ENHANCING LEARNERS VOCABULARY SKILLS BY MEANS OF ENGLISH SONGS – AN EXPERIMENTAL STUDY

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Abstract:
In the core of teaching the four macro skills of a language, vocabulary is considered to be the panacea to achieve absolute mastery of the target language. It is considered to be the crucial rudiment towards learning a foreign language and if not mastered in the apt way may lead to a serious impediment on a learner. Therefore, in order to avoid this from happening songs could be considered as a solution to assist the learners' from having low mastery of English vocabulary. In the day to day communication hearing the songs could be considered as a solution to increase the tendency of awareness in recognising English vocabulary. Hence, this proposed study has intended to examine the use of English songs on learners' vocabulary mastery skills, which was conducted through an experimental design. In this research, there was one class each that were chosen as research samples. The first one was considered as an experimental group, while later was the control. Each class had thirty students as respondents. Also, there were two variables that consisted of English songs and learners' vocabulary mastery skills. The sample was randomised and was determined based on independent measures, which was conducted in an intermediate class level at a primary school in Wudaokou district, Beijing, China.

Keywords: songs, vocabulary, English language teaching (ELT), learner

1. Introduction

Throughout time, philosophers, scientists, healers and teachers have documented the place of songs in relation to language acquisition for developmental and therapeutic functions. Generally, it has been said that studying language is innate. And anything that is acquired naturally is considered to be a blessing, however as we go deeper into understanding a particular language, it tends out to be a herculean task. This is particularly applicable when one has to learn the vocabularies of a language. On a

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brighter side, there are various strategies that could assist a person to have an absolute mastery of the vocabulary skills. One such strategy is the use of English songs to enhance the learners' vocabulary skills. This and many other types of strategies are considered to be a dire need for any learner to acquire the vocabularies of a language to an admirable level.

Unquestionably, difficultly arises to elucidate the terminology vocabulary for the fact that there are varied definitions of it and various scholars have seen them differently, however in simple terms vocabulary is the entire words that are used to form a sentence. Nonetheless, here are some explicit definitions of vocabulary. According to Penny (1996), vocabulary is defined roughly as any words that are taught in a second or foreign language while on the other hand, it typically refers to any single word such as, wash, water, tree, sky, etc. or two-three tightly linked words such as, keyboard, firefly, makeup, notebook, etc. (Kuśnierek, 2016). More so, as asserted by Carter and McCarthy (2014), "*vocabulary is something that cannot be treated as one such key topic*", in fact it is subsumed by "*within other fields, for example the study of reading in second or foreign language*".

Furthermore, the love for listening to various types of songs is considered to be the therapy to get over stress and other fatigues. Therefore, in light of learning language and mastering its vocabulary, songs are considered to be the ideal source of improvement for mastering the vocabularies. It is factual that songs play an integral role in motivating the learners to learn a repertoire of words. As stated by Murphey (1992), songs are known as 'adolescent motherese', which means that adults tend to use songs as an emotional and caress language to converse with babies and toddlers. Typically, lullabies are considered to be a song. On the other hand, songs might also be considered to be understood as a rendition; the realisation of that song to be put into a performance. As the child grows into adulthood, songs can maintain the development and further enhance their four macro skills, which also include improving learning pronunciation, grammar, rhythm and vocabulary mastery (Lo and Li, 1998).

This study intends to examine the use of English songs on learners' vocabulary mastery skills, which will be conducted through an experimental design. More specifically, vocabularies are largely learned explicitly; however, they also need to be learnt incidentally without giving unswerving attention (Schmitt, 2000). It allows the learners to engage in repetition and memorise chunks of language. According to Nation (1990), repetition assists the learners to recall words and lexically it is expected that they know multiple words and not just a handful. As such, songs are considered as an effective learning method, which provides aid to the learners to know the lexical patterns that will be accumulated at the back of the minds, and that can be recalled by engaging in oral communication (Murphey, 1992). In short, songs can add towards the growth of automaticity that is, a learner's natural skill in using a language with no conscious state (Al-Mamary, 2007).

2. Research Question

In the pursuance towards conducting this study, the following question is going to be answered:

- What are the effects of English songs on the intermediate primary school learners to enhance their vocabulary mastery skills?

Based on the above research question, two hypotheses are formulated:

Hypothesis 1: With the use of English songs there will be an effective improvement in vocabulary mastering skills for intermediate primary school learners;

Hypothesis 2: With the use of English songs there will be an ineffective improvement in vocabulary mastering skills for intermediate primary school learners.

3. Literature Review

3.1 Definition of Vocabulary

Firstly, it seems to be imperative to provide a precise definition of vocabulary. Based on different point of views, varied definitions may be given by scholars. However, from a laymen's perception vocabulary could be defined as knowing a repertoire of words and some of its meanings. Perhaps, someone else might give the definition of vocabulary as words listed in a dictionary according to an alphabetical order. Linguistically, a word is described as a set of features that has a combination of meanings, association, register, written forms, grammatical behaviour, enunciation and frequency which is referred to as vocabulary. To have a thorough mastery of a vocabulary does not necessarily mean just to know one feature of it, in fact it calls for also learning the whole other aspects. As stated by Schmitt (2000), all these features are known to be called word knowledge.

In addition, as asserted by Burns (1972), vocabulary is known to be a set of words that are used by a person, profession and class. According to Zimmerman (1998), vocabulary is vital to any language and is considered to be critical to distinctive language learning. On the other hand, in www.readingworks.org/article Diamond and Gutlohn (2006) states that vocabulary is considered to be the knowledge of words and its meanings. Albeit all the definitions seem to be quite straightforward, vocabulary is denser than these definitions suggest. Words can be heard and seen from all the aspects of oral and written communication, however, unless it is not used properly and in the right context, it is meaningless. In order to get a greater understanding, further word knowledge has two forms to it. They are known as receptive and productive. Both of these play a significant role in understanding how vocabulary is learnt and applied in real life situations.

To add on, words that are recognised when we see and hear them are known as receptive vocabulary, while production vocabulary is referred to as words that are used during oral and written communication. In order to fathom how vocabulary is mastered, it is quite crucial to know the difference between the two. Interestingly, production vocabulary is typically smaller than receptive vocabulary, which includes number of

vocabularies to which the user allocates meanings, even though one may not know the definitions and connotations of those vocabularies (Kamil and Hiebert, 2001). Moreover, there are associations between words. According to Aitchison (2012), words are considered to be having four categories of associations. Firstly, it has coordination. Words are clustered together that have the same category. For example, candies, lollies, wafers, ice-cream all belonging to the same group of *confectionaries*.

Secondly, the words are super-ordination. These are words that could replace other words, which are subordinate to the upper ones. For example, if someone mentions the word animal, others can very quickly connect that word to horse, rabbit, pig, cats, dogs and so forth. The third kind of word category is synonymy, whereby words that have the similar meanings are grouped together, for example glad and happy, shock and surprise, sad and dejected. The final word categorisation is collocation, which sees that those words that collocate with each other are mainly together. For example, salt water, navy blue, bright red and so on, particularly used by people on their frequent habit of usage. These habitual usages are mainly heard, when people are having oral communications and they are talking about things for which they do not know the specific words. Thus, based on the various definitions of vocabulary, it is crucial to those who are teaching language to develop methods that are full command of vocabulary. This will assist the learners to an admirable level and make them realise the importance of vocabulary in their day to day learning and teaching in the classroom.

3.2 The Importance of Teaching Vocabulary

It may look quite easy to respond with an apt answer to this question, however as teaching any component of language requires justified elucidations, this is no exception. The effective assimilation of second and foreign language teaching is overarched by grammar, pronunciation and vocabulary. As the famous saying goes "*actions speak louder than words*", yet these are the words that convey the information to the end users' of a language. It would be virtually impossible to imagine a life with words. As asserted by McCarthy (1990), "*no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way*". Thus, the paramount goal that the author has highlighted in this citation is teaching of vocabulary so that meaningful communication takes place between the users.

Furthermore, Komorowska (2005) has mentioned something in the same line as McCarthy and she says that the prime aim of learning a language these days is communication, thus vocabulary plays a crucial role in conversations between the speakers. The author further highlights the possible drawbacks of communication breakdown, which is due to the obliviousness of indispensable words, whether or not if the sentence is going to be grammatically incorrect may not be a major concern. More so, the author also writes that without any exercises in vocabulary, it would be virtually impossible to conduct a class of listening, speaking, reading and writing. Vocabulary is considered to be fundamental to second and foreign language teaching because without

sufficient knowledge of it, the learner may not be able to express his/her ideas to others and neither will be able to comprehend others what they say.

As mentioned in the above paragraph, the fundamental reasons to teach vocabulary lies in the fact that vocabulary has all in it, therefore *"without grammar very little can be conveyed, without vocabulary nothing can be conveyed"*, this is how Wilkins (1972) summed up about the importance of vocabulary teaching. However, she also agrees that even without grammar and with the assistance of some basic level words, people will still be able to communicate. For example, when people travel overseas, they are ought to know little words so that they can communicate with the local people for information purposes. To supplement this, Ur (1996) writes that words tend to carry meanings. Due the knowledge of the vocabulary, the potential end users of the language are able to communicate. It is therefore crucial to have a good mastery of vocabulary, even if it has to be at the basic level as well.

3.3 Criteria for Vocabulary Selection

According to McCarthy (1990), teachers of second and foreign language are made aware that teaching vocabulary is considered to be one of the most difficult and challenging aspect in language teaching processes. Even though there might be specific choices for the teachers to teach vocabulary, none of those choices would be as easy as each other to be taught. It should be understood that most of the classes are ought to be heterogeneous, hence, every student would be unique in their own ways. Essentially, teachers are expected to be fully aware that varied situations and vocabulary teaching components are highly critical to each other, thus there will be times when certain situations would work for one class, but may not work for the other. However, as per the author one fact would remain unaltered. This unaltered phenomenon is the account of several vocabulary selection criteria, which are need and level, cultural factors, frequency, feasibility, learnability and coverage.

3.4 Vocabulary Distinction

As the preceding paragraphs have mentioned, there are two types of vocabulary. The first one is *receptive vocabulary*. According to Nation (2001) *"receptive vocabulary involves perceiving the form of a word, while listening or reading and retrieving its meaning"*. Melka (1997) further stressed that it is generally an acceptable theory that at the back of one's lexicon knowledge, receptive vocabulary is much well-built than the productive vocabulary, thus receptive vocabulary anticipates more production. Undoubtedly, much of people's day to day use of the vocabulary is autonomous and fluent. Generally, in the opinion of McCarthy (1990) most people naturally have really fast retrieval skills. According to him, *"receptive vocabulary retrieves associations with matching written and spoken input to stored sound and orthographic templates, which further contributes to explicit explanations."*

The second one is *production vocabulary*, which according to Benjamin and Crow (2010) *"you are in the production control of words that you use to express yourself whether it is*

in speech or writing". The production path follows the opposite to those of in receptive retrieval production, which may have the given forms such as simple words, derivatives, binominals, fixed collocations and compounds (McCarthy, 1990). Interestingly, the transition of vocabulary knowledge items from the leaner's receptive vocabulary knowledge to his production knowledge is considered to be a progressive development phenomenon.

3.5 Types of Vocabulary Activities

As teachers of English language teaching (ELT), it is highly crucial to assist the learners' to instill vocabulary into their long-term memory, though it may sound cognitively demanding. This will only be made possible through decision making tasks. In these tasks' students will be making sound decisions about words. According to Thornbury (2002), these activities are arranged from least cognitive demanding to the most. Some of these include identifying words, selecting relevant tasks, matching activities, sorting tasks and ranking/sequencing tasks. Firstly, identifying words includes finding the words in various texts, whether it is through written text or listening. For example, list down all the names of the people, which you have heard from the recorded passage. In the process of identifying words, learners' will only listen to specific words that is required of the question, which they are attempting.

Secondly, the selecting of the tasks is deemed to be more complicated than identifying activities. This is because they both engage in recognising words and preferring from the choices given. For example, in the activity of 'odd one out' learners' will be able to work out the choices given, however an activity of this kind may have no right response. Therefore, a more suitable selection of the lesson could be "choose...words from thus lesson to learn" and ponder for the next lesson how will you show what was being learnt from the previous lesson. Thirdly, the activity of matching first involves recognising the items lexically before paring them up, for example, a synonym, an antonym, a collocation, a translation and so forth. To further supplement this example, a game which is known as memory-training game named *pelmanism* could be an ideal one to have a matching activity task.

The fourth item is the sorting task in which students would be expected to sort items lexically before putting them into distinctive categories, which has two groups that could be guessed or given. According to Thornbury (2002), there are two activities that could be considered as examples for sorting task activities. In the first one, learners would be required to put part of speech (adjective) into two groups-negative and positive, while in the other one they will be expected for putting the words into three groups and think an apt name for each list created. Finally, in the ranking and sequencing task learners would be expected to put the words in order. The order of arrangement may include organising the items lexically on a cline. For example, adverbs of time (never, lately, just, always, recently, during, yet, soon, sometimes, usually and so forth). Ideologically, it would be good to tell learners to organise the items based on their choices.

3.6 Songs Definitions

For most of the young learners', they sing all the way along "music is my life coz my life is music, the beat of the drum in my heart". As stated in one of the paragraph's, Murphey (1992) defines song as adolescent 'motherese'. He further elaborates that motherese is the term that is used to refer to the high affection songs, which parents and adults tend to use to communicate with babies and toddlers. As the infants grow into toddlers and later into adolescents, the concept of motherese also disappears slowly. Typically, lullaby is considered to be a 'motherese' speech, however as time elapses it changes into a song. Interestingly, there are at least two disparities about song. Firstly, it is considered to be a pure musical work, while on the other hand, it is considered as a rendition. Crucially, one should take broad views of songs as it not only gives tunes and lyrics, but also the reasons for its creation, production and consumption.

3.7 Role of Songs in Daily Life

Ubiquitously, songs have always found a place in the heart of the people. It surrounds them wherever they go and whatever they do. Without any language barrier or whatsoever, songs play a fundamental role in the lives of people. It is believed that songs are deeply rooted in the human nature. As asserted by Sacks (2009), "*we the people, we are a species to a lesser extent in song or speaking*". Presently, one cannot avoid songs because now or later you would need that at one pointing time in your life, since it belongs to many phases of our lives. Wherever one goes various types of songs are heard and people tend to groove on the beats of it. However, as Murphey (1992) claims that in school's songs during class time is not so popular, as it is perceived that during working hours one cannot be wasting his/her time listening to songs.

According to McDermott and Hauser (2005), songs are found in each and every human culture. We can hear songs in the churches, temples, mosques and so forth. Other than these places, we also hear songs over the radio, while watching television, during family gatherings, during parties, wedding ceremonies, funeral and the list continues. The authors have defined songs as an amazing phenomenon for the fact that it has been around for so long and even now present and going stronger and stronger. Acclamation is also made by the authors' that songs can create a wide repertoire of feelings and make the lives of people more beautiful than ever before. On the contrary, it can also give pain to people.

3.8 Reasons for Using Songs in Vocabulary Learning

Many a times playing English songs (or any other language) in the classroom is considered to be highly prohibited because it does not have any relation with the class, however researches have proven otherwise. It is believed that there could be a distinguished cognitive and affective rationale to play songs as a teaching strategy during an English lesson. Factually, this distinction of cognitive and affective rationale is connected with Krashen's affective filter hypothesis. In brief, as ELT's we may have seen why some learners learn and others are not that good at learning. Crucially, the students

need to expand their optimistic attitude towards learning and teaching (Eken, 1996). Effective learning may not be favourable, if the affective filter is going to be weak. Therefore, teachers need to provide an optimistic ambience for favourable learning to take place (Krashen, 1982). In this case songs could be considered as a teaching tool to get over the weak affective filter.

To add on, according to Eken (1996), there are four reasons why songs should be used in ELT classrooms. Firstly, songs may be used to present topic of the day, a point or even a new vocabulary. Secondly, practising lexis could be made easier by the assistance of songs. Unquestionably, songs could be used as an authentic material for intensive and extensive listening. Some may use songs to focus on common learner mistakes through an indirect approach. Next, songs are considered to be the perfect source for thought-provoking discussions about attitudes and feelings. Not to mention, learners' can actually talk about the song in groups, which is going to improve their oral communication. Finally, songs can create a much more relaxed classroom milieu and contribute significantly towards fun to learn variety in language teaching. Above all, songs can create imagination and creativity during second or foreign language teaching.

Moreover, as mentioned by Schoepp (2001) songs tend to give a chance for automaticity development, which is considered to be the paramount reason for its usage in the classroom. According to Gatbonton and Segalowitz (1988), automaticity is defined as "*a component of language fluency, which involves both knowing what to say and producing language rapidly without pauses*". In other words, songs can be used as an assistance to automatize the language improvement process. Communicatively, learners should be placed in an ambience, which is conducive enough to use the target language without any hiccups (Gatbonton and Segalowitz, 1988). In fact, songs can make that ambience more logical, repetitive and persistent with whatever they are going to learn in the ELT classroom.

3.9 Song Benefits in the ELT Classroom

Many ELT teachers' may not be fully aware of the potential benefits of using songs in the classroom. A feeling of inappropriateness is mainly experienced by them as it often tends to cause chaos and discipline problems in the classroom. On a brighter side, songs can rather be considered as an advantageous teaching tool, which teachers of ELT should take advantage of during linguistic practice (Stanislawczyk and Yavener, 1976). The authors also highlight the point about learners' engagement, while listening to the songs and coming up with their own vocabulary to create lyrics for a new song solely composed by them. Interestingly, it will be a part of the classroom activity to start things off in a language classroom, supplying additional language learning support and cultural insights. As learners are exposed to more and more songs in the ELT classroom, they will become more active and contribute significantly towards learning linguistically.

3.10 Criteria for Song Selection

According to Griffen (1992: 6-8) there are no stringent rules teachers have to abide by, while selecting the songs for the ELT classroom, but it is highly considerable to look into several factors. These factors are categorised into four groups: songs, classroom opportunities, the class and the teacher. Firstly, playing songs during working hours in the school may disturb other classes, therefore all due care should be taken not to play it loudly. Large rooms tend to eat up sounds, thus careful sized rooms should be chosen for the songs to be played Griffen (1992: 7-8). Secondly, in order to play the songs, there needs to be the right opportunity. "*You can use songs when the curriculum has been predetermined, but there it's time remaining in the class period*". Songs could be played for special topics and not all the time.

Thirdly, the teacher should consider the learners' age. It may be highly obvious that young learners' may not be in a position to get the difficult lyrics of the songs. Songs that might be having abstract messages such as virtues may not be properly understood by them. The final factor is teacher, who needs to decide which songs would be the best to be played. Students can also bring to the class their own favourites or the teacher can choose one. The time of the day also needs to be looked by the teacher; because if the song is going to be played after lunch time, then possibility is there students might dose off to sleep after hefty lunch and no listening would take place for most of the learners. In brief, it could be stated that if all due care is going to be adhered by; then students will surely enjoy a class which will have song as a learning strategy in it. This will not only boost their morale towards taking interest in mastering vocabulary skills, but at the same time they will also enjoy the class and make their classroom sessions highly active and interactive.

4. Theoretical Framework

Based on the phenomena found during the literature reviews, below is a theoretical framework that has been drawn to be used in this study.

Table 1: Theoretical Framework of the Research

Improving students' vocabulary mastery by using songs		Theory
Element	**Indicators**	
Memorizing vocabulary	The students are able to memorize vocabulary of daily activities.	(British Council English Online Teacher: A Framework for Planning a Listening Skills Lesson, n.d.)
Pronouncing vocabulary	The students are able to pronounce vocabulary of daily activities.	(Full text of "Pronouncing vocabulary of geographical and personal names.2011)
Using vocabulary in sentences	The students are able to use vocabulary of daily activities in sentences.	(British Council English Online Teacher: A Framework for Planning a Listening Skills Lesson, n.d.)

(Source: Gushendra, 2017)

5. Research Design

This study has incorporated simple random sampling, which was determined based on independent measures and was conducted at an intermediate level primary school in the district of Wudaokou Beijing, China. As stated by Hayes (2019), "*a simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen*". It is meant to be unbiased representation of a group. According to the research, it is also considered to be the most popular method for sample choosing for repertoire of purposes. The materials and purpose of the study to each class remained the same, hence the two kinds of tests that were considered for this research was pre-test and post-test. Pre-test was given to find out the homogeneity, while the post-test was used to find out whether using English songs can improve the learner's vocabulary mastery skills. The schema stipulated below shows the research design that was used as a guidance to conduct and collect the data for this study. This particular scheme was used as a guidance tool to experiment on couple of other previous researches. It ought to be quite favorable and was easy to comprehend. The schema also highlights the aspects of pre and post tests, which basically defines the interconnectedness of the research variables. In most of the instances, the traditional method is used to show comparative analysis between the variables and the dependent and inferential statistics. Hence, this gives a clear justification about the research findings.

5.1 Research Schema
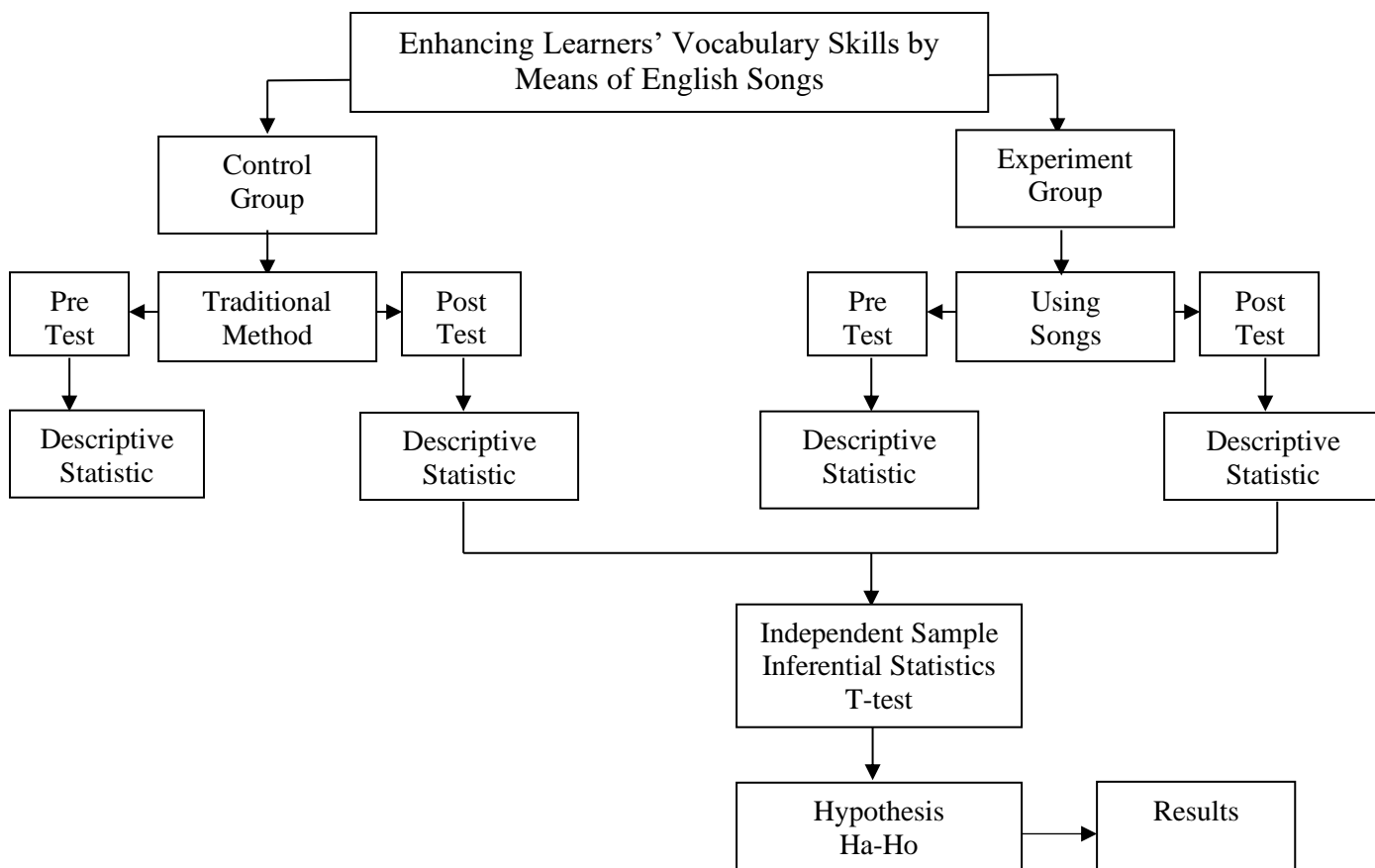
5.1 Participants

The participants of this study were divided into two classes of which one was considered as the treatment group and the other as control. Each class roughly had around thirty students at intermediate grade level. The study was an experimental design focusing on simple random sampling, which has considered independent measures. The participants were both males as well as female.

5.2 Data Collection Methods

There were two types of data collection tools that were used to collect the information for this study. Firstly, a questionnaire was given out at preliminary stage (preliminary questionnaire) and later after the lessons to evaluate the outcome (evaluation questionnaire). Secondly, teacher observations were used to gather the data. All the data collected was analysed independently and as per the ethics of research in education, the information collected was suppressed and used solely for this study only.

5.3 Instruments and Procedures

This investigation started off after receiving the approval from the school. Once the approval was sought, then the class teacher was given the preliminary questionnaire to fill out the learners' overall attitude related towards using songs in the classroom. The preliminary questionnaire had nine questions that were in English language. Just a day before the actual research started, the teacher was requested to tell the learners to write along a few words of English. They were told to write verb words such as, play, sing, throw, slap, shout, eat, and wink to name a few. As mentioned above, at the very beginning of this study, the teacher was given preliminary questionnaire to ascertain the effect of English songs in learning vocabulary. This would give an insight to the teacher on how much knowledge does the children have regarding vocabulary learning.

The lesson in the experiment group was conducted after liaising with the teacher based on mutual understanding for an apt date and time. The researcher asked the students to write as many verbs as possible which they are familiar with. Next, the researcher divided the learners' equally into groups and told them to think for songs in which they can at least identify verbs from its title. Having this done, the researcher then played the song titled *"I Believe I can Fly"* by R. Kelly after which a set of questions were distributed pertaining to the song, which was based on filling the blanks. Afterwards, the researcher checked the responses and wrote the missing vocabulary on the board. For the convenience of the learners', the lyrics of the song were projected on the board.

On the other hand, the lesson for the control group was conducted on the same day but without playing the song. At the initial stage of the lesson, the learners were told to fill in the preliminary questionnaire. The lesson was again based on verbs but as mentioned, there were no songs being played for this group. The teacher wrote some verbs on the board and elicited vernacular equivalents. Here, the learners applied grammar translation method skills to understand what each word meant. Soon after this, the learners were told to work on a matching activity. Here, they have to match the verbs

with the corresponding pictures, and later do a crossword puzzle. Then, the learners were told to write fifteen sentences that has verb in it. The final task was a group divided task in which learners got into small groups and identified what verbs were shown by their neighbouring groups. For this, the participants can only use non-verbal communication, no words were allowed.

6. Results and Discussion

As stated above, this research was an experimental study on the use of English songs to improve the vocabulary mastery skills of intermediate level students at a local primary school in the district of Wudaokou in Beijing, China. The data was collected two times, pre-test whilst playing the song to see improvements in learner's vocabulary mastering skills and post-test after carrying out using the songs. Additionally, there were two variables that were used in this particular research. The dependent variable was symbolised using X, while independent variable was symbolised using Y.

Table 2: Result of Pre-test of the Students' Ability to Master Vocabulary

No.	Students	Experimental		Control	
		Scores	Category	Scores	Category
1	Student 1	55	Good	35	Bad
2	Student 2	40	Bad	60	Good
3	Student 3	52	Good	55	Good
4	Student 4	64	Good	30	Bad
5	Student 5	60	Good	65	Good
6	Student 6	50	Good	50	Good
7	Student 7	55	Good	35	Bad
8	Student 8	45	Bad	45	Bad
9	Student 9	30	Bad	50	Good
10	Student 10	35	Bad	55	Good
11	Student 11	45	Bad	40	Bad
12	Student 12	40	Bad	45	Bad
13	Student 13	55	Good	60	Good
14	Student 14	66	Good	55	Good
15	Student 15	55	Good	60	Good
16	Student 16	60	Good	40	Bad
17	Student 17	30	Bad	45	Bad
18	Student 18	35	Bad	55	Good
19	Student 19	65	Good	50	Good
20	Student 20	70	Good	35	Bad
21	Student 21	44	Bad	30	Bad
22	Student 22	60	Good	60	Good
23	Student 23	50	Good	65	Good
24	Student 24	50	Good	40	Bad
25	Student 25	45	Bad	45	Bad
26	Student 26	35	Bad	60	Good
27	Student 27	30	Bad	35	Bad

28	Student 28	55	Good	30	Bad
29	Student 29	60	Good	50	Good
30	Student 30	35	Bad	55	Good

Table 3: Result of Post-test of the Students' Ability to Master Vocabulary

No.	Students	Experimental		Control	
		Scores	**Category**	**Scores**	**Category**
1	Student 1	85	Very good	80	Very good
2	Student 2	90	Excellent	65	Good
3	Student 3	90	Excellent	70	Good
4	Student 4	85	Very good	75	Good
5	Student 5	88	Very good	65	Good
6	Student 6	86	Very good	55	Bad
7	Student 7	80	Very good	60	Good
8	Student 8	90	Excellent	85	Very good
9	Student 9	92	Excellent	55	Bad
10	Student 10	88	Very good	60	Good
11	Student 11	91	Excellent	50	Bad
12	Student 12	90	Excellent	75	Good
13	Student 13	82	Very good	66	Good
14	Student 14	80	Very good	74	Good
15	Student 15	83	Very good	55	Bad
16	Student 16	90	Excellent	50	Bad
17	Student 17	84	Very good	60	Good
18	Student 18	94	Excellent	45	Bad
19	Student 19	90	Excellent	40	Bad
20	Student 20	82	Very good	68	Good
21	Student 21	80	Very good	66	Good
22	Student 22	80	Very good	74	Good
23	Student 23	86	Very good	50	Bad
24	Student 24	93	Excellent	50	Bad
25	Student 25	92	Excellent	60	Good
26	Student 26	82	Very good	66	Good
27	Student 27	81	Very good	35	Bad
28	Student 28	80	Very good	45	Bad
29	Student 29	93	Excellent	80	Very good
30	Student 30	86	Very good	74	Good

According to the table given above, it is known that the total score of pre-test under experimental group was 1416, while the highest score was 70 and the lowest was 30. On the other hand, the total score of pre-test under control group was 1440, while the highest score was 65 and the lowest was 30. Moreover, the total score of pre-test for the experimental group was 2593 with 92 being the highest and 80 the lowest. The total score of post-test under control group was 1853 with 85 being the highest and 45 the lowest. All these scores were calculated as per what was collected in the form of data and where possible all due care was taken to derive the correct information.

6.1 Descriptive Analysis

Table 4: Result of Pre-test on Experiment and Control Group

Statistics

		Experimental	Control
N	**Valid**	30	30
	Missing	0	0
Mean		49.03	47.83
Median		50.00	50.00
Mode		55	60,55
Standard Deviation		11.531	10.699
Variance		132.96	114.47
Range		40	35
Maximum		70	65
Minimum		30	30
Sum		1471	1435

As stipulated in the table above, the pre-test on experimental class revealed the following statistics: Mean 49.03, Median 50.00, Mode 55, Standard Deviation 11.531, Variance 132.96, Range 40, Maximum 70, Minimum 30, and Sum was 1471. On the other hand, the control class revealed the following: Mean 47.83, Median 50.00, Mode 60 and 55, Standard Deviation 10.699, Variance 114.47, Range 35, Maximum 65, Minimum 30 and Sum was 1435.

Table 5: Result of Post-test on Experiment and Control Group

Statistics

		Experimental	Control
N	**Valid**	30	30
	Missing	0	0
Mean		86.43	61.76
Median		86	62.50
Mode		90	60,50
Standard Deviation		4.565	12.438
Variance		20.845	154.71
Range		14	50
Maximum		94	85
Minimum		80	35
Sum		2593	1853

As stipulated in the table above, the post-test on experimental class revealed the following statistics: Mean 86.43, Median 86, Mode 90, Standard Deviation 4.565, Variance 20.845, Range 14, Maximum 94, Minimum 80, and Sum was 2593. On the other hand, the control class revealed the following: Mean 61.76, Median 62.50, Mode 60 and 50, Standard Deviation 12.438, Variance 154.71, Range 50, Maximum 85, Minimum 35 and Sum was 1853.

6.2 Inferential Analysis

Table 6: Independent Samples Test

Levene's Test for Equality of Variances							T-test for Equality of Means			
									95% confidence interval of the difference	
		F	Sig.	t	df	Sig. (2 tailed)	Mean Diff	Std. Error Diff	Lower	Upper
Vocabulary mastery	Equal variances assumed	.232	.638	7.423	42	.000	22.000	2.973	14.001	25.999
	Equal variances not assumed			7.423	41.234	.000	22.000	2.973	14.001	26.000

According to the table stipulated above, it can be stated that the significant value was 0.000 higher than alpha 0.05, which denotes that the alternative hypothesis (Ha) has been accepted. Thus, it has been proven that using English songs certainly assists the learners in improving their vocabulary mastering skills.

7. Conclusion and Suggestion

After conducting the test, the results have revealed that the ability of learners to master the vocabulary skills by listening to English songs in the experiment class tend out to be favorable, that is *very good level*, which was 86.43 and in control class it was *good level* of 61.76. Under the inferential description, the significant value was 0.000 higher than alpha 0.05. which precisely states that listening to English songs enhances the vocabulary mastery skills. Based on the results of the data that was collated, it can be alluded that there is a noteworthy effect of using English songs to improve the vocabulary mastery skills for the selected school in the district of Wudaokou district, Beijing, China. Also, it is suggested that using English songs will not only enhance the vocabulary mastery skills of the learners but at the same time it will motivate the learners to learn English better. The findings also highlight a repertoire of teaching methodologies in order to overcome the learner's problems in enhancing their vocabulary mastering skills.

About the Author

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