investment that combines a student's attention and willingness to exert the effort necessary to understand complex material and mastery of difficult skills. Cognitive engagement can range from memorizing what is taught in class to using independent learning strategies to develop understanding of learned material and difficult skills. The definition of cognitive engagement focuses on psychological investment in learning, where students have a desire to grow beyond existing requirements and a preference for challenge. Student involvement in the learning process in class shows that students are present not only physically but also in mind; includes students paying attention, concentrating, absorbing, participating, and having the willingness to strive to exceed their standards. (Fredrick et al. 2004)

First, student participation allows the learning process to take place. Developing knowledge or

abilities requires focus, effort, persistence, positive emotions, commitment, and active interaction with others during the learning process. A productive learning experience necessitates student engagement. Furthermore, student engagement predicts how an educational institution will operate. Student engagement can predict how well students perform in the learning process, particularly based on their accomplishments (rankings and test scores) and graduation (whether or not they were expelled from the institution where they studied). Then, student involvement among students can be controlled and shaped. The description of existing student involvement can provide educational institutions with ideas for interventions that can be implemented with students to improve their learning process. Finally, Student Engagement gives the teacher feedback. A picture of student engagement gives teachers the information they need to know how well they are motivating students in the learning process. Students' levels of student engagement indicate their level of motivation during the learning process.

## **CHAPTER 3**

### **RESEARCH METHOD**

The research method was discussed in this chapter. It was crucial in research because it influenced the findings and discussions. Before collecting data, the researcher provided a detailed description of the research design, research approach, data source, data collection method, and data.

#### **A. RESEARCH DESIGN**

According to Creswell, qualitative research is a process of inquiry for understanding that is based on different methodological traditions of inquiry that explore social or human problems (Creswell 2014) . The purpose of this study is to explain how is the teachers' creativity in facilitating students' vocabulary through english song and how is the students' engagement in the learning process. Qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, and perceptions of individuals and groups. According to some of the qualitative theories described, there are several ways to collect information, such as observations, documents, and interviews. To understand and explain the research objectives, there are several ways to collect information. This study uses data in the form of words, phrases, or sentences collected from observations of how teachers

teach vocabulary in the classroom and interviews with teachers and students.

## **B. SOURCE OF DATA**

Determination of students who interviewed in this study was taken using purposive sampling. According to Sugiyono, purposive sampling is sampling using certain considerations in accordance with the desired criteria to be able to determine the number of samples to be studied (Sugiyono 2018) . In this study, researchers chose to investigate the eighth grade and two English teachers at MTs KRM Marzuki, namely Mrs. Nailirrohmah, S.Pd. as teacher 1 who teaches eighth grade language with 22 students and Nur Miftachul Arifah, S.Pd. as teacher 2 who teaches eighth grade regular with 32 students.

## **C. METHODS OF COLLECTING DATA**

According to (Creswell 2014) , The research structure should include the problem, context, issues, and lessons learned. Examples of direct or participant observation include interviews, archival records or documents, physical objects, and audiovisual elements. Data can be collected from a variety of sources. in this study, researchers collected data through observations and interviews. bellows is a complete explanation:

## 1. Observation

Observation is used to obtain data about:

- a. Teachers' creativity in facilitating students' vocabulary through songs.
- b. Students' engagement in the teaching learning process of vocabulary through songs.

In this process, the researcher observed the creativity in teaching vocabulary through english songs of the two teachers applied in each class. namely teacher 1 in eighth grade language and teacher 2 in eighth grade regular. To collect data, the researcher used observation guidelines to observe the vocabulary teaching-learning process through songs and made field notes. Sugiyono defines observation as one of three types: unstructured, covert, overt, and participant observation. In addition, there are various kinds of participant observation, such as passive, moderate, active, and interesting participation. Since the researcher only observes what is seen without being involved in the activity, the type of observation used in this research is passive participation observation.

## 2. Interview

Interviews are used to validate data about:



- a. Teachers' creativity in facilitating students' vocabulary through songs
- b. Students' engagement in the teaching learning process of vocabulary through songs

According to Esterberg in Sugiyono's book entitled *Educational Research Methods*, an interview is a meeting of two people conducted through questions and answers to exchange ideas and information to create meaning for a particular topic. The researcher conducted interviews with the two English teachers to explore more data related to teachers' creativity in facilitating students' vocabulary through English songs. The researcher also conducted interviews with a total of eight students, four of them are students of the language class and four of them are students of the regular class. This research uses structured interviews because it uses interview guidelines and organizes the interview in advance.

### **C. FOCUS OF THE RESEARCH**

This study focuses on teachers' creativity in helping students learn vocabulary through songs. They also looked at students' engagement with learning and teachers' creativity in helping students learn vocabulary through songs. Therefore,

this study involved teachers and students at MTs KRM Marzuki Cepogo in Jepara.

#### **D. RESEARCH INSTRUMENTS**

The researcher used the triangulation technique to collect data. According to Setiyadi, triangulation is the combination of two or more methods in collecting data about the attitude of the subject of the research. Because human attitudes are quite complex, using a single method in collecting qualitative data is frequently regarded as insufficient. It is primarily made up of observation and interviews. The following is a description of those instruments:

##### **1. Observation guideline**

As stated by Nasution in Sugiyono, observation is the basis of science. Researchers can work based on data, or real world facts, which they collect through observation. Observation is devoting full attention to the object of research. To observe directly, researchers use description observation. By using this instrument the researcher uses specification as follows:

##### **a. Lattice of Observation of Teachers' Creativity**

According to Rasyid Ridla in his study mention five professional competencies to

establish creativity in teaching comprises: Skilled in designing and preparing teaching materials/lesson materials, Skilled in classroom management, Skilled in the use of learning methods, Skilled in the use of learning media, Skilled in conducting learning evaluations (M Rasyid Ridla 2008). below as the instrument generated from the indicators of teachers' creativity justified by Rasyid Ridla:

*TABLE 3. 1 LATTICE OF OBSERVATION OF TEACHERS' CREATIVITY*

<b>Aspect</b>	<b>Indicators</b>	<b>Activities</b>
Teachers' creativity in facilitating students' vocabulary through songs	Teachers' creativity in designing and preparing teaching materials.	
	Teachers' Creativity in managing the class	
	Teachers' Creativity in using learning methods	
	Teachers' Creativity in using learning media	
	Teachers' Creativity in evaluating	

b. Lattice of Observation of Students' Engagement

below are the student engagement criteria proposed by (Fredricks, Blumenfeld, and Paris 2004) comprises:

- 1) Behavioral engagement, consist in Classroom participation responsibility.
- 2) Emotional involvement, consist in Students' enjoyment and feeling towards doing work.
- 3) Cognitive engagement, consist in How much students' effort to invest in learning and retaining material.

below as the instrument generated from the indicators of students' engagement.

**TABLE 3. 2 LATTICE OF OBSERVATION OF STUDENTS' ENGAGEMENT**

<b>No.</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Activities</b>
1	Students' engagement in the teaching learning process of	Students' involvement and positive attitudes of the students during the activities.	

	vocabulary through songs	Students' positive or negative reaction to teachers, classmates during the activities.	
		Students' attention and willingness to exert the effort necessary to understand complex material and mastery during the activities.	

From the observation, the researcher get the data to know how is the teaching learning process of teachers' creativity in facilitating students' vocabulary through song

## 2. Interview

One method of data collection that requires direct communication between the researcher and the subject or informant is an interview, where two people meet to exchange information and ideas through questions and answers to create meaning about a particular subject.

In this research interview, the researcher used the triangulation method to validate the data obtained through the observation method described above. Researchers interviewed English teachers at Mts

KRM Marzuki in this study to answer indicators of teacher creativity that had not been answered during observation, especially in the first indicator, namely teachers' creativity in designing and preparing teaching materials. The researcher must understand how the teachers are skillful in designing and preparing teaching/learning materials. The researcher also conducted interviews with the students. To elaborate on the intangible aspects of student engagement. The researcher needs to know how the teachers handle things. Skilled in the design and preparation of teaching/learning materials.

## **E. METHODS OF ANALYSING DATA**

The data in this study will be analyzed using interactive descriptive qualitative methods based on (Miles, Huberman, and Saldana 2014). Which data are gathered through observation, interviews, and documents. They are also mentioned data reduction, data display, and conclusion drawing/verification models. The following is how data is analyzed:

### **1. Data collection**

Data collection is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus

(body) of written-up field notes, interview transcripts, documents, and other empirical materials. Condensing data strengthens it. Data for this study were gathered through observation and interviews with teachers and students who served as research subjects.

## 2. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written-up field notes or transcriptions. Following data collection, data reduction was performed to determine important information from informants, and the data was summarized and focused on relevant data and data that leads to solving problems or answering research questions. Data reduction entails summarizing, selecting, and focusing on relevant data.

## 3. Data display

A display as an organized, compressed assembly of information that allows for conclusion drawing and action. In this step, the researcher logically and methodically organized and displayed the data collected from students'

strategies via questionnaires and in-depth interviews. The questionnaire data was presented in table form and described in descriptive text. Furthermore, the interview results were explained in a systematic manner based on the research questions. The questionnaire and interview results were linked and connected. This technique was used as the second component in data analysis, arranging the information, description, or narration to draw a conclusion.

#### 4. Conclusion and Verification

This is the very last part of qualitative analysis. Drawing conclusions requires stepping back to think about what the analyzed data means and how it affects current questions. Verification is closely related to inference and entails returning to the data as many times as necessary to verify or double-check the resulting conclusions. After collecting and displaying the data, the researcher arrives at conclusions and verifies them. It starts with data collection, and then data analysis is done by concentrating on the research problem formulation. Once conclusions are made, field notes, arguments, and reviews are used to verify.



## **CHAPTER 4**

### **RESEARCH FINDINGS AND DISCUSSION**

The researcher is going to describe vocabulary learning through english songs for junior high school student. This discussion involves the teachers' creativity in facilitating students' vocabulary learning through english songs and the students engagement during the teachers' creativity in facilitating students' vocabulary learning through english songs in MTs KRM Marzuki Cepogo, Jepara. The researcher collected the data by observation and interview. The discussion begins with a description of the research findings and discussion.

#### **A. FINDINGS**

##### **1. Teachers' Creativity in Facilitating Students' Vocabulary Learning through English Songs**

After doing observation start from 28th October 2023 – 31st October 2023, the researcher served the data into a table and also explained it in a narration. This data informed the the teachers' creativity in teaching facilitating students' vocabulary through english songs. The researcher also conducted interviews with two English teachers and 6 students in each class (VIII-1 Bahasa and VIII-2 Regular ) . in this session creativity is classified by 5 indicators, that is 1) Skilled in designing and preparing teaching materials/learning materials, 2) Skilled in managing classes, 3) Skilled in using learning methods, 4) Skilled in using learning

media, and 5) Skilled in conducting learning evaluations. Below is a complete explanation of all the indicators:

a. Skilled in designing and preparing teaching materials

It is necessary to design and prepare subject matter materials during the learning process in order for the learning process to run smoothly and effectively. The following is an overview of how teachers prepare classroom learning materials for students:

*TABLE 4. 1 TEACHERS' CREATIVITY IN DESIGNING AND PREPARING TEACHING MATERIALS*

<b>Teachers</b>	<b>Learning objective</b>	<b>Learning material</b>	<b>Learning source</b>
T1	3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.	Material “we got a lot of histories”	<ul style="list-style-type: none"> <li>• Book “when English Rings a Bell”</li> <li>• Song from youtube “Charlie puth – one call away”</li> </ul>
T2	3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu	Material “we got a lot of histories”	<ul style="list-style-type: none"> <li>• Book “when English Rings a Bell”</li> </ul>

	terkait kehidupan remaja SMP/MTs.		<ul style="list-style-type: none"> <li>• Lyric video from youtube "justin Bieber – love your self"</li> </ul>
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Regarding Skilled in designing and preparing teaching materials, researcher found that both teachers are creative in designing and preparing teaching material. researchers discovered that there is aspect interested in new things. This is evidenced by the teacher's efforts to provide materials that are not only fixed on the learning module, but both of them also prepare other song material where the teacher also looks for references from YouTube regarding the selection of songs that are considered to be liked by students. this can be confirmed from the results of interviews conducted by the researcher with the teacher:

*"actually I prefer to look for songs from YouTube sources where the song is trending among students, so that students will also be enthusiastic in participating in this lesson. I also choose songs that have basic vocabulary so that they are easily accepted by students" ( Teacher 1)*

*"for song material I usually look for songs that do not contain romance issues, this is done to avoid students so that learning can be conducive. I also choose songs that have easy vocabulary for junior high school students" ( Teacher 2)*

Based on explanation above, it concluded that both teacher more often prepared the material before vocabulary learning procces. The teachers also have the same song selection criteria, both of them chose songs that had vocabulary that was familiar and easy to understand at the junior high school level.

b. Skilled in managing classes

Teachers not only have to ensure that the class always feels good during lessons, but they also have to be able to make the class fun so that learning does not become monotonous and also have their own way of conditioning problems that arise during lessons. Bellow is an overview of teachers' creativity in managing classes in teaching learning materials through english songs for students in the classroom :

TABLE 4. 2 TEACHERS' CREATIVITY IN MANAGING CLASSES

Teachers	Problem in Teaching Learning	Solutions
T1	<ul style="list-style-type: none"> <li>students are outside the classroom after replacement the lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are on time when entering the class then organize the classroom before learning begins</li> </ul>
	<ul style="list-style-type: none"> <li>The students simultaneously called the teacher to ask about the difficulties and start uncondutive</li> </ul>	<ul style="list-style-type: none"> <li>The teacher walks around the class to ask and answer about the difficulties the students are experiencing and also reprimanding noisy students directly</li> </ul>
T2	<ul style="list-style-type: none"> <li>students are outside the classroom after replacement the lessons</li> <li>students began to be uncondutive in the middle of working on group assignments from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are on time when entering the class then organize the classroom before learning begins</li> <li>The teacher quickly conditioned the students by asking about the students' difficulties. Teacher</li> </ul>

		also gave a game to condition the noise of the students.
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Regarding skilled in managing class, researchers found that both teachers are creative in managing class. researchers discovered that there is an aspect of flexibility in both teachers. This is evidenced by Both teachers have alternative ways to organize students to be conducive from before the start of the lesson until the end. this can be confirmed from the results of observation about the problems that both teachers have in common namely that there are some students who are not conducive during the class. to overcome these problems the two teachers have several ways, teacher 1 will walk around the class to ask and answer about the difficulties the students are experiencing and also reprimanding noisy students directly. While teacher 2 quickly conditioned the students by asking about the students' difficulties. Teacher also gave a game to condition the noise of the students.

c. Skilled in using learning methods

Creative educators must be able to use various learning methods, not just conventional methods such as

lectures, so that students are not bored and motivated to follow the learning process well. Bellow is an overview of teachers' creativity in using method in teaching learning materials through english songs for students in the classroom :

*TABLE 4. 3 TEACHERS' CREATIVITY IN USING LEARNING METHODS*

Teachers	Learning method
T1	<ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Discovery learning method</li> </ul>
T2	<ul style="list-style-type: none"> <li>• Discovery learning method</li> </ul>

Regarding Skilled in using learning methods, researchers found that both teachers are creative in using learning methods. researchers discovered that there is an aspect of flexibility in teacher 1, it showed that Teacher 1 was able to use multiple approaches. This is evidenced by teacher 1 that using more than 1 method for teaching vocabulary through english songs, that is the discovery learning method and discussion method. This is evidenced by the use of discussion method and discovery learning method in the class. below is a detailed explanation of the two methods used by teacher 1:

For the first teacher 1 distributes paper containing song lyrics that some of the lyrics have been omitted by the teacher. After that the teacher explained the rules, that

is, the teacher would only play the song once. While the song is playing, the teacher also listens to the song.



*FIGURE 4. 1 TEACHER 1 GIVE FILL IN THE BLANK SHEET TO STUDENTS*



*FIGURE 4. 2 STUDENTS COMPLETE FILL IN THE BLANK SHEET*



After the song finished playing, the teacher 1 asked the students to voluntarily come forward to write the answers.



*FIGURE 4. 3 PICTURE 4.3 STUDENTS WRITE THEIR ANSWERS ON THE WHITEBOARD*



*FIGURE 4. 4 TEACHER 1 GUIDES TO TRANSLATE AND FIND THE CORRECT ANSWER*

After all the answers are written, the teacher plays the song again and invites students to discuss with the teacher the right answer. After the discussion session was over and all the lyrics were completed, the teacher divided the students into several groups to give a group assignment which was to find out the meaning contextually related to the social function and linguistic elements of the song lyrics. the teacher also reminded the students to write new vocabulary on their notes. The Discovery learning method was implemented in this session. in this assignment the teacher encouraged students to investigate, build experience and knowledge, use intuition, imagination, creativity, and seek new information to find new facts, correlations, as well as truths related to the material.

While in the teacher 2, researchers discovered that there is an aspect of elaboration in teacher 2. This is evidenced by teacher 2 that use discovery learning method which is not widely used by most other teachers that only uses the lecturer method. in this method, the teacher encouraged students to investigate, build experience and knowledge, use intuition, imagination, creativity, and seek new information to find new facts, correlations, as well as truths related to the material. This is evidenced by teacher 2 who managed to combine the unknown among students

related to the vocabulary in the song by asking each student to write down vocabulary that they do not know the meaning of on the whiteboard and then discuss it together in front of the class. below is a detailed explanation of the method that used by teacher 2:

For the first The teacher explains the learning objectives, namely interpreting the social function of song lyrics by watching a video of song lyrics that had previously been prepared by the teacher, namely the song "Justin Bieber - Love Yourself". The teacher tells students to listen to the song carefully first to find out difficult vocabulary in the song so they can find out the meaning together first.



*FIGURE 4. 5 TEACHER 2 ASKS THE STUDENTS TO WRITE DOWN VOCABULARY*



FIGURE 4. 6 STUDENTS WRITE DOWN THE DIFFICULT VOCABULARY

After that, the teacher asks the students to take turns writing lyrics that they don't yet understand the meaning of. Then the teacher takes the lead in translating the vocabulary.



FIGURE 4. 7 TEACHER 2 GUIDES IN TRANSLATING THE VOCABULARY

After all the vocabulary on the whiteboard has been interpreted, the teacher asks the students to listen carefully again to the song "Justin Bieber - Love Yourself", where in the second round the teacher will give individual assignments to the students, namely interpreting the social function contained in the song. The Discovery learning method was implemented in this session.

d. Skilled in Using Learning Media

In the use of learning media, teachers must be able to use or create interesting and creative learning media to make students better understand what they are learning. Bellow is an overview of teachers' creativity in using learning media in teaching learning materials through english songs for students in the classroom:

TABLE 4. 4 *TEACHERS' CREATIVITY IN USING LEARNING MEDIA*

Teachers	Learning media
T1	<ul style="list-style-type: none"> <li>• white board</li> <li>• Sound speaker</li> <li>• Song lyrics on printed paper</li> </ul>
T2	<ul style="list-style-type: none"> <li>• white board</li> <li>• LCD projector.</li> </ul>

Regarding skilled in Using Learning Media, researchers found that both teachers are creative in using learning media. researchers discovered that there is an aspect of Originality in both teachers. This is evidenced by Both teachers are not only use the whiteboard to teach. both teachers also use additional media, teacher 1 uses additional media Sound speaker and Song lyrics on printed paper. while teacher 2 uses additional media LCD projector. these three media are still rarely used by most teachers

e. Skilled in conducting learning evaluations

To know the extent of students' knowledge in learning, teachers must develop evaluations. To do this, teachers must be able to conduct effective learning evaluations. Bellow is an overview of teachers' creativity in conducting learning evaluations in teaching learning materials through english songs for students in the classroom:

TABLE 4. 5 *TEACHERS' CREATIVITY IN CONDUCTING LEARNING EVALUATIONS*

Teachers	Learning evaluation
T1	Teachers use asked the group representatives to give an evaluation of the day's learning.

T2	The teacher appoints several students to express their opinions on what they have learned. Then the teacher brings together several opinions and then concludes. Teacher also ask students to evaluate obstacles during learning and then look for solutions so that these obstacles do not happen again
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Regarding skilled in conducting learning evaluations, researchers found that both teachers are creative in conducting learning evaluations. researchers discovered that there is an aspect of Originality in both teachers. This is evidenced by Both teachers conduct learning evaluation in a way that is not monotonous. basically, teachers usually give their own conclusions regarding their learning like the lecture method, but in this case both teachers are conduct learning evaluation by provoking students to think critically and find out what they have learned. but here researchers also feel that there is nothing special with this way.

## **2. Students' Engagement in Teachers' Creativity in Facilitating Students' Vocabulary Learning Through English Songs**

The researcher used interview in gaining the data about students' engagement during teachers' creativity in facilitating students' vocabulary through english songs at eight grade in MTs KRM Marzuki Jepara . The findings describe the students' engagement during teachers' creativity in facilitating students' vocabulary through english songs at eight grade in MTs KRM

Marzuki Jepara. There were 8 students taking part to interview. The participants consisted of 1 male (student 1) and 3 females (student 2, student 3 & student 4) in language class who is taught by Teacher 1, and 2 males (student 5 & student 6) and 2 females (student 7 & student 8) in regular class who is taught by Teacher 2.

For investigating students' engagement, there were 8 questions. The analysis identified the three major themes from the data that classified by (Fredricks et al. 2004) comprises Behavioral engagement that is consist an Classroom participation responsibility (Theme 1), Emotional engagement that is consist an Students' enjoyment and feeling towards doing work (Theme 2), and the last is Cognitive engagement that is consist an How much students' effort to invest in learning and retaining material (Theme 3). Below is a complete explanation of all the indicators:

a. Students' Behavioral Engagement

Theme 1 discusses how students' behavior is involved in the teacher's creativity in helping students' vocabulary with English songs. The concept of engagement in activities in the learning environment is the first component of behavioral engagement. The focus of behavioral engagement is students' participation in social activities and academic activities, both of which have an impact on their academic performance. According to



interviews, most students strive to be active and diligent while in class.

*Table 4.6 The representation of students' behavioral engagement*

	Language class	Regular class
Students' Behavioral engagement	“saya mengikuti setiap sesi belajar vocabulary” (Student 1)	“saya selalu mengikuti kelas dan bertanya apabila tidak paham” (Student 5)
	“saya tidak sungkan untuk bertanya Ketika tidak paham” (Student 2)	saya sering maju menuliskan jawaban saya” (Student 6)
	“saya sering ikut berebut maju kedepan untuk menjawab soal dari teacher 1 agar mendapat nilai tambahan” (Student 3)	“saya selalu datang dan tepat waktu saat Pelajaran” (Student 8)

One of the factors that influence student behavior in the classroom is the contribution of teachers and classmates. As shown by student 3 and student 5, teachers encouraged students' abilities and work and strongly encouraged students' positive behavior in class. The participation of teachers and peers in student activities also increases student response and engagement in classroom activities. Peers

increase students' motivation through their presence, removing barriers to learning, and behaving better while learning. The following are some of the responses obtained by researchers on how engagement between students and other students and teachers is established.

*Table 4.7 The representation of students' behavioral engagement*

	Language class	Regular class
Students' behavioral engagement	<i>"saya bekerja sama dengan teman sebangku Ketika mengerjakan tugas mengartikan kosakata" (Student 1)</i>	<i>"saya bertanya kepada teman sebangku saya saat masih bingung" (Student 5)</i>
	<i>"kadang kalau saya bingung tentang tugasnya saya bertanya kepada teman, apabila belum menemukan jawaban maka saya bertanya kepada teacher 1" (Student 2)</i>	<i>" kadang ada tanya jawab dengan teacher 1 di kelas sehingga memudahkan saya untuk mengetahui hal yang belum saya pahami sebelumnya" (Student 7)</i>

All students in the interviews said that they interact with the teacher or their classmates when the teacher assigns tasks in vocabulary learning through the English songs method. this makes the contribution of the teacher as well as

classmates one of the factors that influence students' behavior in the classroom.

The results of this study also show that students come on time, pay attention to the teacher, follow all the teacher's instructions, and stay active. This shows that every student has positive behavioral engagement during the learning process. It also shows that students are already involved in the teacher's creativity when the teacher helps them learn vocabulary through songs. In-depth analysis also shows that the students are very active in this learning process.

b. Students' Emotional Engagement

One of the factors that influence students' behavior in the classroom is the contribution of teachers and classmates. Theme 2 discusses how students perceive their emotional engagement in vocabulary learning activities that have been prepared by the teacher to help students' vocabulary through English songs. Emotional engagement includes students' interactions with teachers and classmates as well as their feelings and thoughts about learning. In this section, the interview results show that most students are happy with the vocabulary learning method because it is helpful and easy to understand.

Table 4.8 The representation of students' emotional engagement

	Language class	Regular class
Students' emotional engagement	<i>"senang, karena waktu belajar vocabulary adalah waktu yang paling santai di banding waktu belajar tenses, dll" (Student 2)</i>	<i>"terkadang lagunya sangat menyenangkan" (Student 5)</i>
	<i>"paling senang pas waktu belajar vocabulary, seru dan tidak membosankan" (Student 3)</i>	<i>"belajar vocabulary dengan lagu sangat menyenangkan karena bisa belajar dengan santai, dan sambal bernyanyi" (Student 6)</i>
	<i>"menyenangkan karena bisa sambal bernyanyi. Apalagi saya sangat suka dengan music" (Student 4)</i>	<i>"senang, suasana tidak serius banget" (Student 7)</i>

One of the factors that influence students' behavior in The classroom is the contribution of teachers and classmates. Many students say that learning vocabulary through English songs is fun and effective because combining lessons with music makes the process more interesting and memorable. They said that vocabulary learning through song class makes them more happy and comfortable in class because the class feels fun and not tense as usual. Therefore, the emotional

attachment in the classroom with the teacher and classmates-through words, favors, or even their own presence-adds to the students' emotional strength.

c. Students' Cognitive Engagement

One of the factors that influence students' behavior in the classroom is the contribution of teachers and classmates. The results of students' cognitive engagement in teachers' creativity in helping students' vocabulary with English songs are discussed in Theme 3. Cognitive engagement includes their thinking while doing school tasks, such as collecting assignments and vocabulary development.

in the interviews conducted by the researcher, they stated that using English songs can help them master a wider vocabulary, making it easier for them to improve their vocabulary skills. this is because this method is very easy and fun so the teacher's creativity in improving vocabulary through English songs is very helpful for students.

The next question was about how they responded to the assignment after the teacher taught vocabulary using English songs. They answered that they were quite helped and made it easier for them in the tasks they received because of the vocabulary they learned before, and made it easier for them to do the tasks.

Table 4.9 The representation of students' cognitive engagement

	Language class	Regular class
Students' cognitive engagement	<i>"pembelajaran seperti ini sangat membantu saya meningkatkan vocabulary saya, jadi sayaq bisa gampang men getahui artinya Ketika ada bacaan Bahasa inggris" (Student 1 )</i>	<i>"saya merasakan manfaatnya, sekarang tidak sering bertanya arti nya kepada teacher, karena saya sudah tau artinya" (Student 5)</i>
	<i>"saya sangat terbantu karena vocabulary saya bertambah dan dapat mengerjakan tugas dengan mudah" (Student 4 )</i>	<i>" tugas jadi gampang karena saya sudah tau artinya" (Student 7)</i>
		<i>"sangat berguna untuk menambah vocabulary saya"(student 8)</i>

We can see how students who have positive cognitive engagement in teachers' creativity in facilitating students' vocabulary through english songs really help them to improve their vocabulary mastery. It also makes it easy for them to do the assignments the teacher has given them.

## **B. DISCUSSION**

In this part the researcher discussed about the comparasion, contrast, strength,, weakness and implication of this research.

### **1. Comparison and Contrast of Study**

From the results of observations and interviews, it was revealed that English teachers pour their creativity in learning vocabulary through songs. both of them always try to be as creative as possible to create a new, comfortable, and effective learning environment for students so as to make students motivated in learning English vocabulary. This is related to research conducted by (zahro 2010)on teachers who still use conventional media in teaching vocabulary, namely by translating the words and monotonous, so the students are easy to get bored. Therefore, to encourage students to learn and enjoy vocabulary learning, teachers must be creative in providing materials.

In addition, the findings of this study show that teachers' creativity in facilitating student vocabulary through english songs has developed as a popular method for increasing student engagement and encouraging the development of problem-solving skills, as well as being effective for increasing social interaction which has similarities with the findings in another study written by (Muflihah n.d.) entitled Using Song to Improve Students' Vocabulary Mastery. in her research shows

that students responded positively to this activity and indicated improvement in social interaction. positively to this activity and indicated improvement in their vocabulary mastery. Thus, the study suggests that the use of English song is an effective media to improve the students' vocabulary mastery.

This research also shows data that the creativity of teachers in managing classes where teachers conducive the class in a more detailed way. in addition to entering the class on time to anticipate students so as not to be rowdy during class change time, teachers also have other ways, namely by going around the class to ask students about difficulties to play songs again so that students are conducive again. which researchers find teacher creativity in managing classes when problems arise in the teaching learning process. In contrast, one of the studies written by (Susanti 2023) explained that in this aspect, the teacher only manages the class when starting class.

## 2. Implications of Research

This research has several important implications. Among them, teachers can use creativity in teaching vocabulary in providing other alternatives in learning English. Another implication is to integrate songs and learning objectives that can keep students interested. The use of songs in learning activities can make the classroom the environment pleasant, reduce students' stress whereas learning, and assist



them to learn vocabulary. It doesn't seem that they have memorized the words. They are enjoying the song and subconsciously learning the vocabulary. By using songs, learners will be more intrinsically motivated to improve their vocabulary, which can increase engagement and perseverance in the vocabulary learning process. Music supports students acquire knowledge vocabulary more quickly.

### 3. Strength and the Weakness of Study

The strength of this thesis is that it is relevant to the development of creativity to teach vocabulary through songs that can be used as an alternative for educators. In this study, there is conformity between the theory proposed by Rasyid Ridla regarding aspects to establish creativity in teaching. This research was not only conducted through observation, but the researcher also conducted interviews with teachers and students so that the data obtained could be more objective.

The researcher encountered a weakness, namely the number of participant variables used was not enough to describe the situation that occurred, the researcher only conducted observations and interviews with two classes with different teachers. researchers argue that it would be better if this research was carried out in schools that have many classes and many English teachers so that when more participant

variables are examined that way it will be more valid research on teachers' creativity. In addition, in the process of research and further researchers should pay more attention to perfecting their research because this research has shortcomings that must continue to be improved.

## **CHAPTER 5**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents a conclusion and suggestion from the researcher based on the research about Teachers' creativity in facilitating students' vocabulary learning through english songs at MTs KRM Marzuki, Cepogo, Jepara.

#### **A. CONCLUSIONS**

Based on the results of the research that the researchers conducted on English teachers about teachers' creativity in facilitating students' vocabulary learning through english songs of eight grade students at MTs KRM Marzuki Jepara with observations and interviews, It was found that in skilled preparing teaching material both teachers have an aspect of being interested in new things, this is evidenced by the teacher's efforts to provide material that is not only fixed on the learning module, then in skilled managing class researchers found that both teachers are creative in managing class. researchers discovered that there is an aspect of flexibility in both teachers. This is evidenced by Both teachers have alternative ways to organize students to be conducive from before the start of the lesson until the end. The next is skilled in using learning methods researchers found that both teachers use learning methods that are still rarely used by other teachers, namely the discovery learning method. Furthermore, in skilled using

learning media shows that both teachers use additional media such as speakers, LCD projectors and also printed song lyrics. The last is skilled in conducting learning evaluation, the researcher found that both teachers did a way of evaluating learning in a way that was not monotonous, namely by provoking students to think critically and know what they had learned.

This research also shows that students' engagement in teachers' creativity in facilitating students' vocabulary learning through english songs gives positive results. with the students' engagement in vocabulary learning through english songs, student easily developed new vocabulary and This shows that they enjoy learning. Students' engagement in vocabulary learning through english songs also makes students' understand better in the learning materials, makes it easier for them to do assignments, and make it easy for them to focus in class.

## **B. SUGGESTIONS**

Although this research was conducted with a small number of participants and in a short time, the researchers tried to provide information that was considered important and useful about teachers' creativity in facilitating students' vocabulary learning through english songs. Thus, here are some suggestions from this research:

1. For teachers

It is important to teach vocabulary in such a comfortable atmosphere, English teachers should further expand and increase their creativity in the learning process because creativity in teaching can prevent students from being bored so that students can take part in learning well.

2. For students

Students are expected to follow the learning process properly and actively, so that the learning activities held can be conducive, not boring and fun. and it would be even better if the vocabulary that students have acquired during lessons can be used in daily activities.

3. For the next researcher

The researcher hopes that this study can be used as a good reference for other researchers who want to conduct research on the same topic. The researcher also suggests that future researchers conduct research with a longer time so that the data they obtain will cover more things in detail. Thus, it is expected that there will be more sources and references on teacher creativity in the learning process to achieve better results.

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## APPENDIXES

### APPENDIX 1 LATTICE OF OBSERVATION

<b>Observation Guideline for Teachers</b>		
<b>Aspect</b>	<b>Indicators</b>	<b>Activities</b>
Teachers' creativity in facilitating students' vocabulary through songs	Teachers' creativity in designing and preparing teaching materials.	
	Teachers' Creativity in managing the class	
	Teachers' Creativity in using learning methods	
	Teachers' Creativity in using learning media	
	Teachers' Creativity in evaluating	

<b>Observation Guideline for Students</b>		
<b>Aspect</b>	<b>Indicators</b>	<b>Activities</b>
Students' engagement in the teaching learning process of vocabulary through songs	Students' involvement and positive attitudes of the students during the activities. (Students' Behavioral Engagement)	
	Students' positive or negative reaction to teachers,classmates during the activities. (Students' Emotional Engagement)	
	Students' attention and willingness to exert the effort necessary to understand complex material and mastery during the activities. (Students Cognitive Engagement)	

## Appendix 2 OBSERVATION SHEET

Observation sheet of teacher 1 (Language Class)

<b>Observation Guideline for Teachers</b>		
<b>Aspect</b>	<b>Indicators</b>	<b>Activities</b>
Teachers' creativity in facilitating students' vocabulary through songs	Teachers' creativity in designing and preparing teaching materials.	-
	Teachers' Creativity in managing the class	<ul style="list-style-type: none"> <li>• Teachers are on time when entering the class then organize the classroom before learning begins</li> <li>• The teacher walks around the class to ask and answer about the difficulties the students are experiencing and also reprimanding noisy students directly</li> </ul>
	Teachers' Creativity in using learning methods	<ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Discovery learning method</li> </ul>

	Teachers' Creativity in using learning media	<ul style="list-style-type: none"> <li>• white board</li> <li>• Sound speaker</li> <li>• Song lyrics on printed paper</li> </ul>
	Teachers' Creativity in evaluating	Teachers use asked the group representatives to give an evaluation of the day's learning.

Observation sheet of teacher 2 (Regular Class)

<b>Observation Guideline for Teachers</b>		
<b>Aspect</b>	<b>Indicators</b>	<b>Activities</b>
Teachers' creativity in facilitating students' vocabulary through songs	Teachers' creativity in designing and preparing teaching materials.	-
	Teachers' Creativity in managing the class	<ul style="list-style-type: none"> <li>• Teachers are on time when entering the class then organize the classroom before learning begins</li> <li>• The teacher quickly conditioned the students by asking about the students'</li> </ul>

		difficulties. Teacher also gave a game
	Teachers' Creativity in using learning methods	Discovery learning method
	Teachers' Creativity in using learning media	<ul style="list-style-type: none"> <li>• white board</li> <li>• LCD projector.</li> </ul>
	Teachers' Creativity in evaluating	The teacher appoints several students to express their opinions on what they have learned. Then the teacher brings together several opinions and then concludes. Teacher also ask students to evaluate obstacles during learning and then look for solutions so that these obstacles do not happen again

### APPENDIX 3 INTERVIEW GUIDELINE

<b>Questions of Interview for Teachers</b>	
<b>No</b>	<b>Questions</b>
<b>1.</b>	What preparations did you make before starting the teaching learning process of vocabulary through songs?
<b>2.</b>	how did you choose the various song that are suitable for use in class in a fun way?
<b>3.</b>	Do you always on time on the class?
<b>4.</b>	How did you manage the class? How do you overcome problems or obstacles when the teaching learning process of vocabulary through songs takes place?
<b>5.</b>	Are the teacher uses several types of learning methods to teach vocabulary through english songs? what are they?
<b>6.</b>	What learning media do you usually use when teaching learning process of vocabulary through songs?
<b>7.</b>	How do you overcome problems or obstacles when the teaching learning process of vocabulary through songs takes place?
<b>8.</b>	How do you evaluate student learning?



<b>Question of Interview for Students</b>	
<b>No</b>	<b>Questions</b>
<b>1.</b>	Do you always on time finished the assignment? Do you always attend learning vocabulary through english songs?
<b>2.</b>	How is your strategies to finished the assignment ?
<b>3.</b>	What did you feel about learning vocabulary through english songs ?
<b>4.</b>	Did you enjoy learning vocabulary through english songs ?
<b>5.</b>	Do you implement the vocabulary you learned from the lesson in your daily life?

## APPENDIX 2 INTERVIEW TRANSCRIPTION FOR TEACHERS

Teacher 1

<b>Code</b>	<b>Question</b>	<b>Data</b>
<b>001/T1</b>	What preparations did you make before starting the teaching learning process of vocabulary through songs?	<i>I prepare the required media, such as sound or teaching materials such as lyrics that I have printed beforehand. sometimes I can't bring my own sound or projector, usually I ask students to take it from the office.</i>
<b>002/T1</b>	how did you choose the various song that are suitable for use in class in a fun way?	<i>actually I prefer to look for songs from YouTube sources where the song is trending among students, so that students will also be enthusiastic in participating in this lesson. I also choose songs that have basic vocabulary so that they are easily accepted by students</i>
<b>003/T1</b>	Do you always on time on the class?	<i>I try to always be on time, sometimes if I am not present I ask other teachers to help condition the class before the</i>

		<i>children leave the class at the lesson changeover time.</i>
<b>004/T1</b>	How did you manage the class? How do you overcome problems or obstacles when the teaching learning process of vocabulary through songs takes place?	<i>at the beginning of the lesson, students are usually not conducive outside the classroom so I am always ontime so that there is no noise. then if students are noisy, I usually warn students not to be noisy. if they are still noisy, sometimes I go to their seats.</i>
<b>005/T1</b>	Are the teacher uses several types of learning methods to teach vocabulary through english songs?	<i>I sometimes change the method so that the students don't get bored.</i>
<b>006/T1</b>	What learning media do you usually use when teaching learning process of vocabulary through songs?	<i>sound speakers, projector, printed lyrics</i>
<b>007/T1</b>	How do you overcome problems or obstacles when the teaching learning	<i>If the obstacle is noisy, I usually turn to the students' desks. if the obstacle is from the problematic media, I usually don't bother</i>

	process of vocabulary through songs takes place?	<i>because I can exchange it with other media. so as a teacher I think we have to prepare more than one media, so that when there are obstacles we don't panic.</i>
<b>008/T1</b>	How do you evaluate student learning?	<i>I more often use the discussion method with students so that students also want to follow the lesson well. that way I can also conclude what points I get during the lesson.</i>

## Teacher 2

<b>Code</b>	<b>Question</b>	<b>Data</b>
<b>001/T2</b>	What preparations did you make before starting the teaching learning process of vocabulary through songs?	<i>I usually just prepare the media on my study table, then ask the students to take it. for the material, I usually prepare it from a week before.</i>
<b>002/T2</b>	how did you choose the various song that are suitable for use in class in a fun way?	<i>for song material I usually look for songs that do not contain romance issues, this is done to avoid students so that learning</i>

		<i>can be conducive. I also choose songs that have easy vocabulary for junior high school students</i>
<b>003/T2</b>	Do you always on time on the class?	<i>so far, I always try to be on time if there are no needs such as teacher meetings. but if the vocabulary material uses songs like this, I am always on time because I need to prepare the media in the classroom so that the lesson time is not cut much.</i>
<b>004/T2</b>	How did you manage the class? How do you overcome problems or obstacles when the teaching learning process of vocabulary through songs takes place?	<i>If they are noisy, I sometimes give them a game. Or when there is an assignment, the students are usually noisy, so I go around the class so that the students are reluctant to be noisy.</i>
<b>005/T2</b>	Are the teacher uses several types of learning methods to teach vocabulary through english songs? what are they?	<i>I always change the method every meeting. for example, if this week is fill in the blank, then the next meeting uses a song lyric video</i>

<b>006/T2</b>	What learning media do you usually use when teaching learning process of vocabulary through songs?	<i>projector and speakers</i>
<b>007/T2</b>	How do you overcome problems or obstacles when the teaching learning process of vocabulary through songs takes place?	<i>what are the obstacles, I think as teachers we must be prepared to overcome them with responsibility and also the most important thing is not to panic. every time there is an obstacle, I usually try to keep the lesson going and not waste it.</i>
<b>008/T2</b>	How do you evaluate student learning?	<i>I always invite students to conclude the learning evaluation. sometimes I ask some students to express their opinions, after that I give a closing evaluation at the end.</i>

## Appendix IV Interview Transcription for Students

### Student 1

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S1	Do you always attend and contribute in learning vocabulary through english songs?	<i>saya mengikuti setiap sesi belajar vocabulary</i>
002/S1	How is your strategies to finished the assignment ?	<i>saya bekerja sama dengan teman sebangku Ketika mengerjakan tugas mengartikan kosakata</i>
003/S1	Did you enjoy learning vocabulary through english songs ?	<i>Iya, karena pelajarannya sangat santai</i>
004/S1	What did you feel about learning vocabulary through english songs ?	<i>pembelajaran seperti ini sangat membantu saya meningkatkan vocabulary saya, jadi sayaq bisa gampang men getahui artinya Ketika ada bacaan Bahasa inggris</i>
005/S1	Do you implement the vocabulary you learned from the lesson in your daily life?	<i>Tidak rutin, mungkin hanya Ketika les saja</i>

Student 2

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S2	Do you always attend and contribute in learning vocabulary through english songs?	<i>saya tidak pernah bolos Pelajaran dan saya tidak sungkan untuk bertanya Ketika tidak paham</i>
002/S2	How is your strategies to finished the assignment ?	<i>kadang kalau saya bingung tentang tugasnya saya bertanya kepada teman, apabila belum menemukan jawaban maka saya bertanya kepada teacher 1</i>
003/S2	Did you enjoy learning vocabulary through english songs ?	<i>ya, saya senang, karena waktu belajar vocabulary adalah waktu yang paling santai di banding waktu belajar tenses</i>
004/S2	What did you feel about learning vocabulary through english songs ?	<i>Saya merasa vocabulary saya bertambah dari pembelajaran ini dan kegiatan les Bahasa inggris juga</i>
005/S	Do you implement the vocabulary you learned from the lesson in your daily life?	<i>Iya, soalnya saya sedang membiasakan berbicara Bahasa inggris dengan kakak saya</i>



Student 3

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S3	Do you always attend and contribute in learning vocabulary through english songs?	<i>Saya selalu datang dan saya sering ikut berebut maju kedepan untuk menjawab soal dari teacher 1 agar mendapat nilai tambahan</i>
002/S3	How is your strategies to finished the assignment ?	<i>Saya mengerjakan dengan teman sebangku saya menggunakan kamus untuk mencari tahu arti dari vocabulary yang sulit</i>
003/S3	Did you enjoy learning vocabulary through english songs ?	<i>Ya, paling senang pas waktu belajar vocabulary, seru dan tidak membosankan</i>
004/S3	What did you feel about learning vocabulary through english songs ?	<i>Semakin kesini saya jadi tidak kesusahan memahami Bahasa inggris</i>
005/S3	Do you implement the vocabulary you learned from the lesson in your daily life?	<i>Tidak, karena tidak ada ada teman yang bisa di ajak ngomong Bahasa inggris</i>

Student 4

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S4	Do you always attend and contribute in learning vocabulary through english songs?	<i>Saya selalu mengikuti kelas Bahasa inggris dan tidak pernah membolos</i>
002/S4	How is your strategies to finished the assignment ?	<i>Kalo kesusahan saya bertanya kepada teacher 1</i>
003/S4	Did you enjoy learning vocabulary through english songs ?	<i>Iya, sangat menyenangkan karena bisa sambal bernyanyi. Apalagi saya sangat suka dengan music</i>
004/S4	What did you feel about learning vocabulary through english songs ?	<i>saya sangat terbantu karena vocabulary saya bertambah dan dapat mengerjakan tugas dengan mudah</i>
005/S4	Do you implement the vocabulary you learned from the lesson in your daily life?	<i>Jarang sekali</i>

Student 5

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S5	Do you always attend and contribute in learning vocabulary through english songs?	<i>saya selalu mengikuti kelas dan bertanya apabila tidak paham</i>
002/S5	How is your strategies to finished the assignment ?	<i>“saya bertanya kepada teman sebangku saya saat masih bingung</i>
003/S5	Did you enjoy learning vocabulary through english songs ?	<i>terkadang lagunya sangat menyenangkan</i>
004/S5	What did you feel about learning vocabulary through english songs ?	<i>saya merasakan manfaatnya, sekarang tidak sering bertanya arti nya kepada teacher, karena saya sudah tau artinya</i>
005/S5	Do you implement the vocabulary you learned from the lesson in your daily life?	Tidak terlalu sering, paling saya gunakan sebisanya saja

Student 6

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S6	Do you always attend and contribute in learning vocabulary through english songs?	<i>saya sering maju menuliskan jawaban saya</i>
002/S6	How is your strategies to finished the assignment ?	<i>Saya mengerjakan sendiri tapi terkadang kalau susah saya bertanya kepada teman sebangku saya</i>
003/S6	Did you enjoy learning vocabulary through english songs ?	<i>belajar vocabulary dengan lagu sangat menyenangkan karena bisa belajar dengan santai, dan sambil bernyanyi</i>
004/S6	What did you feel about learning vocabulary through english songs ?	<i>pembelajaran ini sangat membantu saya meningkatkan pengetahuan vocabulary saya</i>
005/S6	Do you implement the vocabulary you learned from the lesson in your daily life?	<i>Iya tapi tidak sering, hanya saat Ketika les soalnya guru les membiasakan ngobrol pakai Bahasa inggris</i>

Student 7

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S7	Do you always attend and contribute in learning vocabulary through english songs?	<i>Saya selalu datang tepat waktu Ketika Pelajaran dan mengikuti Pelajaran dengan baik. Kalua di suruh maju untuk menjawab pertanyaan biasanya saya maju jika tugas saya sudah selesai</i>
002/S7	How is your strategies to finished the assignment ?	<i>kadang ada tanya jawab dengan teacher 2 di kelas sehingga memudahkan saya untuk mengetahui hal yang belum saya pahami sebelumnya</i>
003/S7	Did you enjoy learning vocabulary through english songs ?	<i>senang, suasana tidak serius banget</i>
004/S7	What did you feel about learning vocabulary through english songs ?	<i>tugas jadi gampang karena saya sudah tau artinya</i>
005/S7	Do you implement the vocabulary you learned from the lesson in your daily life?	<i>tidak</i>

Student 8

<b>Code</b>	<b>Question</b>	<b>Answer</b>
001/S8	Do you always attend and contribute in learning vocabulary through english songs?	<i>saya selalu datang dan tepat waktu saat Pelajaran</i>
002/S8	How is your strategies to finished the assignment ?	<i>Kalau PR saya selesaikan pakai google translate tapi kalau tugas di sekolah saya selesaikan sendiri pakai kamus untuk mencari tahu arti vocabulary yang tidak saya ketahui karena di sekolah tidak boleh menggunakan handphone</i>
003/S8	Did you enjoy learning vocabulary through english songs ?	<i>Iya, saya sangat senang mengikuti pembelajarannya</i>
004/S8	What did you feel about learning vocabulary through english songs ?	<i>sangat berguna untuk menambah vocabulary saya</i>
005/S8	Do you implement the vocabulary you learned from the lesson in your daily life?	<i>tidak</i>

## CURRICULUM VITAE

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