

**THE EFFECTIVENESS OF READING WHILE  
LISTENING TO ENGLISH POPULAR SONGS ON  
YOUTUBE TOWARDS STUDENTS' VOCABULARY**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Bachelor Degree of English Language Education



Organized by:

Mochamad Rifki Ramdhani  
2103046103

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**WALISONGO STATE ISLAMIC UNIVERSITY**

**SEMARANG**

**2025**

## THESIS STATEMENT

I am a student with the following identity:

Name : Mochamad Rifki Ramdhani  
Student Number : 2103046103  
Department : English Education  
Title : **The Effectiveness of Reading-while-  
Listening to English Popular Songs on  
YouTube towards students' Vocabulary**

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited in accordance with the ethical standards.

Semarang, April, 9<sup>th</sup> 2025

Researcher,



**Mochamad Rifki Ramdhani**

NIM. 2103046103

# RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7601295 Semarang [www.walisongo.ac.id](http://www.walisongo.ac.id)

## RATIFICATION

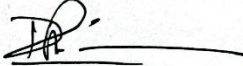
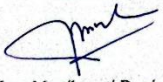
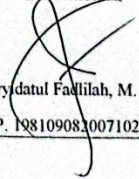
Thesis with the following identity :

Title : THE EFFECTIVENESS OF READING WHILE LISTENING TO  
ENGLISH POPULAR SONGS ON YOUTUBE TOWARDS STUDENTS  
VOCABULARY  
Researcher : Mochamad Rifki Ramdhani  
Student Number : 2103046103  
Department : English Education

Had been ratified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University Semarang can be received as one any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, April 28 2025

## THE BOARD OF EXAMINERS

|                                                                                                                                                                                    |                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Chairperson,</b></p>  <p>Daviq Rizal, M. Pd.<br/>NIP. 197710252007011015</p>                | <p><b>Secretary,</b></p>  <p>Awwalia Fitrohi Izza, M. Pd.<br/>NIP. 199303012020122005</p>   |
| <p><b>Examiner I</b></p>  <p>Dra. Nuna Mustikawati Dewi, M. Pd.<br/>NIP. 196506141992032001</p> | <p><b>Examiner II</b></p>  <p>Sayyidatul Fadlilah, M. Pd.<br/>NIP. 198109081007102001</p> |
| <p><b>Advisor</b></p>  <p>Awwalia Fitrohi Izza, M. Pd.<br/>NIP. 199303012020122005</p>          |                                                                                                                                                                              |

## ADVISOR NOTE

Semarang, April, 9<sup>th</sup> 2025

To

The Dean of Education and Teacher Training Faculty

UIN Walisongo

Assalamu'alaikum warahmatullahi wabarakatuh

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

Title : **The Effectiveness of Reading-while-  
Listening to English Popular Songs on  
YouTube towards students' Vocabulary**

Name of Student : Mochamad Rifki Ramdhani

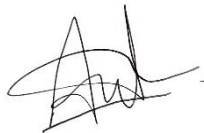
Student Number : 2103046103

Department : English Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University, to be examined at the Munaqosyah session.

Wassalamu'alaikum warahmatullahi wabarakatuh

Advisor,



**Awwalia Fitrotin Izza, M.Pd**

NIP. 199303012020122005

## ABSTRACT

Title : The Effectiveness of Reading-while-  
Listening to English Popular Songs on  
YouTube towards students' Vocabulary

Writer : Mochamad Rifki Ramdhani

Student Number : 2103046103

Vocabulary has become significant component in learning English. In education, the challenges require teachers and students to implement a curriculum that is in line with the times and science and technology. Music is familiar for everyone. YouTube as one of the most used-website on the internet provide many songs in it. It is believed that using songs from YouTube to help students learn vocabulary could potentially render the process somewhat easier. Reading-while-Listening (RWL) strategy applied to achieve success in the research. The aim of this study is to find out the effectiveness of reading while listening to English popular songs from YouTube towards students' vocabulary competency. A quantitative method employed in this research, with the design of pre-experimental. In total of 22 students were recruited from a junior high school of H. Isriati Semarang to be in one group of experimental class. The data collected by doing a pre-test and a post-test, that in between the researcher implemented a treatment. The data showed as for the pre-test, the mean is 65.7. Meanwhile, the mean increased on the post-test up to 78.6. In conclusion, the use of RWL to English popular songs on YouTube gave a positive effect on students' vocabulary effectively.

Keywords: *English Language; English Songs; Reading while Listening; Teaching Vocabulary; YouTube*

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease.” (Al-Insyirah: 5)

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Surely with ‘that’ hardship comes ‘more’ ease.” (Al-Insyirah: 6)

“Life isn’t always good, but God is good. That’s why life is always good with Him.”

-Mochamad Rifki Ramdhani

## **DEDICATION**

All the praises only for Allah SWT, the Most Graceful and Merciful. Sholawat and salam that never stops always be and forever will be given to our prophet Muhammad SAW whose kindness and care always given for his people until the end of time. The one that brought light so that we are able to experience the life that full of guidance. Indeed, it is the blessings of Allah, the prayers of parents, the support of siblings, and friends with their concern that this thesis writing possible to be completed.

This thesis dedicates to my respectable and beloved parents, my beloved sisters and brother, all of my lecturers who gave me guidance of knowledge, and all of the ones who always give attention, motivation, and endless affection. The researcher also dedicates this thesis to the campus that Allah has destined to be a way of the writer's life, State Islamic University of Walisongo, specifically department of English Education, which within education and teacher training faculty.

## ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

All the praises due only to Allah SWT, the Most Graceful and Merciful, who has given the writer the ability to complete this thesis with His blessings. Sholawat and salam that never stops always be and forever will be given to our prophet Muhammad SAW whose kindness and care always given for his people until the end of time. The one that brought light so that we are able to experience the life that full of guidance. The writer realized that this thesis would not be completed without the encouragement, support, guidance, and advice of those the ones around him. Therefore, the writer would like to express complete gratitude and appreciation to:

1. Prof. Dr. Fatah Syukur, M. Ag., as the dean of the Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M. Pd. as the head of the English Language Education Department of UIN Walisongo Semarang.
3. Lulut Widyaningrum, M. Pd., as the Secretary of the English Language Education Department of UIN Walisongo Semarang.
4. Awwalia Fitrotin Izza, M. Pd., as my wonderful advisor, who gave excellent guidance, correction, suggestion, motivation, with patience for this thesis writing from the beginning until the end. May Allah always bless you.
5. Thanks to all of the lecturers of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang. Especially the lecturers of English Language Education Department of Walisongo State Islamic University (UIN) Semarang.
6. Thanks to the headmaster of SMP H. Isriati Semarang, Diahsari Puspatinyas, S. Pd., who has given permitted to conduct research and provide guidance during the research.

7. Thanks to my beloved parents Mamah Ipik Karsipi and Bapa Jaja Tursija who always provides support, love, and pray for the researcher's life to have a successful life. May Allah SWT always give blessings, health and happiness to both of you.
8. Thanks to my dearest siblings; my big brother Iwan Cahmawan, my big sisters Eli Yulianingsih and Ela Nurmalasari whose always been supportive, give help, and believe in everything I do. May the Most Merciful always give health all of you, and living y'all best life. May Allah's blessings always in your surroundings.
9. Thanks to my dearest grandmother Ema Sarmah, who always gives care to the researcher with her kindness.
10. Thanks to all of my English Education Department friends, especially Class B 2021 who has accompanied my study since the beginning of my college years, thank you for your support and help in everything during my college phase.
11. Thanks to UKM Musik UIN Walisongo Semarang. You all are not just my friends, but my second family that brings joy. Thank you for being a place where I experience knowledge and new things. Thank you for making my college days got so much colors. The dynamics that I feel in this warm place is something I won't get nowhere else. I'm happy to know each of you.
12. The researcher would also like to express his sincere gratitude to everyone who has contributed, even if he cannot be named individually.

## TABLE OF CONTENTS

|                                    |      |
|------------------------------------|------|
| COVER .....                        | i    |
| THESIS STATEMENT .....             | ii   |
| RATIFICATION .....                 | iii  |
| ADVISOR NOTE .....                 | iv   |
| ABSTRACT .....                     | v    |
| MOTTO .....                        | vi   |
| DEDICATION .....                   | vii  |
| ACKNOWLEDGEMENT .....              | viii |
| TABLE OF CONTENT .....             | ix   |
| LIST OF TABLES .....               | xii  |
| LIST OF FIGURES .....              | xiii |
| LIST OF APPENDIXES .....           | xiv  |
| CHAPTER I .....                    | 1    |
| INTRODUCTION .....                 | 1    |
| A. Background of the Study .....   | 1    |
| B. Research Question .....         | 7    |
| C. Objective of the Study .....    | 7    |
| D. Significance of the Study ..... | 8    |
| CHAPTER II .....                   | 11   |
| REVIEW OF RELATED LITERATURE ..... | 11   |
| A. Previous Research .....         | 11   |

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| B. Theoretical Review .....                                                           | 14 |
| 1. Vocabulary .....                                                                   | 14 |
| a. Definition of Vocabulary .....                                                     | 14 |
| b. Types of Vocabulary .....                                                          | 16 |
| c. What Need To be Taught .....                                                       | 18 |
| d. Technique in Teaching Vocabulary .....                                             | 21 |
| e. Content in Teaching Vocabulary Decisions ...                                       | 23 |
| f. Problems in Teaching Vocabulary .....                                              | 25 |
| 2. Song .....                                                                         | 27 |
| a. Definition of Song .....                                                           | 27 |
| b. Function of Song .....                                                             | 28 |
| c. Songs and the English Language .....                                               | 29 |
| d. Song's Effectiveness and Advantage in<br>the Process of Teaching and Learning..... | 30 |
| e. YouTube and Songs .....                                                            | 32 |
| f. Teaching Vocabulary through Songs .....                                            | 33 |
| 3. Reading while Listening .....                                                      | 35 |
| a. Definition of Reading while Listening .....                                        | 35 |
| b. The use of RWL for EFL Learners .....                                              | 37 |
| c. RWL in EFL Classroom .....                                                         | 44 |
| d. Vocabulary Learning from RWL .....                                                 | 50 |
| e. Teaching Vocabulary through RWL to<br>Songs on YouTube .....                       | 51 |
| f. Multimodal Learning in Reading-while-<br>Listening to Songs on YouTube.....        | 55 |
| C. Conceptual Framework .....                                                         | 57 |
| D. Hypothesis .....                                                                   | 59 |
| CHAPTER III .....                                                                     | 61 |
| A. Research Design .....                                                              | 61 |
| B. Population and Sample .....                                                        | 63 |
| C. Variables and Research Data .....                                                  | 64 |
| D. Instruments of the Study .....                                                     | 65 |

|                                               |     |
|-----------------------------------------------|-----|
| E. Technique for Collecting Data .....        | 67  |
| F. Research Procedure .....                   | 68  |
| G. Data Analysis Technique .....              | 70  |
| a. Validity Test .....                        | 71  |
| b. Reliability Test .....                     | 72  |
| c. Normality Test .....                       | 74  |
| CHAPTER IV .....                              | 76  |
| RESULTS AND DISCUSSION .....                  | 76  |
| A. Results .....                              | 76  |
| a. The Timeline of the Experiment .....       | 76  |
| b. Results of Try-out Test .....              | 77  |
| 1) Result of Validity Test .....              | 77  |
| 2) Result of Reliability Test .....           | 79  |
| c. Data Interpretation .....                  | 80  |
| 1) Comparison of Pre-test and Post-test ..... | 80  |
| 2) Result of Normality Test .....             | 82  |
| 3) Result of Paired Sample T-Test .....       | 83  |
| A. Discussion .....                           | 84  |
| CHAPTER V .....                               | 88  |
| A. Conclusion .....                           | 88  |
| B. Suggestion .....                           | 89  |
| REFERENCES .....                              | 91  |
| CURRICULUM VITAE .....                        | 119 |

## LIST OF TABLES

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| Table 4.1: Results of Validity Test .....                                             | 77 |
| Table 4.2: The Total Score of Reliability of All<br>Pre-test Items.....               | 79 |
| Table 4.3: Instrument Reliability Category .....                                      | 79 |
| Table 4.4: Students Score of Pre-test and Post-test of the<br>Experimental Class..... | 80 |
| Table 4.5: Result of the Normality Test .....                                         | 82 |
| Table 4.6: Result of the Paired Sample T-Test.....                                    | 83 |

## LIST OF FIGURES

|                                                                           |     |
|---------------------------------------------------------------------------|-----|
| Figure 2.1: Conceptual Framework of the Research.....                     | 57  |
| Figure 3.1: Model of Pre-experimental Design .....                        | 62  |
| Figure 4.1: Timeline of the Research.....                                 | 76  |
| Figure 4.2: Try-out Test in Try-out class .....                           | 117 |
| Figure 4.3: Pre-test in the Experimental Class .....                      | 117 |
| Figure 4.4: Implementation of treatment in the<br>Experimental class..... | 118 |
| Figure 4.5: Post-test in the Experimental Class.....                      | 118 |

## LIST OF APPENDIXES

|                                                                                |     |
|--------------------------------------------------------------------------------|-----|
| Appendix 1. English popular song of the pre-test.....                          | 96  |
| Appendix 2. Multiple Choice questions and key answers<br>of the pre-test ..... | 99  |
| Appendix 3. English popular song of the post-test .....                        | 105 |
| Appendix 4. Multiple Choice questions and key answers<br>of the post-test..... | 109 |
| Appendix 5. Research Permission Letter .....                                   | 115 |
| Appendix 6. Research Completion Letter .....                                   | 116 |
| Appendix 7. Documentation of the research .....                                | 117 |

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Vocabulary is a part of English components that have to be taught to students. The most key element of language development is vocabulary (McCarthy, 1994). In other words, it is vital for second language (L2) learners to put forward vocabulary learning as the first thing. Given that acquiring vocabulary shouldn't be a short-term objective, second language learners should have an extensive list of words in order to benefit from it in the long run (Nation, 2001). A key component of language development is the expansion of one's vocabulary. At the most basic level, learning a foreign language involves developing a useful vocabulary (Cameron, 2003). Language proficiency that includes how well students talk, listen, read, and write is influenced by their vocabulary mastery (Richards & Renandya, 2002). Learning vocabulary may aid students in mastering the following four skills: speaking, listening, reading, and writing. Poor vocabulary is a grave issues for English language learners (Calderon, et.al., 2005). Otherwise, students will be more motivated to speak in their surroundings if they have a strong vocabulary. Teaching vocabulary is now considered to be a vital component of

language development. In order to teach new vocabulary, teachers should vary their lessons and make the learning process more engaging. It is crucial to provide pupils with a wide range of learning opportunities.

Furthermore, a study by Hatch (1991), cited in Brewster (2002), learning vocabulary involves five crucial steps: having sources for new words, gaining a clear visual or auditory image of the word's form, learning the word's meaning, forming a strong memory connection between the word's form and meaning, and using the words. Additionally, teachers should have engaging teaching aids to help students find it more engaging. Teachers must to employ a range of methods in addition to teaching vocabulary. While learning vocabulary, children should also have access to modern technology, such as audio or video. Alternatively, educators could view technology as a tool to support their chosen methods and strategies (Harmer, 2007).

Teachers and students must adopt a curriculum that is current with science and technology in order to meet the difficulties of the globalization period in the field of education. The 2013 curriculum was recently replaced with the Merdeka curriculum by the Indonesian Ministry of Education and Culture. The term Merdeka Belajar is a policy that has been prepared by the government in improving the quality of education which will create students and students who are

superior and ready to meet the challenges of a very complex future (Faiz, et al., 2021). As the name implies, independent learning is freedom of thought for teachers and students. This curriculum can shape the character of students and teachers, because they can freely explore skills, knowledge and attitudes from the environment. The term whenever the minister changed the curriculum changes is not a secret anymore, because the fact is that the curriculum always changes if the incumbent minister changes. It is feared that the preparation is not yet mature because it is considered that more in-depth observations must be made (Rusmiati, et al., 2023).

Under the leadership of Nadiem Makarim, the ranking system was eliminated, because it was considered incompatible with the vision of education that respects the uniqueness of each student. Humans have positive attitudes at first, but they also have motives for doing things, stated by Abraham Maslow in Andjarwati (2015). "The need to be appreciated 'Ego' will appear at this stage, so humans need appreciation, achievement, and reputation," he added, referring to the fifth level or hierarchy of wants that humans must possess. According to this idea, ranking and the demand for recognition are closely associated since ranking was created to encourage students to develop a competitive spirit within themselves and to show admiration for students who have learnt a lot. Teachers support the adoption of a ranking system in elementary schools because

they recognize how important it is to boost children' motivation early on and foster a healthy sense of competition that will benefit them in their adult life (Parhan, et al., 2020).

With the removal of the ranking system in schools, it can lead to a decrease in student motivation in learning because there is no incentive to compete positively. Therefore, the right teaching method is needed to support the applied curriculum so that students are able to continue to be motivated in self-development to understand learning. An educator must have the ability to apply the right learning method and according to the needs (Nasution, 2017). Because when the learning method applied by the teacher is not appropriate. Then it can cause a decrease in the quality of learning itself. That way, improving and improving student learning outcomes can be done by using or applying appropriate learning methods.

Music is loved by almost everyone. From birth, it has been embedded in our language and way of life. We hear lullabies as babies. We sing, dance, and play to a variety of nursery rhymes while we are young. As adolescents the pulse of well-known musicians from around the globe permeates every aspect of our existence. Music is present in theater, film, television, and even the news. Music is there to support or alter every mood and feeling when we work, play, worship, exercise, and so on. As we go about our daily lives, we occasionally hear a catchy melody being played, hummed, or sung in our minds.

In that case, why not integrate songs and music into language classes as well? One strategy that teachers prefer to employ to instruct students is the usage of English songs in the classroom. It is readily accessible via the Internet, radio, different recordings, and modern technology. There is popular music practically everywhere. Children's and teenagers' socializing is greatly aided by music. Both educators and students will gain from it as they pick up new vocabulary. The song's melody can help with recall (Daniele, 2008). If the music repeats, listening to the text as a song rather than as speech improves recall; Melody's role in rhythmic information; characteristics of music-based learning and memory recall. Songs assist us in transitioning from decontextualized single meanings to a multidimensional, concept-based vocabulary. Three characteristics of successful vocabulary training were also mentioned by Allen (2006) and Nagy (1988): meaningful use, repetition, and integration. When it comes to the usage of real songs in language classes, these three traits are also evident.

Using a YouTube song is one technique that can meet these requirements. It is thought that using songs from YouTube to help students learn vocabulary might make the process easier, less stressful, and more enjoyable. One alternate method of improving English, particularly vocabulary, is by singing. Numerous studies have also demonstrated that songs aid in memorization, and the rhyme

and rhythm of the lyrics may undoubtedly improve vocabulary (Wrenshall, 2002).

Language educators as well as researchers have recently recognized reading while listening (RWL) as a type of extensive reading, especially in the setting of EFL (Brown et al., 2008). Although there is a shortage of research in this field, several studies have discovered that RWL adoption benefits L2 learners' vocabulary acquisition (Brown et al., 2008) the development and comprehension of one's listening skills (Chang, 2008; Vandergift, 2007). Furthermore, Reading-while-Listening also able to foster reading and listening fluency of EFL beginners (Milliner, 2019), and reading speed rate (Chang and Millet, 2015). When 35 Japanese adult students were given three stories in three different modalities—reading, listening, and combined—Brown et al. discovered that the reading and combination conditions resulted in higher semantic acquisition than the listening condition (Brown et al., 2008).

From what have stated above, there are evidences that using songs, supported by YouTube, has a role in vocabulary mastery. And also, the use of reading while listening strategy which has a more noticeable impact on vocabulary acquisition than reading only or listening only. Thus, in this study the researcher wants to explore the effects of using popular songs on YouTube to improve the vocabulary acquisition among junior high school students as a part of the learning process in

the classroom with the use of reading while listening strategy. Based on the explanation above it makes this study is to investigate how effective is reading-while-listening to English popular songs on YouTube towards students' vocabulary. Therefore, the objective is to find out the effectiveness of reading-while-listening to English popular songs on YouTube towards students' vocabulary. Accordingly, the researcher conducted research entitled "**The Effectiveness of Reading-while-Listening to English Popular Songs on YouTube towards students' Vocabulary.**"

## **B. Research Question**

Based on the explanation above, the research questions on this study is:

1. How effective is reading-while-listening to English popular songs on YouTube towards students' vocabulary?

## **C. Objective of the Study**

According to the research question. The objective of this research as follow:

1. To find out the effectiveness of reading-while-listening to English popular songs on YouTube towards students' vocabulary

## **D. Significance of the Study**

Regarding the research itself, the researcher expects that the findings will help and contribute to language learning in ways that are both theoretically and practically clear:

### **a. Theoretical Significance:**

This study contributes to the body of knowledge on vocabulary acquisition. It can help refine existing theories by examining how multimedia tools like YouTube facilitate vocabulary acquisition, shedding light on the cognitive processes involved. Other than that, this study emphasizes the role of multimodal learning, which involves the integration of visual, auditory, and textual elements. It may theoretically inform the development of new models or frameworks that explain how these elements interact to enhance language learning. This research also adds to the understanding of digital learning environments in language education. It may explore the effectiveness of these environments in comparison to traditional learning methods, thereby influencing theoretical discussions on the digitalization of education.

### **b. Practical Significance:**

#### **1) For Teachers:**

For teachers, this study provides insights into effective teaching methods that can be used to engage students and enhance their vocabulary acquisition. Using songs can make learning more enjoyable and interactive. Teachers might use the findings to cater to diverse learning styles in the classroom, offering auditory and visual learners an alternative method for vocabulary acquisition.

2) For Students:

By utilizing familiar platforms like YouTube and integrating music, the study may reveal methods to increase student engagement and motivation in learning new vocabulary. Students could be empowered to use this method outside the classroom, enhancing their vocabulary acquisition through a self-directed, enjoyable activity.

3) For Future Researchers:

This study can serve as a foundation for future research, prompting more in-depth investigations into different aspects of vocabulary learning, such as the impact of various genres of music or other multimedia formats. Researchers might build on this study to develop or refine

educational tools and resources that utilize multimedia for language learning, potentially leading to the creation of more effective language learning applications or platforms.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Presenting a variety of relevant ideas related to the research problem by referencing earlier studies that are applicable to the subject of the study is the aim of the literature review. In order to prevent repetition of earlier studies, this acts as a review of the literature. Regarding "The Effectiveness of Reading-while-Listening to English Popular Songs on YouTube towards Students' Vocabulary," the following issues are addressed:

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

A research conducted by Asrimawati and Margana (2020), that is purposed to evaluate the effectiveness of the "Reading While Listening" (RWL) approach in raising the receptive ability of English as a Foreign Language (EFL) learners, specifically focusing on reading and listening fluency. The study aimed to synthesize findings from various research conducted between 2009 and 2019 to determine how RWL compares to other instructional methods, such as extensive reading (ER) and traditional reading techniques. The findings of the study indicate that the RWL approach can lead to improvements in various aspects of language proficiency, including vocabulary acquisition, listening comprehension, and reading fluency. Overall, the majority of studies reviewed

suggest that RWL is a beneficial tool for language acquisition, particularly for learners with lower proficiency levels.

A study by Calma et al., (2023), aimed to investigate the impact of the Reading While Listening (RWL) approach on improving listening comprehension and vocabulary retention among Grade 10 students at Pagalanggang National High School. The method used in the study is a quantitative experimental research design. The findings stated that the experimental group, which used the RWL method, significantly improved their listening comprehension and vocabulary retention. Specifically, the post-test scores for the RWL group increased from a mean percentage score of 40.33 to 75.2, while the control group's scores increased from 42.77 to 62.67. This indicates that the RWL approach was more effective in enhancing the students' language skills.

Abidin et al., (2011) in their study purposed to investigate the effectiveness of using songs from YouTube to enhance vocabulary competence among upper secondary school students in Malaysia, specifically comparing this method to traditional teaching approaches. The study was a quasi-experiment that collected data using both quantitative and qualitative methodologies. A six-week experiment with 68 Form Four students from government-run schools in Sungai Petani, Kedah, Malaysia, was the study's methodology. The findings revealed that the experimental group, which learned

vocabulary through songs, showed significant gains in vocabulary competence compared to the control group. The results included a statistically significant difference in vocabulary test scores, with a p-value of 0.007. Observations indicated that the experimental group displayed higher enthusiasm and engagement during lessons, while the control group found the lessons less engaging.

Stated by Aziz et al., (2017), in their study that was investigated the effectiveness of using English songs from YouTube to enhance vocabulary competency among students in Malaysia. The study took the form of quasi-experiment adopting the quantitative method. The experimental group's vocabulary scores significantly outperformed those of the control group. In particular, the experimental group gained 17.2 points with a mean score of 64.8 before the exam and 82.0 after it. The control group, on the other hand, gained just 5.6 points, with a mean score of 58.4 before the exam and 61.4 after. This suggests that using YouTube songs as a teaching medium is effective for enhancing vocabulary competency.

A study by Rahmah (2015), determined the effectiveness of using English songs from YouTube in teaching English vocabulary to seventh-grade students at Islamic Junior High School RUHAMA. The research followed a quantitative approach with a quasi-experimental design. The sample consists of 60 students selected from a total population of 92

students. The results show that using English songs to teach vocabulary works well. The t-test findings demonstrated that there was a significant difference between the vocabulary scores of students who learnt with songs and those who did not, with the t-count value (4.01) being larger than the t-table value at a 1% significance level (2.39). With a gain of 18.16 points, the experimental class's post-test mean score (75.33) was noticeably higher than their pre-test score (57.16). This implies that students who used songs to acquire vocabulary made significant progress.

## **B. Theoretical Review**

### **1. Vocabulary**

#### **a. Definition of Vocabulary**

One of the language-related skills that learners are expected to acquire is vocabulary. Since learning a foreign language is thought to be similar to learning its vocabulary, it is regarded as the primary goal of learning a foreign language. Vocabulary has significant role in the learning and teaching of English. It is believed that words serve as the foundation for learning a second language (Ghazal, 2007). It implies that students will struggle to comprehend what they see, read, and learn if they are not able to define terms. Lack of vocabulary prevents them from practicing or improving their language skills.

Vocabulary is a list or collection of terms or words specific to a language or that speakers of that language may use. (Hatch & Brown, 1998). A key element of language proficiency, vocabulary serves as a foundation for students' ability to read, write, talk, and listen. Students frequently fall short of their potential if they lack a large vocabulary and methods for learning new words (Richards & Renandya, 2002). Vocabulary is roughly described as the words we teach in the foreign language (Ur, 1996).

The words you hear and read throughout your life make up your vocabulary. Your vocabulary will continue to expand. You will comprehend more of what you read and hear if you have a greater vocabulary. You will also get better at speaking and writing (Walch, 2003). The argument is backed up by the fact that songs are enjoyable and well-known to students since they are readily available on smartphone, radio, television, cassette, and MP3 players, and students make it possible to constantly expand their vocabulary.

A person's vocabulary can be defined as either the collection of all words that they understand or the collection of all words that they are likely to use when creating new sentences. The statements mentioned above demonstrate that vocabulary is the foundation of language;

it is a set of words that each speaker can use and is a crucial tool for language mastery.

**b. Types of Vocabulary**

In the view of various experts, there are many different types of vocabulary in the language field. First, vocabulary is separated into two categories based on the characteristics of the words (Aebersold & Lee, 1997).

- 1) Active vocabulary, also known as productive vocabulary, is the term used to describe language items that learners can use effectively in both writing and speaking.
- 2) The term "passive vocabulary," also known as "receptive vocabulary," describes language items that are recognizable and understandable in the context of reading and listening; it is the vocabulary that readers have a general idea of but are unsure of its many meanings or nuances of meaning.

Second, vocabulary that frequently occurs in the language can be broken down into four levels as follows (Nation, 2008):

1) High Frequency Words

The 2000–3000 most common word families are high frequency words. Since these

words make up at least 80% of the running words in any written or spoken text, acquiring vocabulary should be the top concern.

## 2) Low Frequency Words

The learner's personal interests, educational background or current studies, field of work, social and cultural surroundings, and so on all influence which of the remaining word families are recognized or worthwhile studying. The words just don't come up that often.

## 3) Academic Words

Across all fields, word families are used far more frequently in academic texts (textbooks, lectures, handouts, journal articles, manual references, and seminar presentations) than in non-academic contexts.

## 4) Technical Words

Low frequency word families that are utilized in specialized sectors such as sports, professions, disciplines, or cultures. Usually, only those who are interested in or knowledgeable about the relevant field are aware of them.

There are identification of the categories of knowledge about vocabulary (Nation, 2008):

- 1) Form: The word's distinct grammatical forms (noun, verb, adjective, and adverb) are recognized by readers when they see it printed.
- 2) Position: Readers are aware of the grammatical structures and patterns that a word might occur in, as well as the collocations—words that usually come before or after it.
- 3) Function: Readers are aware of the word's frequency and rarity as well as the kinds of texts and circumstances in which it is most likely to appear.
- 4) Meaning: Readers are aware of a word's multiple meanings, subtleties, and synonyms.

We can determine the classification of vocabulary that has its own usefulness when utilized based on the aforementioned references. Additionally, words are a component of people's daily lives or instruments for language communication, which a person uses to express and convey their thoughts and opinions according to their needs. In other words, it is commonly believed that a person's vocabulary richness reflects their educational attainment.

**c. What Need to be Taught**

For language learners, especially young ones, expanding their vocabulary is essential to learning a foreign language. Therefore, it's critical to understand the components that should be taught in order to learn vocabulary at a fundamental level by understanding a word's shape and meaning.

**1) Word Formation**

The construction of a word is known as word formation. Whether a vocabulary item consists of one or more words, it is frequently possible to dissect it into its constituent parts. Another helpful piece of information is the precise way these parts are placed together. For example, sub-, un-, and -able will help students determine the meaning of phrases like "unidentified," "undone," and "immature." Battlefield, book shop, and coming-up are examples of vocabulary items that are created by combining two words (two nouns, a gerund and a noun, or a noun and a verb).

**2) Meaning Aspects**

Teaching can also benefit from understanding how one item's meaning connects to that of other items. There are plenty, including significant relationships (Thornbury, 2002):

- a) Synonyms are words that have the same or very similar meanings; pretty and lovely are synonyms for beautiful.
- b) Antonyms are things that have the opposite meaning; for example, thick is the opposite of thin.
- c) Hyponyms are objects that represent particular instances of a broad idea; for instance, the animals dog, lion, and mouse are hyponyms.
- d) Super-ordinates are broad ideas that encompass particular objects; for example, animal is the super-ordinate of lion, dog, and mouse.
- e) Translations are terms or phrases that are (more or less) identical to the subject being taught in the learners' mother tongue.

Vocabulary, as previously said, is a collection of words, including word families. Since understanding vocabulary form and meaning is necessary at the most basic level, there are a lot of things to learn in order to become proficient in it. Vocabulary formation is the process by which words are put together, and vocabulary meaning is the way that words relate to one another. Furthermore, a number of linkages, including synonyms, antonyms,

hyponyms, super-ordinates, and translation, are associated with the meaning of vocabulary.

#### **d. Technique in Teaching Vocabulary**

Teachers should use a variety of methods while teaching vocabulary to help pupils become comfortable with the words so they may grasp new ones more readily. The method works to prevent pupils from being bored by varying the instructional activity in addition to making it easier for them to understand the words. According to Allen (1983), there are three methods for teaching vocabulary:

- 1) Alphabetical order: even when a textbook page has a list of new words, students may still discover a word by using this method.
- 2) Using illustrations, a definition in plain English, and an explanation in the mother language to demonstrate the words meaning.
- 3) Highlighting meaning prior to word drilling.

Three things are taught when teachers teach a word (Nation, 2000):

- 1) Teach the word's form or shape.
- 2) Explain the word's definition.
- 3) Together, teach the word's shape and definition

Additionally, there are other techniques to introduce a new term to students, including the following: (Penny Ur, 1996):

1) Ideas for presenting specific items

Choose a word from a foreign language textbook that you are familiar with. Write down your thoughts on how to effectively explain this item's meaning to students who are experiencing it for the first time.

2) Studying further techniques

For the time being, set aside your practical recommendations and review the list of several methods for explaining the meaning of new words.

3) Application and comparison

Determine which strategy, if any, was applied to your own presenting concept.

The aforementioned statement states that while teachers offer vocabulary, they are also expected to impart the terms' meanings. The pupils are then instructed on how to correctly employ the words in whole phrases. A number of references are provided, including the following (Gairns and Redman, 1998):

- 1) One subject should be the focus of the vocabulary items.

- 2) A practice should be taught whenever a familiar word or term appears in a new context or circumstance.
- 3) The method used to teach vocabulary items are the same as that of teaching anything else; we utilize a variety of methods to help our students grasp the meaning, including dramatization, paraphrasing, providing the equivalent where needed, and using only suitable techniques.
- 4) As we work on structure, we also work on vocabulary. In questions and answers, transformation exercises, substitution drills, etc.
- 5) Reintroduce the same vocabulary words frequently, using all the structure, and in all contexts where they make sense.

It demonstrates that vocabulary teaching is the process by which teachers teach students a list of words and their definitions, particularly from a foreign language learning book. Among the most challenging topics in education is teaching vocabulary, which is influenced by ideas about the nature of language in general, the language being taught, and the methods in which language is learned.

**e. Content in Teaching Vocabulary Decisions**

A teacher should be aware of how vocabulary enters the classroom when instructing students. To put it another way, the teacher should prepare information concerning the options they choose in advance. According to Gairns and Redman (1998), there are four primary sources:

- 1) The course book. This will cover the spoken and written texts, grammatical structure practice and presentation tasks, assessments, and more. New vocabulary can also be formed through classroom activities and instruction.
- 2) Other resources (not specifically created for vocabulary development) that are offered by the school or chosen by a teacher. Texts, exercises, role plays, drills, stories, videos, music, and more may be included in this.
- 3) The pupils. Students' questions, inquiries, and mistakes will unavoidably lead to a broad range of unexpected and unforeseen goods.
- 4) The teacher has created specific vocabulary exercises for each student groups.

Since the material should be helpful, teachers should also be aware of the selection criteria after determining what we choose to use to teach vocabulary.

There are a number of factors used to choose the material (Gairns & Redman, 1998):

- 1) Frequency: the contents shouldn't be taken uncritically or used dogmatically to dictate. Since their relevance to students may be significantly impacted, their worth must be evaluated in light of the data's source and the inclusion criteria.
- 2) Cultural Factors: It is clear that students will mirror the speakers' cultural interests based on their utterances.
- 3) Need and Level: The lexical requirements of students who must read technical reports in English in their own country will differ from those of other learners.
- 4) Expediency: Certain vocabulary is frequently required in the classroom, and without it, pupils may not comprehend their teacher, their peers, or the activity they are purportedly participating in.

**f. Problems in Teaching Vocabulary**

English as a foreign language differs greatly from our society and its norms. Additionally, there are several challenges and issues with teaching and studying English as one of the school courses. We must so correctly and thoroughly study.

Numerous issues arise with teaching vocabulary. There are several types of factors. Cross-linguistic variables are those that have to do with how well first-language learners match the second language, or they can have to do with words or be referred to as intra-lexical factors (Gairns & Redman, 1998). When students search up too many terms in an attempt to interpret a paragraph, another fact is discovered. When they come across a word they are unfamiliar with, they consult a dictionary to find out its definition. The issue occurs when they choose the appropriate words to convey the sentence's content yet employ grammatically incorrect terms.

Many of the issues we encountered with vocabulary instruction also pertain to both teachers and students. Teachers and students can have the following common metacognitive attitudes toward teaching and acquiring vocabulary in a second or foreign language (Coady & Huckin, 1997):

- 1) When learning a second or foreign language, vocabulary is usually overlooked.
- 2) Students are often eager to study words because they believe they are highly significant.
- 3) Teachers, on the other hand, often believe that grammar is difficult while words are simple to master.

- 4) Many educators and learners think that teaching language is a low-level intellectual pursuit that is not worthy of their whole attention.
- 5) As a result, many educators appear to believe that words will be acquired organically via reading and do not require instruction.

## **2. Song**

### **a. Definition of Song**

One of the most engaging and culturally diverse teaching tools that is simple to implement in language classes is song. The term "song" describes musical compositions with lyrics, particularly well-known tunes like those heard on the radio (Griffe, 1992). Songs are a special kind of expression that share characteristics with poetry and speech. Speech and music both contain melody, are linguistically significant, and are vocally generated. Both poetry and songs employ words to express meaning, are often composed before being published, may be set to music, and are audible (Griffin, 1992)

It demonstrates that a song is a musical composition consisting of lyrics, verse, or poetry that is sung or spoken with vocal modulation that conveys emotion and emotion. A song has power. Songs may develop powerful emotional connections with people, places, and events, and music has the power to bring many

people to tears or other intense emotions. Songs have a personal touch that causes the listener to feel as though they are being performed for them specifically.

Therefore, the writer makes the assumption that listening to English songs can be one of the alternative forms of media for improving junior school pupils' vocabulary and English language skills.

#### **b. Function of Song**

Songs are commonly used to teach a range of language skills, including sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. They are also incredibly useful tools for improving students' speaking, listening, reading, and writing skills (Lo & Li, 1998). There are several advantages to teaching English to young students through music. One of those is that the pleasant environment will make the pupils feel at ease and relaxed, which will improve their competence (Weda, 2009).

There are several benefits to using songs in English promotion activities. One of these benefits is that songs can pique students' attention and increase their level of participation (Lo & Li, 1998).

Based on the stated argument, songs serve a variety of purposes in terms of language, psychology, cognition,

social issues, and culture. It is used not just for enjoyment but also for educational purposes. For example, songs with simple text are used to teach English and assist pupils become more proficient in the language, particularly in vocabulary.

**c. Songs and the English Language**

Those whose native language is not English and those who did not study English as a second language in school may be exposed to the English language through well-known songs. Belgium and Moldova are two instances of European nations that did not acquire English as a second language (Ottillie, 2010; Xmarabout, 2010). Lynch (2005) found that language teachers should incorporate songs into their English language teaching. Songs' use of natural language is one of the possibilities offered. In addition, songs are accessible, environmentally friendly, and enjoyable. A wide range of new terminology, cultural elements, and even distinct English dialects may be introduced, he added.

According to a different research by Orlova (2003), the English as a Foreign Language (EFL) approach has been actively exploring the use of music and songs in the classroom for the past 20 years. Based on her ten years of experience using songs to teach languages, the

researcher asserted that using songs in language sessions helps pupils relax, focus better, and become more motivated to learn a language. Speaking, listening comprehension, vocabulary, and phrasing may all be strengthened and improved with the use of music, which provides a flexible perspective on language. Beare (2010) provides support for this in his essay about the use of music in ESL (English as a Second Language) classrooms. According to him, introducing new vocabulary to pupils and getting them thinking in the correct direction—that is, knowing what the session would be about—can be accomplished by starting a lesson with music.

**d. Song's Effectiveness and Advantage in the Process of Teaching and Learning**

Using songs in the language classroom has several benefits, including the following (Griffe, 1992):

- a) Students may unwind and create a fun learning environment in the classroom by listening to songs and music.
- b) There are instances of informal speaking in songs. It requires linguistic input since songs use real language rather than the artificial language found in many textbooks.

- c) Every song has a lot of cultural input and is a cultural capsule that contains a major piece of social knowledge.
- d) Songs may serve as texts in the same manner as poems, novels, short stories, or any other type of real content.
- e) A textbook can be enhanced with songs and music, or it can be utilized as the text itself.
- f) Songs have a lot to do with what interests pupils.
- g) Additional beneficial teaching that is connected to teaching in a number of ways, including the following;
  - 1) A song can serve as a springboard for discussion.
  - 2) Songs are particularly effective in introducing vocabulary because they give the words a relevant context.
  - 3) It gives the most prevalent structures—verbs, tenses, and prepositions—a natural setting.
  - 4) Some languages have songs that are appropriate for teaching and practicing a variety of abilities.
  - 5) It may be applied to memory retention and pattern practice.

According to the mentioned statement, music is a representation of culture and has been utilized in classrooms for a variety of purposes, including fostering a calm learning atmosphere for students. Generally speaking, songs and music have an emotional impact on us; they may evoke intense feelings in many individuals, such as tears, and they can form deep emotional bonds with people, places, and events.

**e. YouTube and Songs**

Known as an internet video search website (USAToday, 2006), people may upload and share videos on the YouTube website. It displays a broad range of user-generated content, such as amateur content like video blogging and short original movies, as well as music videos, movie clips, and television clips, using Adobe Flash Video technology (Kelsey, 2010). In English language classes, songs may be utilized directly to teach vocabulary. This would encourage students to learn the language right away since they can watch the video clips and read the lyrics that are displayed on the screen. They could read the lyrics as they sing, which quietly encourages students to acquire new words. According to Barska (2006), motivation is the most crucial element in language acquisition, which is why English language instructors

have long looked for innovative ways to include into their classes. When choosing suitable music from YouTube to use in vocabulary instruction, teachers should use caution.

The YouTube website offers a wealth of content that is appropriate for teaching English, and teachers should use it to their advantage in the classroom (Dowse, 2009). He claims that employing effective strategies and engaging resources, particularly songs, to teach new vocabulary items helps students learn the words more easily and become more motivated in class. By making the learning process enjoyable, students relax and their inhibitions about learning a second language are reduced. Students who are taught in an enjoyable and creative way enjoy going to class, which is a great way for teachers to succeed with their students.

In this instance, YouTube songs are in a good spot because, when you search for songs on the platform and find them in a different context, you may select one, two, or three of them based on your needs, such as official music videos with or without lyrics, music videos with lyrics shown on the screen, etc. There is a connection between tunes and YouTube. YouTube offers songs in a variety of formats. As a result, even when studying language, we may select the right songs from YouTube.

**f. Teaching Vocabulary through Songs**

Using songs in the classroom is a unique and inventive approach that is not often used. Songs provide pupils access to English-language resources that they can easily comprehend. They can also identify the lyrics and perform the tune. Since kids may utilize YouTube to choose a suitable music, it becomes the educator's obligation to offer an alternative method of teaching English. Griffie (1992) distinguished four types, which are as follows:

- 1) The class, which includes the students' age, number, and time of day, as well as their language proficiency and musical preferences.
- 2) The teacher, which includes the instructor's age, musical preferences, the classroom aids for presenting the songs, and the teacher's goals.
- 3) Opportunities in the classroom include the degree of flexibility of the the teacher in choosing the curriculum, additional activities, and lesson plans.
- 4) The song that has to be used to complement the lesson, the type of music that is interesting, and the lesson plan that is adjusted to the teaching needs.

We can locate the songs on YouTube after determining the relevant song criterion. Then, we may employ one of the several methods listed below to

introduce the songs and enhance vocabulary in the classroom (Griffe, 1992):

- 1) Play the song without offering any handouts or compensation.
- 2) Instruct the students to listen to the songs for which you will provide the lyrics in a moment.
- 3) Present the lyrics to the kids, face down.
- 4) After each student gets a copy, instruct them to play the song again while flipping the words.
- 5) Instruct them to circle any words or phrases they do not understand after listening to the music.
- 6) Talk about the circled words.

Songs may be used in the classroom in a variety of ways to teach vocabulary. When utilizing songs to teach vocabulary, we must be well-prepared. To select acceptable music, we must consider the teacher, the class, and the pupils. Next, choose the best techniques to teach the learner the song.

### **3. Reading-while-Listening**

#### **a. Definition of Reading-while-Listening**

Language educators and experts have lately recognized reading while listening as a type of extended reading, especially in the setting of EFL (Brown et al.,

2008). Although there is a shortage of research in this field, several studies have discovered that RWL adoption benefits L2 learners' vocabulary acquisition (Brown et al., 2008) and listening comprehension and growth (Chang, 2008; Vandergift, 2007). Additionally, RWL can improve the reading speed rate (Chang and Millet, 2015) and also reading and listening fluency of EFL novices (Milliner, 2019).

Askildson (2011) cites McMahon (1983) as saying that reading while listening is a technique for improving listening fluency that involves reading. Within the reading materials, it offers audio recordings. For readers who struggle with reading comprehension and decoding, audiobooks provide a great solution. Additionally, adding audio recordings to the reading text can improve L2 learners' listening skills and result in improved listening scores. Millet and Chang (2015). In actuality, reading and listening at the same time is not a novel approach in the field of reading and listening. According to Gobel and Kano (2014), it has been utilized in the L1 reading curriculum and is especially helpful for students with reading impairments. Listening the audio recording in addition to reading the script will be beneficial for students who are reluctant to read, particularly those with limited reading fluency. When students hear words or phrases

spoken correctly, they can recognize them more precisely and read the text with the proper intonation and speed (Friedland et al., 2017). Furthermore, Senechal & Cornell (1993), referenced in Gobel and Kano (2014), contend that reading stories in a shared or leisurely setting improves reading and listening abilities.

#### **b. The Use of Reading-while-Listening for EFL Learners**

Language researchers as well as teachers feel that reading while listening can assist L2 learners acquire the target language and enhance their receptive abilities, despite the fact that there aren't many empirical studies in this field. By practicing simultaneous reading and listening in an EFL class, L2 learners can enhance their understanding of both reading and listening. Low proficiency L2 learners frequently fragment sentences into words, which hinders their ability to understand them. RWL encourages pupils to comprehend bigger semantic units, which improves understanding and helps to preserve the integrity of sentences (Brown et al., 2008). According to sociocultural theory, an audio recording that is included with the reading material seems to be a more experienced and knowledgeable assistant who can help readers comprehend and become more fluent readers than they would be on their own (without aid) (Woodall, 2010).

Additionally, the availability of written materials and audio recordings aids in students' understanding by providing them with additional opportunities to recognize correspondences between letter sounds. Askildson (2011). In addition to improving lower learners' auditory discrimination skills and word identification abilities (Vandergift, 2007; Osada, 2001), the auditory-written verification stage aids in the development of students' form-meaning relationships. Furthermore, Chang (2009) notes that RWL exposes L2 learners to the speech pace, rhythm, and organic flow of language.

The benefits of RWL in EFL classrooms have been demonstrated by several researches. Brown et al. (2008) investigated the vocabulary acquisition of thirty-five L2 learners using three different input modes: listening alone (LO), reading while listening (RWL), and reading only (RO). The participants were Japanese college students, ages 18 to 21, who had studied English for an average of 7.5 years. The participants were split up into three experimental groups and instructed to simultaneously read and listen to three graded reader stories, each of which was around 5,000 words long. At the conclusion of the study, the researchers discovered that although students acquired new words unintentionally through all input types, the RWL mode had the most learnt words. Both the multiple-

choice and meaning translation exams demonstrated it. Along with their favored three input options, students also chose RWL mode above the others since it required them to know a portion or chunk of the story's text while they read, which was done by the narrator on the cassette or audiotape.

Chang (2008) carried out another round of research that concentrated on students' listening comprehension. RWL has been shown to improve pupils' listening comprehension and other language skills. Students who underwent RWL treatment had a high level of general vocabulary and spoken narrative English comprehension. A year later, Chang (2009) also investigated how the RWL-proposed auditory writing verification concept might aid L2 learners in improving their form-meaning relationship awareness, word identification, and poor listening abilities. Similar to a study by Brown et al. (2008), Chang compared two input modes: reading while listening and listening only. Chang administered two tests to 84 college students: 1) a post-perception questionnaire and 2) 95 sequencing and gap-filling items. Even though the RWL mode only increased by 10%, the overall results indicated a more significant gain. Because it made the activities easier, the length seemed shorter, and the tales more engaging, the majority of students preferred this style of input when

completing listening tasks. This led to their paying greater attention throughout RWL.

Chang and Millet (2015) examined the reading fluency gains from two reading programs—RWL and silent reading—six years later. According to the study, students in the RWL group improved their reading speed more. The audio recording input, which serves as a reading speed racer and keeps students focused, is what led to the increase in reading speed. Compared to other reading rate improvement exercises like timed reading, repeated reading, or quiet extensive reading, RWL has a greater effect on improving reading comprehension.

Gobel (2011) investigated the impact of RWL on the general competency of EFL learners. The TOEFL score was used by the author to evaluate the general competency of the students. The outcome showed that obtaining a high TOEFL score is significantly predicted by RWL. Additionally, he discovered that students' TOEFL scores improved with increased RWL practice. However, Gobel and Kano (2014) looked into how first-year Japanese university students used and evaluated the Moodle Reader module, a RWL tool developed by Kyoto Sangyo University. This study was carried out over the course of a year by providing the students with a lot of spoken English

listening practice. Gobel and Kano used the TOEFL exam to assess students' reading rate, vocabulary recognition, and overall competency while also administering a questionnaire consisting of 24 items to find out how the students felt about the RWL program. The study's findings indicated that while the RWL training was beneficial, there was not a noticeable rise in overall TOEFL test scores. Stated differently, it contradicts the results of their earlier investigation. Furthermore, the pupils had a negative attitude on the subject. They opted to do the RWL program in class rather than outside of it. Their lack of free time or a lack of guidance on how to complete RWL outside of the classroom could be the cause. This outcome is consistent with a prior study that found that most students preferred to complete reading assignments and exams in a classroom setting using paper-based methods rather than online.

Friedland et al. (2017) carried out a pilot research on 46 third-grade students in rural Uganda using a randomized controlled experiment. The writers wanted to find out how SiMBi, a complete audiobook curriculum created by The Walking School Bus Literacy, affected students' reading fluency and comprehension. This SiMBi software was implemented in four phases. First, Florida's Assessment for Instruction in Reading; Ongoing Progress Monitoring Oral Reading Fluency (OPM) was used to

determine the students' instructional levels. The second step is to evaluate the instructional reading fluency of the pupils. The students were then split into two groups at random and given the identical instruction: listening to and reading one audiobook for each school at the same time. Every day, students were required to read for 10 minutes, and then they had to spend the remaining time learning sight words and sentences. Following a 30-day program implementation period, the teacher conducted a final assessment of the reading fluency of both groups. For three minutes in a row, students' fluency was assessed using the average WPCM. The outcome showed that RWL software, also known as SiMBi, is a promising tool that may help L2 learners become more proficient readers. Additionally, the word count per minute (WCPM) of the children who got the RWL therapy improved significantly, indicating an increase in reading fluency.

Milliner (2019) also looked at the benefits of RWL for starting L2 learners. Three groups of beginners (CEFR level A1) from various departments were given this study. By contrasting three groups of low proficiency learners who received 1) extended reading (ER), 2) simultaneous reading while listening (RWL), and 3) standard reading treatment, the reading and listening abilities of L2 learners were investigated. For RWL and large reading groups, the

author also used audiobooks and digital books in the Xreading system ([xreading.com](http://xreading.com)). Xreading is a learning management system (LMS) and online library of graded readers designed especially for extended reading. It lets students read at their own speed and adapt the speech rate to their reading or listening skills.

During the 15-week course of treatment, the researcher instructed every class twice a week for a total of 100 minutes. With the exception of the lengthy component, the same reading materials and grading guidelines were employed. Successful Key for the TOEIC Test Intro was the textbook utilized. The students study half of each textbook over the course of 15 weeks. Silent reading, book discussions, and follow-up ER or RWL training in the ER and RWL groups took up the first ten minutes of the lesson. To meet the monthly reading goals, students read outside of the classroom. In the meantime, the control group (traditional class) spent ten minutes at the start of class on a connected speaking fluency exercise and a five-minute quick writing exercise. As homework, they were also required to revise their class reflection and their quick writing works.

According to the findings, students in the RWL group improved their TOEIC scores in both the reading and

listening sections. However according to the findings of the Listening Vocabulary Level Test (LVLTL), the control group significantly improved their vocabulary acquisition, but the RWL and ER groups were unable to pick up new words. It was shown that the RWL group did not significantly enhance their vocabulary at any level. Furthermore, Brown et al. (2008) discovered that all the treatment groups had poor vocabulary acquisition.

**c. Reading-while-Listening in EFL Classroom**

According to several studies regarding the use of various language input modes in EFL classrooms, L2 learners will respond differently to various input modes (Chang, 2009). Furthermore, Chang contends that various input methods could potentially have an impact on students' performance across a range of activities with varying degrees of skill. Reading is the input modality that has the biggest influence on second language learners, while listening helps them understand more and improve their reading and listening skills. The majority of students have a strong preference for this modality of input over others (reading or listening only), even if some studies demonstrate acceptable, satisfactory, and medium-sized impacts on the learners.

Reading while listening served as a means of assisting language learners in their language acquisition. By matching the aural-written forms, it provides written text support for low-level listeners in the listening area. The students felt safe and more confident in their ability to understand when they listened in accordance with the text (Chang, 2009). Furthermore, it aids in the development of learners' oral vocabulary and makes it easier for them to remember spoken forms while listening, which addresses the issue of rapid speech rates (Chang and Read, 2006; Goh, 1999). RWL has beneficial effects on L2 listeners, especially on psychological impact, even if letting students listen to the audio while reading the text does not significantly increase learning. Because the students may rely more on the text and ignore aural input, the instructor must proceed carefully if they wish to implement this program in the EFL classroom to improve the listening skills of L2 learners (Chang, 2009). Students may simply interpret what they hear and adopt an ineffective listening technique if they are given the script before listening to the audio (Osada, 2001). Therefore, the teacher should think about improving students' listening abilities before their reading skills while using reading while listening (RWL) in the EFL classroom, especially when it comes to enhancing students' listening skills. The reason for this is because

RWL calls for two language abilities, and pupils may not get the desired results if they lack both reading and listening comprehension.

When using reading while listening in an EFL classroom, the teacher must carefully design the curriculum and be dedicated to time management because it involves considerable reading and listening (Mason and Krashen, 1997). Because the effects of reading and listening extensively are not immediate, they should be done over time to increase the program's impact. Additionally, kids benefit from improved reading comprehension and the development of other language skills when simultaneous reading and listening is implemented more consistently. The program's failure and the anticipated advantages of simultaneous reading and listening are frequently caused by the students' lack of desire, though, as the impacts of RWL do not become apparent until the students have read and listened for a considerable amount of time. Therefore, a few guidelines can help teachers successfully use the RWL curriculum in an EFL classroom (Renandya and Jacobs, 2016):

- 1) A clear objective of implementing the reading while learning program.

To successfully administer a simultaneous reading and listening program, the teacher should decide on the goal. The desired learning goals, the resources required, the period required, the process in which the program will be implemented, and the tools for evaluating its level of success should all be outlined in a clear aim.

2) A large amount of reading and listening.

The language development of L2 learners is aided by reading or listening to a lot of audiobooks. But how much text reading and listening is required to become fluent and learn the language? There is general agreement that readers and listeners will benefit more by reading and listening more. More specifically, according to Renandya and Jacobs (2016), Nation and Wang (1999) recommend that L2 learners read at least one book each week.

3) Appropriate reading and listening materials that suit learners' linguistic competence.

The RWL program's reading and listening materials should be appropriate for the students' present proficiency level, with the latter being at or below it (Renandya and Jacobs, 2016). The reason

for this is because the students' vocabulary from listening is lower than their vocabulary from reading. Therefore, the instructor must supply a simple text with well-known vocabulary and grammatical structures at a normal or moderate pace rate in order to make it more suited for the listening text.

- 4) The teacher should support all of the students, particularly those who need the most assistance with their reading or listening.

In order for students to thrive in the program, the teacher must assist struggling readers or listeners who are unable to keep up with other students, especially those who move more quickly. For instance, the instructor supports their learning process, assists in selecting content that is appropriate for their level, or provides helpful word-learning techniques.

- 5) The teacher should be able to maintain students' motivation throughout the program.

Maintaining students' high motivation as they participate in a simultaneous reading and listening program can be challenging for EFL

teachers. They may react well to the program at first, but if there is no innovation in the program or engaging schoolwork to keep them occupied, they may quickly lose interest

- 6) The teacher should encourage students to do reading and listening simultaneously.

As previously said, reading while listening helps second language learners acquire the language and improves their reading and listening comprehension and fluency. However, once students have reached a high level of language proficiency, the teacher should prevent them from relying too much on simultaneous reading and listening. They can be encouraged to read or listen independently by the teacher.

- 7) Attractive reading and listening post-activities.

Because they can increase students' motivation, teachers should provide engaging post-activities. Day and Bamford (2004) suggest a number of post-activities that can be used in the classroom, such as asking students to come up with an alternate ending for a story they have read or

listened, retelling a story, or creating a poster that summarizes the main ideas of the story.

**d. Vocabulary Learning from Reading-while-Listening**

The benefits of reading while listening on vocabulary development have garnered more attention recently. Brown et al. (2008) were among the first to examine the potential of reading while listening for vocabulary learning. Japanese students had to complete three graded readers in three distinct conditions: reading only, reading while listening, and listening only. Following treatment, one week later, and three months later, their comprehension of the 28 replacement words from the text was assessed using a translation test (meaning recall) and a multiple-choice test (meaning recognition). Although the improvements were slight, the findings showed that the students had acquired vocabulary in the three reading modes. However, there was no discernible difference between reading while listening and reading alone. Compared to meaning recall, the increases in meaning recognition were substantially greater. Reading-while-listening was the most favoured approach, according to the learners' interviews, since the narrators in the recordings divided the texts, which the authors said could

have helped the learners understand the reading and deduce word meanings.

For reading while listening, Webb and Chang (2012, 2015) offered more support. Taiwanese secondary EFL students participated in two seven-week sessions of either reading-only or reading-while-listening (at least twice) of 28 brief texts in Webb and Chang's (2012) study. One week following their reading, post-tests on form and meaning recognition were used to gauge their mastery of 100 target words. The findings showed that following the reading treatments, participants in both groups were able to identify more target words. For vocabulary learning, reading while listening worked better than reading only. The learners' likely better comprehension of the texts, their increased exposure to and attention to the target vocabulary in this reading condition, and their likely greater knowledge of spoken form of some words than written form were some of the reasons put forth for the superior effects of reading while listening. Webb and Chang (2015) confirmed the beneficial benefits of reading while listening on vocabulary acquisition.

**e. Teaching Vocabulary through Reading-while-Listening to Songs on YouTube**

Songs provide students access to English-language materials that they can easily comprehend. They can also identify the lyrics and perform the music. Since students may utilize YouTube to choose suitable songs, it becomes the educator's obligation to offer an alternative method of teaching English. There are four criteria, according to Griffe (1992): The class, which comprises the total number of students and their ages, the time of day, the students' language proficiency, and their interest in music; age of the teacher, song selection, classroom assistance during song delivery, and the teacher's objective; classroom options, including the level of autonomy instructors possess in selecting lesson supplements, free class time, and curriculum material; The song that needs to be backed up by the lesson plan and class, together with the kind of engaging music.

Teachers should search YouTube for a suitable song and make their decision based on the previously mentioned criteria. The song may be introduced and vocabulary can be improved in the classroom in a variety of ways. Vocabulary songs are one tool that teachers may employ in their classrooms. Play the song without any handouts at first. After giving the pupils a minute to listen to the music, teachers offer them the words. Students were given song lyrics, and they had to flip them around and

listen to the music once more. The song is then played again, and students are required to listen and highlight any words or phrases they do not understand. Last but not least, they talk about the circled words and phrases together. There are a lot of different ways to teach vocabulary in a classroom using songs as the materials, and teachers in this situation need to be well-prepared to teach the students using songs. Look at the class, the students, and the teachers to choose a suitable song, and then determine the best ways to teach the song to the students.

This study aims to explore the effects of using popular songs on YouTube to improve vocabulary competence among junior high school students as part of the learning process in the classroom with the use of the reading while listening strategy. McMahon (1983), as cited in Askildson (2011), stated that reading while listening is a practice of developing listening fluency by involving reading. It provides audio recordings within the reading texts. Also, there are evidences that using songs, supported by YouTube, has a role in vocabulary mastery when used in learning as explained above.

The foundation of this study is the idea that songs on YouTube provide English language learners with a novel and captivating medium through which they may

come across new vocabulary while appreciating the music and lyrics. This kind of learning, which is called "reading-while-listening," involves reading the lyrics of songs while listening to them, which may help students learn new vocabulary in context. Reading while listening has been shown to be beneficial by Webb, Newton, and Chang (2013). Their findings demonstrated that collocations may be accidentally learned through reading aloud to a graded reader and that learning was positively impacted by the quantity of target word encounters. Aural-written verification is probably going to help students improve their word recognition, strengthen their auditory discrimination skills, and become aware of the relationship between form and meaning. As a result, reading aloud to oneself helps students keep the integrity of the original texts, improving vocabulary increases.

This study explores the effectiveness of vocabulary learning through the "listening-while-reading" approach to songs on YouTube. It investigates whether junior high school English language learners, who frequently engage with YouTube as a resource for entertainment and language exposure, are able to absorb and retain new vocabulary encountered within song lyrics.

Understanding the dynamics vocabulary learning through YouTube songs can have significant implications for language educators, curriculum designers, and learners themselves. It may offer a novel and enjoyable approach to vocabulary acquisition, facilitating the development of both receptive (listening and reading) and productive (speaking and writing) language skills. By shedding light on the potential of YouTube songs to enhance language acquisition, this research seeks to provide insights that can help optimize language learning strategies for junior high school English language learners, ultimately contributing to their language proficiency and cultural integration.

**f. Multimodal Learning in Reading-while-Listening to Songs on YouTube**

When it comes to exposing modalities (language, pictures, music, sound, and movement) as producers of text and discourse, a multimodal approach is an analytical method focused on social semiotics. Discourse and texts as linguistic settings are socially created. As a social symbol, language is positioned (Cocchetta, 2018; Mochamad Bayu Firmansyah, 2021; Montoro, 2015). In social interactions, language is linked to human experience. A systemized reality is constructed by a sequence of social acts, which are predicated on the interpretation of reality.

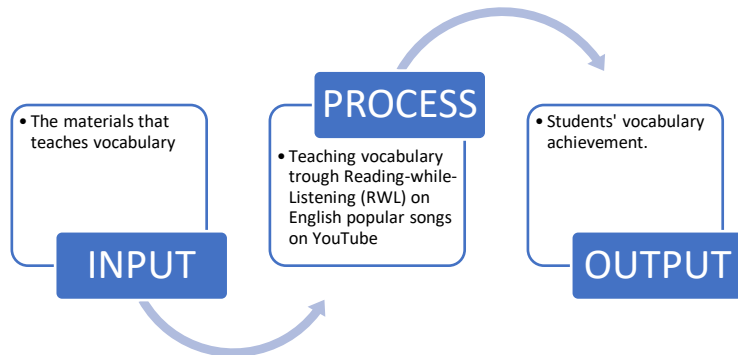
Consequently, the subsequent interpretation is dual, contingent upon the social semiotics and the sequence of information included in the language. The multimodal method is concerned with using discourse from several modalities (language, visuals, music, sound, and movement) to convey knowledge and produce meaning (Mochamad Bayu Firmansyah, 2021; Hermawan, 2013; Jewitt, 2008; Nina Nørgaard, 2009).

The multimodal approach pays attention to the semiotic resources that are used in different modalities and focuses on elements of production, design, discourse, and dissemination. First, concentrate on discourse-related elements, namely a multimodal learning method that emphasizes social knowledge derived from several facets of reality. The social context that social actors' objectives both expressly and implicitly portray is this facet of reality. Second, concentrate on the design element, namely the expression side's conception and the expression side's conception. From the expression side, conception reflects the situation's context, and from the conception side, expression turns into a socially constructed mode of action. Third, pay attention to the production component, which is the process of organizing expressions utilizing semiotic modalities to be conveyed, starting with fundamental material. Since design and manufacturing are collaborative

environments portrayed in a certain semiotic style, it is challenging to distinguish between them. Fourth, concentrate on the distribution component, specifically the layer of expression that requires stratification and is then utilized to ascertain the attributes shown. Due to its independence from the design and production components of the discourse's presentation, the modality factor in the distribution aspect is not particularly noticeable (Hermawan, 2013; Jewitt, 2008; Nina Nørgaard, 2009).

Based on the explanation above the strategy of using RWL to English popular songs on YouTube is categorized as multimodal learning since it has combination of audio, text, music, and language.

### C. Conceptual Framework



*Figure 2.1: Conceptual Framework of the Research*

- 1) The term "input" describes the materials that teaches vocabulary to the students.
- 2) Process, refers to the treatment of teaching vocabulary by using English-language popular songs on YouTube utilizing the Listening-while-Reading strategy.
- 3) Output, refers to the effectiveness of the reading-while-listening strategy to English popular songs on YouTube in enriching students' vocabulary by looking at the post-test results.

The primary activity in the class is teaching and learning, and there is contact between the teacher and the students. The teaching and learning process serves as a roadmap for success. The teacher can provide learning resources depending on the relevant subject in order to achieve the desired outcome. The potential of reading while listening for vocabulary acquisition was examined by Brown et al. (2008). Three graded readers were required of Japanese students in three different conditions: reading only, reading while listening, and listening only. Although the improvements were slight, the findings showed that the students had acquired vocabulary in the three reading modes. However, there was no discernible difference between reading while listening and reading alone. Compared to meaning recall, meaning recognition improvements were noticeably greater. According to the learners' interviews, reading-while-listening was the

most favoured method because the narrators in the recordings divided the texts, which the authors claimed could have improved the learners' ability to comprehend the reading and deduce word meanings. Abidin, et al. (2011) also conducted a study that aimed to investigate the effectiveness of using songs from YouTube to improve vocabulary competence among upper secondary school students in Malaysia. The participants were divided into two groups: an experimental group that received vocabulary lessons through songs and a control group that followed traditional teacher-fronted methods. The findings revealed that the experimental group showed significant gains in vocabulary competence compared to the control group.

With the facts that have stated above, which told that the reading-while-listening and songs are two methods have positive effect in vocabulary acquisition. Therefore, from many factors that able to enrich students' vocabulary proficiency, the writer believes one of them is by combining the reading-while-listening technique to English popular songs on YouTube that can be used to teach English vocabulary, which can improve students' vocabulary skills. The category of the vocabulary in this research include meaning, spelling, word classes, and word use.

#### **D. Hypothesis**

There are 2 possibilities for the hypothesis:

- 1) Null hypothesis (Ho): There is no effectiveness between students before being taught using English popular songs through reading-while-listening method on YouTube and students after being taught using English popular songs through reading-while-listening method on YouTube.
- 2) Alternative hypothesis (Ha): There is an effectiveness between students before being taught using English popular songs through reading-while-listening method on YouTube and students after being taught using English popular songs through reading-while-listening method on YouTube.

## **CHAPTER III**

### **RESEARCH METHODOLOGIES**

#### **A. Research Design**

This research used a quantitative method. Quantitative research is more systematic, planned, structured, and clear from beginning to the end of research and is not influenced by existing conditions in the field. Because the specification of quantitative research is on a clear and orderly structure, the stages from the beginning to the end of the research can be predicted (Bryman, 2012).

On the other hand, it is stated that quantitative research requires the use of numbers, starting of data collection, interpretation of the data and presentation of the results. Presentation of results in the form of pictures, tables, graphs or other displays that are representative increases reader uptake as well facilitate the delivery of information. The research design is a pre-experimental design with one group pre-test and post-test design. The quantitative research method is used to analyze the statistical data, which include the pre-test and post-test scores of the students.

This research is categorized as pre-experimental research. Design of the research is a pre-test and post-test pre-experimental design. Pre-experimental design is a design that

includes only one group or class that is given pre and post-tests (Priadana & Sunarsi, 2021). There is no control or comparison group used in this one-group pre-test and post-test design. Treatment is administered following the pre-test and before to the post-test in a single group pre-test and post-test design. As a result, the outcomes of the treatment may be more precisely determined by comparing them to the pre-treatment state (Priadana & Sunarsi, 2021).

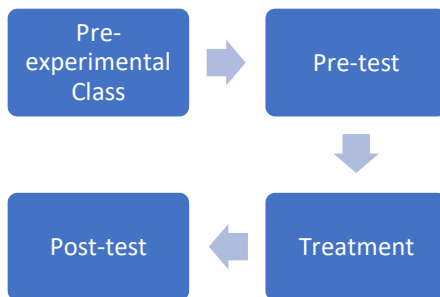
The model of pre-experimental design is as (Emzir, 2015):

O1 X O2

O1 = Pre-test (Before treatment)

X = Treatment

O2 = Post-test (After treatment)



*Figure 3.1: Model of Pre-experimental Design*

The researcher performed an experimental study using one sample group to investigate the effect of reading-while-listening technique to English popular songs on YouTube to enrich students' vocabulary acquisition. Participants will be taught how to do the reading-while-listening method to English popular songs on YouTube. The researcher used the pre-test and post-test treatment for experimental class of sample.

## **B. Population and Sample**

Population is the universe of people to which the study could be generalized, and a sample is the subset of people from the population who will participate in the current study (Vanderstoep & Johnston, 2009). In this research, the population is the whole students of the eight grade at Junior High School H. Isriati Semarang which located in Jl. Abdulrahman Saleh No.285, Kalipancur, Kec. Ngaliyan, Kota Semarang, Jawa Tengah 50183, they are in total 70 students that are divided into three classes namely class VIII A that consists of 22 students, class VIII B consists of 26 students, and class VIII C which consists of 22 students.

Using purposive sampling, the researcher recruited the sample for the study based on the basis of their judgement of their typicality or possession of the particular characteristics being sought (Cohen, Manion, and Morrison, 2007). Here, the researcher takes the sample based on the researcher and the teacher's judgement. The two classes which are grade VIII A

and B had almost same average value in vocabulary mastery. Therefore, the researcher takes class VIII C that has lower rate of their vocabulary mastery. The requirements include having a YouTube app on their phone, an internet signal, and a smartphone or tablet to execute the instructions. The researcher recruited junior high school participants for the following reasons: First of all, it is the ideal moment for them to discover their own potential. Second, it should come as no surprise since kids their age already own a mobile phone in this highly advanced period. Therefore, the researcher used the technology already in place to investigate its possibilities, particularly in activities aimed at improving their English language proficiency. Third, according to this study, the junior high school level is the ideal one to focus on. Because high school has often started to concentrate on getting things ready for higher-level scientific requirements.

### **C. Variables and Research Data**

#### **1. Research variables**

In this research, the variables used such as:

##### **a) Independent Variable**

The independent variable is the one that the influence is investigated on the phenomenon, namely the effect of using popular English songs through

reading-while-listening to English popular songs on YouTube.

b) Dependent Variable

The dependent variable is the variable that is predicted to arise as the influence of the independent variable, that is the vocabulary results from class VIII C of Junior High School H. Isriati Semarang.

2. Research Data

a) Primary data

Primary data is information collected orally and used as an example of information about how reading-while-listening to English popular songs has an effect on the vocabulary of class VIII C students.

b) Secondary data

Secondary data is a form of data that comes from documents or information such as teachers, school principals, and all aspects that support research.

**D. Instruments of the Study**

Stated by Dawamuddin et al. (2021), an instrument is a tool that needs attention and a tool for collecting, measuring, and analyzing the data. The instrument of this study is a vocabulary test. Vocabulary tests in questions were in the form of multiple choices which consist 20 questions. The multiple choices contain four elements of vocabulary which are;

spelling, meaning, word classes and word use based on the song, and students answered the multiple-choice questions by selecting one correct answer. The tests were divided into three parts: a try-out, pre-test, and post-test. Students must choose the best answer during the tests to measure their vocabulary proficiency.

#### 1) Try-Out

The try-out test purposed to measure the quality of the instrument used during the pretest and post-test by testing the validity and reliability. Students in the try-out class were given 20 questions in the form of multiple choices. The multiple choices contain four elements of vocabulary which are; spelling, meaning, word classes and word use based on the song, and students answered the multiple-choice questions by selecting one correct answer. The song used in this test was "Trouble is A Friend - Lenka," about accepting and dealing with problems. The try-out result is analyzed to determine the test results and obtain validity and reliability.

#### 2) Pre-Test

The pre-test given before beginning the treatment, it aimed to measure their level of vocabulary proficiency. After students collected the test, the researcher examined the student's work to measure how limited of vocabulary skill. The questions are in the form of 20 multiple choices.

The multiple choices contain four elements of vocabulary which are; spelling, meaning, word classes and word use based on the song, and students answered the multiple-choice questions by selecting one correct answer. The song used in this test is "Trouble is A Friend" by Lenka about accepting and dealing with problems.

### 3) Post-Test

The post-test will be given after the students got the treatment as a tool to measure their learning progress and determine the results of student achievement in improving vocabulary. In the post-test, the researcher decided whether or not the treatment will be successful. The questions are in the form of 20 multiple choices. The multiple choices contain four elements of vocabulary which are; spelling, meaning, word classes and word use based on the song, and students answered the multiple-choice questions by selecting one correct answer. The song used for this test is "Perfect" by Ed Sheeran, about Finding Love.

## **E. Technique for Collecting Data**

This research process used quantitative in collecting the data. Quantitative data is the most relevant type of data used in mathematics and statistics because the data collection can be recognized and analyzed numerically. The researcher

employed vocabulary tests in questions in the form of multiple choices. The multiple choices contain four elements of vocabulary which are; spelling, meaning, word classes and word use based on the song, and students answered the multiple-choice questions by selecting one correct answer. The test was divided into three parts: try-out, pre-test and post-test. The goal of the exam in this research was to assess students' vocabulary competence using a particular instrument. This research evaluated pupils' proficiency with vocabulary using an achievement exam. The pre-test, the treatment, and the post-test were all provided to the students.

#### **F. Research Procedure**

The researcher came to the school to observe school conditions and the teaching-learning process. At this observation stage, the researcher met with the headmaster and the English teachers. According to the headmaster, the grade level is divided into three classes except for seventh grade that has four classes. In addition, the condition of the school environment and teaching media are supportive of learning English making it less difficult for students to be conditioned. In addition, students experience limitations in vocabulary acquisition.

Besides looking at the condition and the surrounding environment, the researcher holds a try-out test to measure the

quality of the instrument used in pre-test and post-test that tested in VIII A. After the try-out test done, the researcher analyzed the data whether the instrument is valid and reliable or not to be used in the experimental class. After that the researcher conducted the pre-test as a measuring tool to determine students' vocabulary mastery abilities before treatment. The researcher conducted testing in the form of multiple choices. The multiple choices contain four elements of vocabulary which are; spelling, meaning, word classes and word use based on the song, and students answered the multiple-choice questions by selecting one correct answer. After the pre-test, the researcher analyzed the pre-test scores to determine how far the students in vocabulary acquisition. Then the researcher coordinated with the English teacher to develop a lesson plan to apply to the treatment.

After the pretest, the researcher provided students with materials and the treatment. The researcher designed the vocabulary materials before presenting them in the classroom. The selection of popular songs must be clear and easy to understand and to memorize the vocabulary for students. The next stage is starting lessons in the classroom using songs with music. The post-test given after the students got the treatment as a tool to measure their learning progress. The researcher determined whether or not the treatment was successful. The researcher's post-test was given in the same format as pretest

in the form of multiple choices. The multiple choices contain four elements of vocabulary which are; spelling, meaning, word classes and word use based on the song, and students answered the multiple-choice questions by selecting one correct answer.

## **G. Data Analysis Technique**

In this research, the researcher uses a quantitative data analysis technique. Quantitative data is numerical data that can be calculated accurately. To determine a coefficient comparison between the average scores of the pre-test and post-test, the numerical data will be gathered and then subjected to statistical analysis using a method known as the T-test. Whether the hypothesis is accepted or rejected will be determined by the data analysis.

The formula of t-test as follows (Danuri & Maisaroh, 2019):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes:

X1: average of post-test scores

X2: average of pre-test scores

N1: number of participants at post-tests

N2: number of participants at pre-tests

S: deviation standard

According to Singgih Santoso (2014), the decision-making guidelines in the paired sample t-test based on the significance value (Sig.) of the SPSS output results are as follows:

- If the Sig value. (2-tailed)  $< 0.05$  then,  $H_0$  is rejected and  $H_a$  is accepted
- If the value of Sig. (2-tailed)  $> 0.05$  then,  $H_0$  is accepted and  $H_a$  is rejected

The researcher used the SPSS application to process the data. Two analyses will be tested to analyze the collected data, including the validity and reliability test. The details of the two analyses are explained as follows:

### **1. Validity Test**

An indicator of an instrument's degrees of validity is called validity. By disseminating instrument data to a group of eight grade at SMP H. Isriati Semarang, the instrument's

validity will be evaluated. To evaluate if the items are valid, this validity test will be employed (Danuri & Maisaroh, 2019). Invalid instrument items were discarded, and valid instrument items used to obtain research data. The Product Moment correlation formula is:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

r: correlation coefficient

N: number of respondents

Total X: the total score of the item

Total Y: sum of total score

After finding  $r_o$ , it is then interpreted by consulting the Product Moment  $r_t$  so that the correlation is valid.

- 1) If  $r_o < r_t$  the item is invalid.
- 2) If  $r_o > r_t$  the item is valid.

## 2. Reliability Test

Being trustworthy and dependable is what reliability entails. If an instrument consistently produces the same result when measured under the same conditions throughout time, it is considered to be trustworthy (Priadana & Sunarsi, 2021). The reliability test can be carried out jointly on all questions. If the Alpha value > 0.60, then reliable. With the Cronbach Alpha formula as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where:

$r_{11}$ : instrument reliability

k: the number of questions

$\sum \sigma_b^2$ : number of item

Variances  $\sigma_t^2$ : total variance

Data for this research gathered in the experimental class. A pre-test and a post-test are both administered. Based on the taught instructional materials, the researcher will develop the exam. Descriptive statistics also will be employed by the researcher to analyze the data were

collected. The formula that will be used is the mean score formula.

### 3. Normality Test

Normality test will be tested in experimental class. Normality test is used to know whether the data from the sample group which is examined comes from the population of normal distribution or not (Susetyo, 2010). The researcher used *SPSS v. 30 for windows* to do normality test which is *Analyze-Descriptive-Statistic-Explore-Plots-Normality with Test*, the steps as follows (Garth, 2008):

- 1) Click on Analyze, then Descriptive, and finally Explore from the menu at the top of the screen.
- 2) Transfer every piece of information to the Dependent list.
- 3) Under Display check that there is only a tick next to Plots.
- 4) To access the plots dialogue box, select the Plots tab.
- 5) Under Boxplots click None, and remove any ticks under Descriptive. Place a tick in Normality plots with tests. Under Spread vs. Level tick none.
- 6) Click continue, and then OK.

Whether the distribution is normal or not is up for discussion. It is evident from the pre-test and post-test with the provisions of the level of significant  $\alpha = 0.05$ . The interpretation of the test of normality can be concluded as follows:

- a. If the value of Sig. (2-tailed) is greater than the rate of 5% alpha (sig.(2-tailed)  $> 0,05$ ), it can be inferred that the data comes from normally distributed populations.
- b. If the value of Sig. (2-tailed) is smaller than the rate of 5% alpha (sig. (2-tailed)  $< 0,05$ ), it can be concluded that the data derived from the population distribution is not normal.

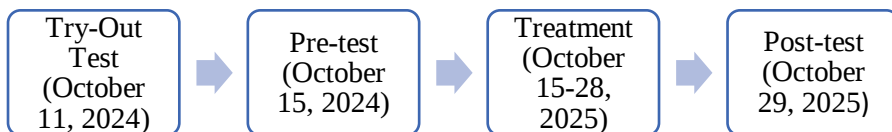
## CHAPTER IV

### RESULTS AND DISCUSSION

#### A. Results

Tests were administered to a single experimental class of eighth-grade C pupils at SMP H. Isriati Semarang. The aim of this study was to ascertain how well students' vocabulary proficiency was impacted by reading while listening to popular English songs on YouTube. About three weeks were spent on the study and data collecting procedure. The objective test, which consisted of multiple-choice questions, provided the researcher with data. There were 20 items on the pre-test and post-test. The researcher multiplied the accumulation of the right item by 5. This was done in order for the test scores to add up to 100%. This study's analysis is described descriptively and presented statistically. The following are the outcomes.

##### 1. The Timeline of the Experiment



*Figure 4.1: Timeline of the Research*

Try-out test intended to measure the quality of the instrument used in pre-test and post-test. After the try-out test done, the writer analyzed the data whether the instrument is valid and reliable or not to be used in the experimental class. After that the writer conducted the pre-test as a measuring tool to determine students' vocabulary mastery abilities before treatment. The next stage is starting lessons in the classroom using songs with music. The post-test given after the students got the treatment as a tool to measure their learning progress. The researcher determined whether or not the treatment was successful. The researcher's post-test was given in the same format as pretest in the form of 20 multiple choices. The multiple choices contain four elements of vocabulary which are; spelling, meaning, word classes and word use based on the song, and students will answer the multiple-choice questions by selecting one correct answer.

## 2. Results of Try-out Test

### a. Result of Validity Test

*Table 4.1: Results of Validity Test.*

| Item | Test results |         | Decision                              |
|------|--------------|---------|---------------------------------------|
|      | r count      | r table |                                       |
| 1    | 0,441        | 0,396   | H <sub>0</sub> rejected, item valid   |
| 2    | 0,358        | 0,396   | H <sub>0</sub> accepted, item invalid |

|    |       |       |                                       |
|----|-------|-------|---------------------------------------|
| 3  | 0,333 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 4  | 0,373 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 5  | 0,472 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 6  | 0,355 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 7  | 0,520 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 8  | 0,491 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 9  | 0,457 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 10 | 0,172 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 11 | 0,520 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 12 | 0,444 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 13 | 0,646 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 14 | 0,583 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 15 | 0,384 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 16 | 0,189 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 17 | 0,108 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 18 | 0,636 | 0,396 | H <sub>0</sub> rejected, item valid   |
| 19 | 0,293 | 0,396 | H <sub>0</sub> accepted, item invalid |
| 20 | 0,240 | 0,396 | H <sub>0</sub> accepted, item invalid |

The results of the validity test shows from total 20 items there are 10 items that are valid and the rest of 10 items are invalid. This can be determined by looking at the r table of total 25 students of the pre-test sample the score of the r table is 0,396. The data shows that there are 10 items that less than

0,396 which can be determined that the items are invalid, and there are 10 items that the score is above 0,396 which can be decided that the items are valid.

## b. Result of Reliability Test

*Table 4.2: The Total Score of Reliability of*

*All Pre-test Items.*

### Scale Reliability Statistics

| Cronbach's $\alpha$ |       |
|---------------------|-------|
| scale               | 0.706 |

*Table 4.3: Instrument Reliability Category*

*(Creswell, 2012).*

| Instrument Reliability Category |                                         |
|---------------------------------|-----------------------------------------|
| Alpha Cronbach'<br>Coefficient  | Test Instrument Reliability<br>Category |
| 0,86 – 100                      | Excellent                               |
| 0,66 – 0,85                     | Good                                    |
| 0,36 – 0,65                     | Questionable                            |
| 0,20 – 0,35                     | Poor                                    |

|             |              |
|-------------|--------------|
| 0,00 – 0,19 | Not Reliable |
|-------------|--------------|

Based on the table above (Table 4.2), the score of the Alpha Cronbach shows a high score in total 0.706. The score shown is in the good category (Table 4.3), which indicates that the total items on the pre-test questions that have been tested before carrying out research in the experimental class are reliable and can be reused for the pre-test in the experimental class.

### 3. Data Interpretation

#### a. Comparison of Pre-test and Post-test

*Table 4.4: Students Score of Pre-test and Post-test  
of the Experimental Class*

| Number of<br>Participants (N) | Experimental Class |           | Gained<br>Score |
|-------------------------------|--------------------|-----------|-----------------|
|                               | Pre-Test           | Post-Test |                 |
| 1.                            | 60                 | 75        | 15              |
| 2.                            | 25                 | 50        | 25              |
| 3.                            | 80                 | 100       | 20              |
| 4.                            | 85                 | 75        | -10             |
| 5.                            | 65                 | 80        | 15              |
| 6.                            | 75                 | 85        | 10              |
| 7.                            | 60                 | 70        | 10              |

|               |                      |                      |                  |
|---------------|----------------------|----------------------|------------------|
| 8.            | 55                   | 70                   | 15               |
| 9.            | 85                   | 80                   | -5               |
| 10.           | 25                   | 85                   | 60               |
| 11.           | 80                   | 80                   | 0                |
| 12.           | 25                   | 60                   | 35               |
| 13.           | 100                  | 75                   | -25              |
| 14.           | 80                   | 95                   | 15               |
| 15.           | 65                   | 60                   | -5               |
| 16.           | 80                   | 75                   | -5               |
| 17.           | 50                   | 80                   | 30               |
| 18.           | 30                   | 70                   | 40               |
| 19.           | 100                  | 100                  | 0                |
| 20.           | 80                   | 95                   | 15               |
| 21.           | 60                   | 75                   | 15               |
| 22.           | 80                   | 95                   | 15               |
| $\sum N = 22$ | $\sum X_0 =$<br>1445 | $\sum X_1 =$<br>1730 | $\sum X_2 = 285$ |
| Mean          | 65.7                 | 78.6                 | 13.0             |
| Max           | 100                  | 100                  |                  |
| Min           | 25                   | 50                   |                  |

It is shown above (Table 4.4), that in the pre-test, the mean score was 65.7, with the highest score was 100 and the lowest was 25. Meanwhile, the highest score as for the post-test

was 100 and the lowest score was 50. It can be seen that the experimental class showed great rise up in terms of their scores. Meanwhile, the mean of pre-test which was 65.7 increased on the post-test up to 78.6. It can also be seen that the experimental class gained 13.0 in terms of points of total comparison between the pre-test and the post-test.

## b. Result of Normality Test

*Table 4.5: Result of the Normality Test.*

| Normality Test (Shapiro-Wilk) |   |          |       |       |
|-------------------------------|---|----------|-------|-------|
|                               |   |          | P     | P     |
| pretest                       | - | posttest | 0.257 | 0.434 |

The purpose of the normality test is to determine whether or not the data from the sample group under investigation is representative of the population with a normal distribution (Susetyo, 2010). The data above shows that the post-test's significance level is 0.434 and the pre-test's is 0.257. The given scores for the pre-test and post-test are more than 0.05. The pre-test sig/p score is higher than 0.05 ( $0.257 > 0.05$ ). Since  $H_0$  is accepted and  $H_1$  is rejected, the data is normally distributed. The post-test sig/p score is higher than 0.05

(0.434>0.05). Since  $H_0$  is accepted and  $H_1$  is rejected, the data is normally distributed.

### c. Result of Paired Sample T-test

*Table 4.6: Result of the Paired Sample T-Test.*

| Paired Samples T-Test |           |             |           |      |       |                 |               |           |             |
|-----------------------|-----------|-------------|-----------|------|-------|-----------------|---------------|-----------|-------------|
|                       |           |             | statistic | df   | p     | Mean difference | SE difference |           | Effect Size |
| pre-test              | post-test | Student's t | -3.27     | 21.0 | 0.004 | -13.0           | 3.96          | Cohen's d | -0.698      |

| Descriptives |    |      |        |      |      |
|--------------|----|------|--------|------|------|
|              | N  | Mean | Median | SD   | SE   |
| pre-test     | 22 | 65.7 | 70.0   | 23.0 | 4.90 |
| post-test    | 22 | 78.6 | 77.5   | 13.1 | 2.79 |

Based on the table above (Table 4.6), the pre-test mean score was 65.7, while the post-test mean score was 78.6. With a mean of 13 points higher than the pre-test, it shows that there is a difference between the pre-test and the post-test. The pre-test median is 70.0, whereas the post-test median is 77.5. The

pre-test and post-test standard deviation (SD) scores are 23 and 13.1, respectively, indicating that the data distribution is either greater or less than the average score. The scores of the standard error (SE) are 4.90 for pre-test and 2.79 for post-test. The Paired Samples T-Test also shows the t count is 3.27, with a degree of freedom (df) of 21.0. The score on the SE shown is 3.96 and the significance/p-value is 0.004, with an effect size Cohen's d of 0.698.

### **c. Discussion**

As we can see from the data (Table 4.1), the results of the validity test shows from total 20 items there are 10 items that are valid and the rest of 10 items are invalid. This can be determined by looking at the r table of total 25 students of the pre-test sample the score of the r table is 0,396. The data shows that there are 10 items that less than 0,396 which can be determined that the items are invalid, and there are 10 items that the score is above 0,396 which can be decided that the items are valid. Validity test used to ensure whether the questions compiled on multiple choice questions can measure what should be measured, which in this study the thing that should be measured is student vocabulary which consists of 4 categories, specifically: spelling, meaning, word classes and word use. With 10 valid questions in the validity test that the author conducted in the try-out class, the author revised the 10

invalid questions before testing the experimental class to carry out the pre-test. We can also see above (Table 4.2), the score of the Alpha Cronbach shows a high score in total 0.706. The score shown is in the good category (Table 3), which indicates that the total items on the pre-test questions that have been tested before carrying out research in the experimental class are reliable and can be reused for the pre-test in the experimental class. From the table of normality test (Table 4.5), the normality test is used to know whether the data form the sample group which is examined comes from the population of normal distribution or not (Susetyo, 2010). It can be seen from the data above that the significance level of the pre-test is 0,257 and the post test is 0,434. The pre-test and post-test scores listed are more than 0.05. The sig/p score from pre-test is a score greater than 0.05 ( $0.257 > 0.05$ ). The data normally distributed because  $H_0$  is accepted and  $H_1$  is rejected. The sig/p score from post-test is a score greater than 0.05 ( $0.434 > 0.05$ ). The data normally distributed because  $H_0$  is accepted and  $H_1$  is rejected.

The pre-test mean was 65.7, with the highest score was 100 and the lowest was 25, this is shown in the table above (Table 4.4). As a result, the post-test had a maximum score of 100 and a minimum score of 50. It can be inferred that the experimental class's test scores increased. In the meantime, the pre-test mean of 65.7 rose to 78.6 on the post-test. Additionally, it is evident that the experimental class improved by 13.0 points

overall when comparing the pre-test and post-test results. Based on the table above (Table 4.6), the mean score of the pre-test is 65.7 and the mean of the post-test is 78.6. It indicates that there is a difference between pre-test and the post-test with the mean of 13 points post-test greater than the pre-test. The median of the pre-test is 70.0 and for the post-test is 77.5. Thus, it shows that the value of student scores in the post-test has increased so that the median post-test and pre-test have a difference of 7.5. The scores of the standard deviation (SD) are 23 in pre-test and 13.1 in post-test which shows the distribution of data both more or less than the average value of the pre-test and post-test. The scores of the standard error (SE) are 4.90 for pre-test and 2.79 for post-test. SE indicates how close the sample mean is to the true population mean. The smaller the SE value, the better the data representation and the closer it is to the population mean. The Paired Samples T-Test also shows the t count is 3.27, with a degree of freedom (df) of 21.0. The score on the SE shown is 3.96 and the significance/p-value is 0.004, with an effect size Cohen's d of 0.698. The significance/p-value is 0.004 which is lower than 0.05 means that  $H_1$  is accepted and  $H_0$  is rejected. It shows that there is a difference in students' post-test scores on the post-test with the pre-test. In addition to comparing the significance value (Sig.)/p-value with a probability of 0.05, hypothesis testing can also be done by comparing the calculated t value with the t table with decision guidelines: if t count > t

table, then  $H_0$  is rejected and  $H_a$  is accepted, otherwise if  $t_{\text{count}} < t_{\text{table}}$ , then  $H_0$  is accepted and  $H_a$  is rejected. Based on the data, it is known that the  $t_{\text{count}}$  is 3.27, to find the  $t_{\text{table}}$ , it can be seen from the distribution of the  $t_{\text{table}}$  statistical value, where for a  $df$  value of 21 and a significance level of 0.05, the  $t_{\text{table}}$  value is 2.080. So that the result is  $3.27 < 2.08$ , which means  $H_0$  is rejected and  $H_a$  is accepted.

Based on the outcomes of the validity and reliability and normality tests, the pre-test and post-test scores data were declared to be normal and reliable. The pre-test and post-test results lead to the conclusion that students in the experimental class has a difference between the pre-test and post-test after the students given the treatment. The finding concluded that the students' post-test scores in the experiment class is different than the pre-test. The students' post-test scores are higher than the pre-test scores. The final hypothesis testing is  $H_0$  declined and  $H_a$  accepted. It means there is a significant difference in using English popular songs for students' vocabulary mastery by applied the reading while listening technique. It concluded that using English songs by reading while listening strategy able to improve students' vocabulary mastery.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results and statistical data described in the previous chapter, it can be concluded that the use of Reading-while-Listening (RWL) technique using popular English songs on YouTube is an effective strategy to get better students' vocabulary, especially in vocabulary categories including meaning, spelling, word classes, and word use. It is demonstrated by the data that was analyzed using the t-test to test the research's hypothesis at a significance level of 5%. The data's findings indicated that the p-value was less than 0.05 ( $0,004 < 0.05$ ). The fact that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected suggests that utilizing RWL to popular songs from YouTube was beneficial for improving students' vocabulary. According to the statistics, the pre-test mean was 65.7, with the greatest score being 100 and the lowest being 25. As a result, the post-test had a maximum score of 100 and a minimum score of 50. It can be inferred that the experimental class's test scores increased. In the meantime, the pre-test mean of 65.7 rose to 78.6 on the post-test. Additionally, it is evident that the experimental class improved by 13.0 points overall when comparing the pre-test and post-test results. In conclusion, the

use of RWL to English popular songs on YouTube gave a positive effect on students' vocabulary effectively.

## **B. Suggestion**

### **a. For English Teachers**

Following the times that continue to develop, so do the abilities and knowledge of English teachers who must also develop. English teachers must have a good attitude in the implementation of learning and in delivering material, which must be in line with the use of good media so that the delivery of material can be well received by students. This research provides one strategy in delivering material that the author hopes can be applied by English teachers, especially in terms of vocabulary that creates a non-strained classroom atmosphere and good utilization of technology.

### **b. For Students**

The results of this study can help students improve their vocabulary skills, and provide a less stressful experience in learning vocabulary. Learning by using RWL technique on English songs can be one of the alternatives for students to learn vocabulary.

### **c. For Future Researchers:**

This study provides researchers with an understanding of the use of the Reading while

Listening (RWL) technique to English popular songs on YouTube in improving students' vocabulary. Furthermore, future researchers are expected to customize the songs based on the grade of the students' level. Future researchers can choose other challenges related to the topic of RWL, songs, vocabulary, and YouTube. Future researchers can develop and continue their research related to the utilization of RWL to English popular songs on YouTube on students' vocabulary, even on a broader level to be able to find more accurate findings.

## REFERENCES

- Abidin et al. (2011). *"The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies."* Theory and Practice in Language Studies, Vol. 1, No. 11.
- Aisy, I. R. (2023). *"Utilizing Dawn of Civilization Application to Enrich Students' Vocabulary for Speaking Proficiency."* Thesis, Walisongo State Islamic University.
- Al Mubarak, A. A. (2017). *"Sudanese Students' Perceptions of Using Facebook for Vocabulary Learning at University Level."* Journal of Nusantara Studies, Vol 2(1) 170-176.
- Arndt, H. L., & Woore. R. (2018). *"Vocabulary learning from watching YouTube videos and reading blog posts."* Language Learning & Technology, 22(1), 124–142.
- Asrimawati, I. F., & Margana, M. (2020). *"Using reading while listening to develop students' receptive skills: a review literature."* Journal of English Educators Society, 5 (2), 213-218.
- Aziz, A. A., Yunus, M. D., & Badusah, J. (2017). *"The Effectiveness of YouTube English Songs Towards Students' Vocabulary Competency."* Academia Edu, 673-681.
- Belinda, I (2018). *"The Effectiveness of Using Offline YouTube Video Toward Students' Vocabulary Mastery at the Seventh Grade of SMPN 14 Kota Semarang."* Thesis, University of Sultan Ageng Tirtayasa.
- Borisai, T., & Dennis, N. K. (2016). *"A Study of Using Pop Songs to Promote New Vocabulary Learning for Secondary School Students."* International Journal of Research –Granthaalayah, 4 (1), 86-92.
- Calma, P. T. et al. (2023). *"Influence of Reading While Listening (RWL) in Improving Listening Comprehension and Vocabulary*

- Retention among Grade 10 Students.*” Proceedings of IICSDGs, 6 (1), 122-128.
- Chen, Y. (2021). “*Comparing incidental vocabulary learning from reading-only and reading- while-listening.*” System, 97, 102442.
- Clinton-Lisell, V. (2023). “*Does Reading while Listening to Text Improve Comprehension Compared to Reading Only? A Systematic Review and Meta-Analysis.*” Educational Research: Theory and Practice, 34(3), 133-155.
- Cresswell, John W. (2008). “*Educational Research: Conducting, and Evaluating Quantitative and Qualitative Research.*” Third edition. New Jersey: Pearson Education, Inc.
- Firmansyah, M. B. (2021). “*The Effectiveness Of Multimodal Approaches In Learning.*” Edutec: Journal of Education and Technology, 4 (3) 469-479.
- Friedland, A. et al. (2017). “*Does Reading-While-Listening Enhance Students' Reading Fluency? Preliminary Results from School Experiments in Rural Uganda.*” Journal of Educational and Practice, 8 (7), 82-95.
- Gairns, R. & Redman, S. (1998). “*Working With Word, A Guide to Teaching and Learning Vocabulary.*” New York: Cambridge University Press.
- Griffe, D. T. (1992). “*Songs in Action.*” England: Phoenix ELT.
- Hania, A. (2023). “*The Use of English Songs to Improve Students' Vocabulary Mastery: an Experimental Study.*” Thesis, Sultan Agung Islamic University.
- Hirata, M. C. (2018). “*Potential for Incidental Vocabulary Learning in Songs: A Corpus- based study.*” Journal of Foreign Language Education and Technology, 3(2), 122-135.
- Köse, T., İyimen, E., & Mede, E. (2016). “Perceptions of EFL Learners about Using an Online Tool for Vocabulary Learning in EFL

- Classrooms: A Pilot Project in Turkey.” *Procedia – Social and Behavioral Sciences*, 232, 362–372.
- Malekian, S. (2016). “*The Relationship between English Songs and Learning Vocabulary.*” *International Journal of African and Asian Studies*, Vol. 20, 13-19.
- Maulida, D. A. (2023). “*The Effectiveness of Spotify Through English Song towards Students’ Vocabulary Mastery at Eleventh Grade Students of Senior High School 9 Jambi City.*” Thesis, University of Batanghari.
- Melani, B. Z. (2018). “*Learning Conditions for Incidental Vocabulary Acquisition in L1 and L2.*” *The Asian EFL Journal*, 20 (4), 184-196.
- Nie K, Fu J, Rehman H & Zaigham GHK. (2022). “*An Empirical Study of the Effects of Incidental Vocabulary Learning Through Listening to Songs.*” *Front. Psychol.* 13:891146.
- Parhan, M. et al. (2020). “*Rekonstruksi Sistem Ranking Berdasarkan Teori Motivasi Maslow dan Al-Ghazali di Sekolah Dasar.*” “Reconstruction of Ranking System Based on Maslow and Al-Ghazali's Motivation Theory in Elementary School.” *Indonesian Journal of Primary Education*, 4 (2), 1-8.
- Pavia, N., Webb, S., & Faez, F. (2019). “*Incidental Vocabulary Learning Through Listening to Songs.*” *Studies in Second Language Acquisition*, 1–24.
- Pravitasari, H., & Rahmah, A. Y (2024). “*The Impact of English Song in Vocabulary Learning: A Pre-Experimental Study at a Junior Islamic Boarding School.*” *Wiralodra English Journal*, 8 (1), 54-67.
- Rahmah, F. A. (2015). “*The Effectiveness of Using English Songs from YouTube towards Students’ Vocabulary Mastery (A Quasi-Experimental Study at the Seventh Grade of RUHAMA Islamic Junior High School at South Tangerang.*” Thesis, Syarif Hidayatullah State Islamic University.

- Reynolds, B. L., Xie, X., & Pham, Q. H. P. (2022). *"Incidental vocabulary acquisition from listening to English teacher education lectures: A case study from Macau higher education."* *Frontiers in Psychology*, 13:993445.
- Rusmiati, M. N., Ashifa, R., & Herlambang, Y. T. (2023). *"Analisis Problematika Implementasi Kurikulum Merdeka di Sekolah Dasar."* *"Analysis of the Problems of Implementing the Merdeka Curriculum in Elementary Schools."* *Naturalistic: Jurnal Kajian dan Pendidikan dan Pembelajaran*, 7 (2), 1490-1499.
- Shafira, A. (2023). *"Improving Students' Vocabulary Mastery by Using Songs at the Budi Utomo Orphanage Metro (Experimental Study at The Second Grade Students of Junior High School of The Budi Utomo Orphanage)."* Thesis, University of Lampung.
- Shakerian et al., (2016). *"Investigating the Role of Pop Songs on Vocabulary Recall, Attitude and Retention of Iranian EFL Learners: The Case of Gender."* *Advances in Language and Literary Studies*, 7 (2), 111-128.
- Teng, F. (2016). *"Incidental vocabulary acquisition from reading-only and reading-while-listening: a multi-dimensional approach."* *Innovation in Language Learning and Teaching*, 12(3), 274–288.
- Tilwani et al., (2022). *"Effects of Songs on Implicit Vocabulary Learning: Spoken-Form Recognition, Form-Meaning Connection, and Collocation Recognition of Iranian English as a Foreign Language Learners."* *Front. Educ.* 7:797344.
- Valentini et al. (2018). *"Listening while reading promotes word learning from stories."* *Journal of Experimental Child Psychology*, 167, 10-31.
- Van Vu, D., & Peters, E. (2020). *"Learning Vocabulary from Reading-only, Reading-while-listening, and Reading with Textual Input Enhancement: Insights from Vietnamese EFL Learners."* *RELC Journal*, 53 (1), 1-16.

- Vidal, K. (2011). *“A Comparison of the Effects of Reading and Listening on Incidental Vocabulary Acquisition.”* Language Learning, 61(1), 219–258.
- Wasik, B. A., & Iannone-Campbell, C. (2012). *“Developing Vocabulary Through Purposeful, Strategic Conversations.”* The Reading Teacher, 66 (4), 321–332.
- Wulandari, F. (2021). *“The Students’ Perception of Game in Vocabulary Learning.”* English Language Studies and Applied Linguistics Journal 1(2): 1-9.
- Yuskandina, T. A., Wahyuna, Y. T., and Sumarta. (2021). *“Students’ Perception on Learning Vocabulary through WhatsApp Group Media During Covid-19 Pandemic.”* INTERACTION: Jurnal Pendidikan Bahasa. 8 (2), 219-227.

## **APPENDIXES**

### **Appendix 1. English popular song of the pre-test**

#### **Pre-test**

#### **English Popular Song**

Trouble is A Friend - Lenka

[Verse 1]

Trouble he will find you no matter where you go, oh oh

No matter if you're fast no matter if you're slow, oh oh

The eye of the storm or the cry in the morn, oh oh

You're fine for a while, but you start to lose control

[Chrous]

He's there in the dark

He's there in my heart

He waits in the wings

He's gotta play a part

Trouble is a friend

Yeah, trouble is a friend of mine, oh oh

[Verse 2]

Trouble is a friend but trouble is a foe, oh oh

And no matter what I feed him he always seems to grow, oh oh

He sees what I see and he knows what I know, oh oh

So don't forget as you ease on down the road

[Chorus]

He's there in the dark

He's there in my heart

He waits in the wings

He's gotta play a part

Trouble is a friend

Yeah, trouble is a friend of mine, oh oh

[Chorus 2]

So don't be alarmed if he takes you by the arm

I won't let him win but I'm a sucker for his charm

Trouble is a friend

Yeah, trouble is a friend of mine, oh oh!

[Bridge]

How I hate the way he makes me feel

And how I try to make him leave, I try

Oh oh, I try

[Chorus]

But he's there in the dark

He's there in my heart

He waits in the wings

He's gotta play a part

Trouble is a friend

Yeah, trouble is a friend of mine, oh oh

[Chorus 2]

So don't be alarmed if he takes you by the arm

I won't let him win, but I'm a sucker for his charm

Trouble is a friend

Yeah, trouble is a friend of mine, oh oh

## **Appendix 2. Multiple Choice questions and key answers of the pre-test**

### **Pre-test Multiple Choice questions**

1. What does "foe" mean in the line "Trouble is a friend but trouble is a foe"?
  - a) Friend
  - b) Enemy
  - c) Stranger
  - d) Helper
2. What does "charm" mean in the line "I'm a sucker for his charm"?
  - a) Power
  - b) Magic
  - c) Attraction
  - d) Fear
3. What does "storm" mean in the line "The eye of the storm"?
  - a) A peaceful day
  - b) Bad weather
  - c) Sunny day
  - d) Calm weather
4. What does "ease" mean in the line "ease on down the road"?
  - a) Move quickly
  - b) Run

- c) Move slowly and calmly
  - d) Jump
5. What does "dark" mean in the line "He's there in the dark"?
- a) Nighttime
  - b) Daytime
  - c) Brightness
  - d) Shadow
6. How do you spell the word for something you walk on?
- a) Rode
  - b) Road
  - c) Rad
  - d) Roud
7. Correct the misspelling of the word "**conrtol**"!
- a) Controll
  - b) Control
  - c) Cnotrol
  - d) Conrtol
8. What is the correct spelling for something that happens fast?
- a) Quick
  - b) Quik
  - c) Quike
  - d) Quack
9. Correct the misspelling of the word "haert."!
- a) Harte
  - b) Hart

- c) Heart
  - d) Heirt
10. How do you spell the opposite of slow?
- a) Fast
  - b) Faste
  - c) Fest
  - d) Fost
11. **What is the Indonesian word for "forget"?**
- a) Ingat
  - b) Hilang
  - c) Lupa
  - d) Terkejut
12. What does "lengan" mean in English?
- a) Eye
  - b) Arm
  - c) Finger
  - d) Knee
13. **How do you say "lose" in Indonesian in the phrase "but you start to lose control"?**
- a) Menang
  - b) Menemukan
  - c) Kehilangan
  - d) Cepat
14. What does "sayap" mean in English?
- a) Arm

- b) Wing
- c) Heart
- d) Feather

15. **What is the meaning of "tumbuh" in English?**

- a) Blow
- b) Grow
- c) Break
- d) Move

16. What type of word is "trouble" in the line "Trouble is a friend"?

- a) Noun
- b) Verb
- c) Adjective
- d) Pronoun

17. In the sentence "He waits in the wings," which word is a verb?

- a) He
- b) Waits
- c) In
- d) Wings

18. Which word is a conjunction in the sentence "No matter if you're fast, no matter if you're slow"?

- a) If
- b) Fast
- c) No
- d) You're

19. In the sentence "He sees what I see," what is the subject?
- a) I
  - b) He
  - c) See
  - d) What
20. Which tense is used in the sentence "Trouble is a friend of mine"?
- a) Present tense
  - b) Past tense
  - c) Future tense
  - d) Present continuous tense

### **Key Answers of Pre-test**

- 1. b
- 2. c
- 3. b
- 4. c
- 5. a
- 6. b
- 7. b
- 8. a
- 9. c
- 10. a
- 11. c
- 12. b

13. c

14. b

15. b

16. a

17. b

18. a

19. b

20. a

### **Appendix 3. English popular song of the post-test**

#### **Post-test**

#### **English Popular Song**

Perfect – Ed Sheeran

[Verse 1]

I found a love for me

Oh, darlin', just dive right in and follow my lead

Well, I found a girl, beautiful and sweet

Oh, I never knew you were the someone waitin' for me

[Pre-Chorus]

'Cause we were just kids when we fell in love

Not knowin' what it was

I will not give you up this time

But, darlin', just kiss me slow

Your heart is all I own

And in your eyes, you're holdin' mine

[Chorus]

Baby, I'm dancin' in the dark with you between my arms

Barefoot on the grass while listenin' to our favourite song

When you said you looked a mess, I whispered underneath my breath

But you heard it, "Darlin', you look perfect tonight"

[Verse 2]

Well, I found a woman stronger than anyone I know

She shares my dreams, I hope that, someday, I'll share her home

I found a love to carry more than just my secrets

To carry love, to carry children of our own

[Pre-Chorus]

We are still kids, but we're so in love

Fightin' against all odds

I know we'll be alright this time

Darlin', just hold my hand

Be my girl, I'll be your man

I see my future in your eyes

[Chorus]

Baby, I'm dancin' in the dark with you between my arms

Barefoot on the grass while listenin' to our favourite song

When I saw you in that dress, lookin' so beautiful

I don't deserve this, darlin', you look perfect tonight

[Bridge]

No, no, no

Mm, no, no

[Chorus]

Baby, I'm dancin' in the dark with you between my arms

We're barefoot on the grass, oh, listenin' to our favourite song

I have faith in what I see, now I know I have met

An angel in person and she looks perfect

I don't deserve this, you look perfect tonight

## **Appendix 4. Multiple Choice questions and key answers of the post-test**

### **Post-test Multiple Choice Questions**

1. What does "lead" mean in the line "Darlin', just dive right in and follow my lead"?
  - a) Guide
  - b) Run
  - c) Walk
  - d) Jump
2. What does "between" mean in the line "With you between my arms"?
  - a) Beside
  - b) Behind
  - c) In the middle of
  - d) Bellow
3. What does "grass" mean in the line "Barefoot on the grass"?
  - a) Tree
  - b) Green short plants
  - c) Branch
  - d) Root
4. What does "mess" mean in the line "When you said you looked a mess"?
  - a) Clean
  - b) Dirty or disorganized

- c) Happy
  - d) Confident
5. What does "breath" mean in the line "I whispered underneath my breath"?
- a) Fire
  - b) Water
  - c) Wind
  - d) Air from lungs
6. How do you spell the word for something you do with your ears?
- a) Here
  - b) Hair
  - c) Hear
  - d) Hare
7. Correct the misspelling of the word "**storn**"!
- a) Srtong
  - b) Strung
  - c) String
  - d) Strong
8. What is the correct spelling for a word when you move something from one place to another?
- a) Carie
  - b) Cary
  - c) Carry
  - d) Cairy

9. Correct the misspelling of the word "shaer"!
- a) Share
  - b) Shear
  - c) Shere
  - d) Shair
10. How do you spell the opposite of future?
- a) Paste
  - b) Pass
  - c) Passed
  - d) Past
11. **What is the Indonesian word for "secret"?**
- a) Ingat
  - b) Mengetahui
  - c) Rahasia
  - d) Lupa
12. What does "berbisik" mean in English?
- a) Shout
  - b) Whisper
  - c) Laugh
  - d) Sneeze
13. **How do you say "hold" in Indonesian?**
- a) Memegang
  - b) Menarik
  - c) Mengambil
  - d) Menaruh

14. What does "berkelahi" mean in English?
- a) War
  - b) Dance
  - c) Play
  - d) Fight
15. **What is the meaning of "layak" in English?**
- a) Deserve
  - b) Useless
  - c) Expensive
  - d) Unwanted
16. What type of word is "tonight" in the line "You look perfect tonight"?
- a) Noun
  - b) Adverb
  - c) Adjective
  - d) Pronoun
17. In the sentence "Your heart is all I own," which word is a noun?
- a) I
  - b) Is
  - c) Heart
  - d) Own
18. Which word is a conjunction in the sentence "We are still kid, but we're so in love"?
- a) In

- b) But
  - c) Are
  - d) Kid
19. In the sentence "She shares my dreams," what is the subject?
- a) She
  - b) Dreams
  - c) My
  - d) Shares
20. Which tense is used in the sentence "I'm dancing in the dark"?
- a) Present tense
  - b) Past tense
  - c) Future tense
  - d) Present continuous tense

### **Key Answers of Pre-test**

- 1. a
- 2. c
- 3. b
- 4. b
- 5. d
- 6. c
- 7. d
- 8. c
- 9. a
- 10. d

- 11. c
- 12. b
- 13. a
- 14. d
- 15. a
- 16. b
- 17. c
- 18. b
- 19. a
- 20. d

## Appendix 5. Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185  
Website: <http://fitk.walisongo.ac.id>

Nomor : 4445/Un.10.3/K/KM.00.11/10/2024

Semarang, 10 Oktober 2024

Lamp : -

Hal : Izin Riset/Penelitian

Kepada Yth.

Kepala Sekolah SMP Hj. Isriati Semarang  
di Semarang

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : MOCHAMAD RIFKI RAMDHANI

NIM : 2103046103

Semester : VII

Judul Skripsi: The Effectiveness of Reading –While-Listening to English Popular Songs  
on YouTube Towards Students' Vocabulary

Dosen Pembimbing : Awwalia Fitrotin Izza, M.Pd.

untuk melakukan riset/penelitian di Sekolah SMP Hj. Isriati Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan selama kurang lebih 20 hari, mulai dari tanggal 11 Oktober 2024 sampai dengan tanggal 30 Oktober 2024 dan data dari riset tersebut diharapkan dapat menjadi bahan kajian (analisis) bagi mahasiswa kami.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 6. Research Completion Letter



### SMP H. ISRIATI SEMARANG

STATUS : TERAKREDITASI "A"

Jl. Abdul Rahman Saleh No. 285 Semarang Telp. (024) 7618268 - 7618269

#### SURAT KETERANGAN PENELITIAN

No. 054/103.33/SMP-Is/LL/2024

Assalaamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama : Diahsari Puspaningtyas, S.Pd.  
NIY : 05 019  
Jabatan : Kepala Sekolah SMP H. Isriati  
Alamat : Jl. Abdulrahman Saleh 285 Semarang

menerangkan bahwa :

Nama : Mochamad Rifki Ramdhani  
NIM : 2103046103  
Progdi : Pendidikan Bahasa Inggris S1

benar – benar telah melaksanakan penelitian di SMP H. Isriati Semarang dengan Judul Penelitian The Effectiveness of Reading-While-Listening to English Popular Songs on YouTube Towards Students' Vocabulary.

Waktu Penelitian : 11 Oktober s.d 30 Oktober 2024  
Pendamping : Mochammad Syiaruddin Basya, S.S..

Demikian, surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Wassalaamualaikum Wr. Wb.

Semarang, 2 Desember 2024

Kepala Sekolah,



Diahsari Puspaningtyas, S.Pd.

NIY 054019

## Appendix 7. Documentation of the research



*Figure 4.2: Try-out Test in Try-out class*



*Figure 4.3: Pre-test in the Experimental Class*



*Figure 4.4: Implementation of treatment in the Experimental class*



*Figure 4.5: Post-test in the Experimental Class*

## CURRICULUM VITAE

Name : Mochamad Rifki Ramdhani  
Place, and Date of Birth : Ciamis, November, 26<sup>th</sup> 2002  
Student Number : 2103046103  
E-mail : [riverflow2634@gmail.com](mailto:riverflow2634@gmail.com)  
Phone Number : 083822808958  
Address : Dusun Kawarasan, Rt. 09, Rw. 04,  
Desa Sindangwangi,  
Kecamatan Padaherang, Kabupaten  
Pangandaran

### Educational Background

1. English Education Department, faculty of Education and Teacher Training, State Islamic University (UIN) Walisongo Semarang
2. SMAN 1 Pangandaran
3. SMPN 2 Padaherang
4. SDN 1 Ciganjeng
5. RA Al-Arif

Semarang, April, 10<sup>th</sup> 2025



**Mochamad Rifki Ramdhani**

NIM. 2103046103