



Improving the Vocabulary Mastery and Listening Skill at Junior High School Using Taylor Swift's Songs

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Abstract

The objective of this research was to find out whether the use of Taylor Swift's songs can improve the Vocabulary Mastery and Listening Skill of seventh grade students at SMP Swasta Methodist-2 Medan ability using Taylor Swift's songs and to know which skills improved more significantly. The method used here is Classroom Action Research (CAR). The data was obtained through quantitative method using tests and qualitative method using observation sheets and interview. The research subject were 29 students from class 7B of SMP Swasta Methodist-2 year 2022/23. From the research findings, it was concluded that Taylor Swift's songs improved students' Vocabulary Mastery and Listening Skill. This is concluded from the results of the scores students achieved from Pre-Test to Post-Test. The Mean of the Vocabulary Pre-Test was 31.93 with 10.34% of the students passed the KKM. Then in the Cycle-1, The Mean was 72.31 with 62.07 of the students passing the KKM. Finally in Cycle-2, The Mean was 87.07 with 96.55% of the students passing the KKM. In Listening Skill, the Mean of the Pre-Test was 55.03 with 37.93% of the students passed the KKM. Then in the Cycle-1, The Mean was 91.34 with 96.55% of the students passing the KKM. Finally in Cycle-2, The Mean was 97.79 with 96.55% of the students passing the KKM. Based on the data, it can be concluded that the students' Listening skill improved more significantly than Vocabulary Mastery. Based on the data, it can be concluded that the students' Listening skill improved more significantly than Vocabulary Mastery.

Keywords: *Vocabulary Mastery; Listening Skill; Taylor Swift's Songs*

Introduction

No one can deny the global power of English today. Almost everything requires English, be it study, job requirements, and even pop culture revolve around the language. To be able to master English, there are skills one needs to acquire, namely Listening, Speaking, Reading, and Writing. All these four skills are included as one important step in learning English as a Second Language, which is widely known as Vocabulary.

There are hundreds of words being exchanged in our day-to-day life. Humans communicate using existing words to give and receive information. Thus, learning and memorizing words becomes an essential part of mastering vocabulary. The meaning of vocabulary covers a large area of definition according to multiple linguists. Vocabulary refers to the words we must understand to communicate effectively. Listening vocabulary refers to the words we need to know so that we understand what we hear. Speaking vocabulary consists of the words we use to speak.

Memorizing words is not the only thing that is needed to be done in mastering vocabulary. Pronunciation, spelling, meaning, and the use of the words in a sentence are also important parts of vocabulary. Learners are expected to at least be able to use the words they have learned. To learn how to use words properly, teachers and educators must think of different ways to teach them.

Based on many researches, students' mastery of vocabulary improves much better when they learn it through practical experiences, such as watching movies, reading stories, or listening to songs. Many children find listening to songs entertaining. Hence, their interest in learning a new language could be enhanced given that songs provide a more fun and dynamic way to learn: "the addition of songs to the foreign language classroom as a teaching method may be a way to focus student attention, and produce a more committed learner" (Failoni, 1993).

The Writer wants to focus on both vocabulary mastery and listening skill of the seventh graders through this research. It has been proved multiple times throughout times that listening skill is a very important asset someone can have in regard to gathering information from people and things around them. Without proper listening skills, it is impossible for one to learn a language properly, including learning English. Listening skill is an important part of language learning. Listening is a significant skill to develop in second language learning (Rost, 2001). According to Kurita (2012), a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning.

Songs have been enjoyed by people across age groups. Listening to songs can be an excellent method in teaching students, especially younger ones, vocabulary and listening skills. Songs are enjoyable in classroom and can prevent students from getting bored of learning new words through conventional ways such as reading and memorizing them. Of course, teachers should consider what kind of songs are suitable for younger learners, but overall, everyone enjoys listening to music.

Additionally, listening to how words are pronounced in songs help students to focus on how to say the said words properly. They can focus on stress pattern and how to use them in a sentence. Frequent listening to sentences in melody also provide them multiple opportunities to remember the pattern of how phrases and clauses are used.

The Writer is an English teacher at SMP Swasta Methodist-2 Medan. Through her experience in teaching seventh grade students since 2016, she finds that often times students find conventional learning methods boring and uninteresting. This leads to them having difficulties in learning vocabulary and enhance their listening skill. Through a pre-research and observation for some weeks in class, the Writer concluded that indeed seventh grade students get bored and always groan whenever they are asked to memorize new words. Whenever they are given mini-listening quizzes, they do not know how to spell the words or have no idea what words are being said. The students are used to the more traditional way of learning, which is to simply write, read, and memorize. Based on the observation, this method makes students unmotivated in learning vocabulary and listening skill.

The writer decided to find out ways to make students become more interested in learning new words. Writer would like to use a more fun and interesting way to teach the students, which is by listening to the songs and reading the lyrics. The Writer decided to narrow the scope of the songs chosen by using the discography by Taylor Swift. Taylor Swift is an American singer-songwriter whose career has spanned multiple genres, and whose songwriting—often inspired by her personal life—has received critical praise and wide media coverage. Swift's personal experiences were a common inspiration for her songs. Her 17 year-spanning discography covers love, heartbreak, and insecurities from an adolescent perspective. She also delved into the tumult of toxic relationships on and embraced nostalgia and post-romance positivity. In her recent albums, she was inspired by the downsides of her massive fame, and her realization of the "full spectrum of love". Other themes in Swift's music include family dynamics, friendship, alienation, self-awareness, and tackling vitriol, especially sexism. (CBC Music, 2019)

Based on the facts and reasons given above, the writer would like to conduct a study on how to improve students' vocabulary mastery and listening skill using songs. Thus, the writer would like to use the research title: *"Improving the Vocabulary mastery and Listening Skill of Seventh Grade Students at SMP Swasta Methodist-2 Medan by Using Taylor Swift's Songs"*.

Method

The research implements Classroom Action Research (CAR). Classroom Action Research involves repeated cycles consist of *planning, acting, observing, and reflecting*. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student

learning, a teacher must find out what works best in a particular situation. (McKeachie, 1999). Classroom Action Research consists of four stages per cycle. The first stage is strategy planning, where a strategy is planned to solve classroom problems that have been identified. The second stage is acting, where planned strategy in stage one is implemented. The third stage, done at the same time at the second stage, is observing, where teachers collect data that indicate the achievement of the criteria of success. The fourth stage is reflecting, where teachers are expected to analyze the data collected from Third stage. This is done by comparing the data and the criteria of success. This study used Quantitative and Qualitative data. In quantitative data, the researcher used Tests as the instrument, while in qualitative data, there were some instruments used by the researcher, such as: Questionnaire, Observation Sheet and Interview. The quantitative data was students' score and the qualitative data was the result of observation sheet and interview. In technique of collecting data in this research was collected through quantitative and qualitative method. The quantitative data was taken from Tests that were used by the Writer as the instruments to measure students' vocabulary mastery and listening skill. The qualitative data was retrieved by using the result of Observation Sheet and Interview. The Writer used 10 Taylor Swift's songs. The population of this research was conducted at SMP Swasta Methodist-2 Medan, which is located at Jalan M.H. Thamrin no.96, Medan. The research was conducted in February 2023. There were 7 meetings conducted for the research. In collecting data used in this research was gathered using qualitative and quantitative data. Tests were used as the instruments for the quantitative data to measure students' vocabulary mastery and listening skill. The purpose of conducting the tests was to identify the students' achievement. The result of the tests was then analyzed by the Writer.

Result and Discussion

The finding of this researched showed that using song lyrics can help improve students' vocabulary mastery and listening skill. The improvement of the skills was shown clearly from the collected quantitative and qualitative data obtained during the research. In quantitative data, the improvement can be seen from the comparison of the Mean of the students' score in Pre-Test, Cycle-1, and Cycle-2. From qualitative data, it can be seen from the difference in students' reaction and comments during Observation and Interview.

Table 1. Mean Score and Percentage of Students

No.	Activities	Mean			Percentage of Students		
		Pre-Test	Cycle-1	Cycle-2	Pre-Test	Post-Test	Cycle-2
1.	Vocabulary Mastery	31.93	72.31	87.07	10.34%	91.34%	96.55%

2.	Listening Skill	37.93	91.34	97.79	62.07%	96.55%	96.55%
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It can be seen from the table that during Pre-Test, the Mean of the students' score in Vocabulary Mastery was 31.93, with a percentage of 10.34% passing the test. The score was way below the KKM of 70. But after being given the explanation of the words meaning, the Mean score of the Cycle-1 improved to 72.31, and more students passed the test with 62.07% passing. Due to lower percentage of students passing the KKM, Cycle-2 was conducted. The Mean of Cycle-2 Vocabulary became 87.07 with 96.55% students passing the test. Similarly, in Listening Skill, during the Pre-Test, the Mean score was 37.93, with 62.97% passing the test. After being given the meaning of the songs and list of the words used in the test, the Mean score of Cycle-1 became much higher at 91.34, with 96.55% of students passing the test. To ensure the result was not mere luck, Cycle-2 was conducted. And the result of Mean score 97.79 was obtained.

The students' improvement was not only shown from the Mean of their scores. Through the observation, it can also be seen that using song lyrics to help them answer the questions was a much more effective way of teaching them Vocabulary Mastery and Listening Skill compared to more conventional method of teaching, such as giving exercises from books and listening scripts.

Additionally, Interview showed that the students became much more interested, focused, and eager to learn about vocabulary and do more listening exercises. The behavior and motivation of the students became much better during the Cycle-1 and even more conducive in Cycle-2. During Pre-Test, it was clear that the students were not interested in doing the test and that they complained a lot they could do it properly. They looked distracted and bored of the questions. But after the treatment, it can be seen during Cycle-2 that the students understood more of the words and could focus more during the tests. A lot of them finished the test much more confidently and they showed so much more enthusiasm in when the next lesson would be conducted. The students also became much more active after the Cycle-2 was done.

Through the observation during the research, it can now be said that the implementation of Taylor Swift' songs improved the students' Vocabulary Mastery and Listening Skill. They became more motivated to learn. They enjoyed the session much more after implementing this media. It can be concluded that this method of teaching and learning helped students overcome their difficulties in learning vocabulary and listening skill. This method is suitable to be implemented in the classroom.

The Description of Students' Vocabulary Mastery and Listening Skill by Using Taylor Swift' Song Lyric

The data obtained at Class 7B of SMP Swasta Methodist-2 Medan in February 2023 proved that Taylor Swift' song lyrics could improve students' vocabulary mastery and listening skill. The data was taken from students' Pre-Test, Cycle-1, and

Cycle-2 in Vocabulary Mastery and Listening Skill. After implementing the songs, the students' score improved much more significantly.

The Mean of the students' score in Vocabulary Mastery was 31.93, with a percentage of 10.34% passing the test. After being given the explanation of the words meaning, the Mean score of the Cycle-1 improved to 72.31, and more students passed the test with 91.34%. In Cycle-2, it became 87.07 with 96.55% students passing KKM. Similarly, in Listening Skill, during the Pre-Test, the Mean score was 37.93, with 62.97% passing the test. After being given the meaning of the songs and list of the words used in the test, the Mean score of the Cycle-1 became much higher at 91.34, with 96.55% of students passing the test. In Cycle-2, the Mean of the score improved to 97.79 with 96.55% of students passing the KKM.

There were differences between the highest and lowest score of the students in each test in Pre-Test, Cycle-1, and Cycle-2. The differences proved that there was significant improvement of students' Vocabulary Mastery and Listening Skill.

Table 2. Highest and Lowest Score

No.	Category	Vocabulary			Listening		
		Pre-Test	Cycle-1	Cycle-2	Pre-Test	Post-Test	Cycle-2
1.	Highest Score	92	97	100	90	100	100
2.	Lowest Score	9	18	20	0	36	40
3.	Students	29	29	29	29	29	29

Based on the table above, it can be seen that the students' score improved from Pre-Test to Post-Test both in Vocabulary Mastery and Listening Skill. In Vocabulary Mastery, the highest score in Pre-Test was 92 and the lowest score was 9. In Cycle-1, the highest score was 97 and the lowest score was 18. After Cycle-2, the highest score improved to 100 and lowest score was 20. In Listening Skill, the highest score in Pre-Test was 90 and the lowest score was 0. In Cycle-1, the highest score was 100 and the lowest score was 36. After Cycle-2, the highest score was 100 and lowest score was 40.

Table 3. The Students' Pre-Test Score of Vocabulary Mastery

No.	STUDENTS' INITIALS	VOCABULARY
		PRE-TEST
1.	A E L	21
2.	A H C	29
3.	C L	33
4.	C O	19

5.	C O	19
6.	C	86
7.	D C	29
8.	D E C	36
9.	D M G	23
10.	E	92
11.	F H N	15
12.	F N S	36
13.	G N F	10
14.	G S	32
15.	H	24
16.	J F	20
17.	J C	18
18.	J S	17
19.	J G	54
20.	J C K S	20
21.	J S A	81
22.	J Q L	32
23.	N H	25
24.	A S	46
25.	O V	43
26.	A	9
27.	S E T	24
28.	Y M S	19
29.	Y Y	14
TOTAL SCORE		926
MEAN		31.93

The **Mean** of the Students' Pre-Test Score of Vocabulary Mastery was:

$$M = \sum X / N = 926 / 29 = 31.93$$

Table 4. The Students' Cycle-1 Score of Vocabulary Mastery

No.	STUDENTS' INITIALS	VOCABULARY
		CYCLE-1
1.	A E L	63
2.	A H C	88
3.	C L	85
4.	C O	55
5.	C O	62
6.	C	96

7.	D C	64
8.	D E C	73
9.	D M G	70
10.	E	97
11.	F H N	83
12.	F N S	83
13.	G N F	53
14.	G S	72
15.	H	66
16.	J F	64
17.	J C	79
18.	J S	81
19.	J G	78
20.	J C K S	69
21.	J S A	93
22.	J Q L	81
23.	N H	63
24.	A S	71
25.	O V	80
26.	A	18
27.	S E T	78
28.	Y M S	56
29.	Y Y	76

The **Mean** of the Students' Cycle-1 Score of Vocabulary Mastery was:

$$M = \sum X / N = 2097 / 29 = 72.31$$

Table 5. The Students' Cycle-2 Score of Vocabulary Mastery

No.	STUDENTS' INITIALS	VOCABULARY
		CYCLE-2
1.	A E L	67
2.	A H C	68
3.	C L	65
4.	C O	26
5.	C O	30
6.	C	88
7.	D C	45
8.	D E C	71

9.	DMG	55
10.	E	90
11.	FHN	19
12.	FNS	73
13.	GNF	25
14.	GS	71
15.	H	40
16.	JF	40
17.	JC	31
18.	JS	25
19.	JG	82
20.	JCKS	45
21.	JSA	85
22.	JQL	82
23.	NH	71
24.	AS	84
25.	OV	82
26.	A	0
27.	SET	52
28.	YMS	12
29.	YY	72

The **Mean** of the Students' Cycle-2 Score of Vocabulary Mastery was:

$$M = \sum X / N = 2525 / 29 = 87.07$$

Table 6. The Students' Pre-Test Score of Listening Skill

No.	STUDENTS' INITIALS	LISTENING
		PRE-TEST
1.	AEL	67
2.	AHC	68
3.	CL	65
4.	CO	26
5.	CO	30
6.	C	88
7.	DC	45
8.	DEC	71
9.	DMG	55
10.	E	90
11.	FHN	19

12.	F N S	73
13.	G N F	25
14.	G S	71
15.	H	40
16.	J F	40
17.	J C	31
18.	J S	25
19.	J G	82
20.	J C K S	45
21.	J S A	85
22.	J Q L	82
23.	N H	71
24.	A S	84
25.	O V	82
26.	A	0
27.	S E T	52
28.	Y M S	12
29.	Y Y	72

The **Mean** of the Students' Pre-Test Score of Listening Skill was:

$$M = \sum X / N = 1596 / 29 = 55.03$$

Table 7. The Students' Cycle-1 Score of Listening Skill

No.	STUDENTS' INITIALS	LISTENING
		CYCLE-1
1.	A E L	92
2.	A H C	95
3.	C L	91
4.	C O	88
5.	C O	90
6.	C	100
7.	D C	81
8.	D E C	92
9.	D M G	95
10.	E	100
11.	F H N	88
12.	F N S	98
13.	G N F	93
14.	G S	92
15.	H	95

16.	J F	92
17.	J C	95
18.	J S	83
19.	J G	100
20.	J C K S	92
21.	J S A	100
22.	J Q L	95
23.	N H	95
24.	A S	95
25.	O V	97
26.	A	36
27.	S E T	92
28.	Y M S	91
29.	Y Y	96

The **Mean** of the Students' Cycle-1 Score of Listening Skill was:

$$M = \sum X / N = 2696 / 29 = 91.34$$

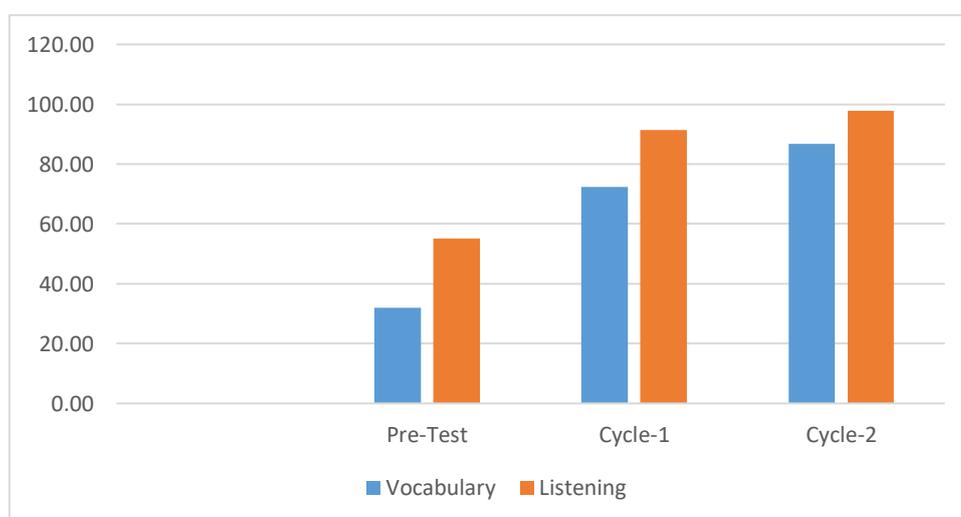
Table 8. The Students' Cycle-2 Score of Listening Skill

No.	STUDENTS' INITIALS	LISTENING
		CYCLE-2
1.	A E L	100
2.	A H C	100
3.	C L	100
4.	C O	100
5.	C O	100
6.	C	100
7.	D C	100
8.	D E C	100
9.	D M G	100
10.	E	100
11.	F H N	96
12.	F N S	100
13.	G N F	100
14.	G S	100
15.	H	100
16.	J F	100
17.	J C	100
18.	J S	100
19.	J G	100

20.	J C K S	100
21.	J S A	100
22.	J Q L	100
23.	N H	100
24.	A S	100
25.	O V	100
26.	A	40
27.	S E T	100
28.	Y M S	100
29.	Y Y	100

The **Mean** of the Students' Cycle-2 Score of Listening Skill was:

$$M = \sum X / N = 2836 / 29 = 97.79$$



Graph 1. Students' Score Mean Improvement

The graph above showed that there were improvements in students' Vocabulary Mastery and Listening Skill after Cycle-2. The improvement is shown by the mean of the score which improved compared to Pe-Test.

The Percentage of Students' Scores Who Passed KKM in vocabulary Mastery and Listening Skill'

The Minimum Completeness Criteria (Kriteria Ketuntasan Minimum/KKM) is 70. This number is used to measure students' competence in Vocabulary Mastery and Listening Skill. Based on the data of students' score in pre-Test, Cycle-1, and Cycle-2, the percentage of students passing the test in both tests can be calculated as follows:

The percentage of Students' Scores who passed KKM of Pre-Test of

vocabulary mastery:

$$P = \frac{A}{T} \times 100\%$$

$$P = \frac{3}{29} \times 100\%$$

$$P = 10.34\%$$

The Percentage of Students' Scores who passed KKM on Cycle-1 of Vocabulary Mastery:

$$P = \frac{A}{T} \times 100\%$$

$$P = \frac{18}{29} \times 100\%$$

$$P = 62.07\%$$

The Percentage of Students' Scores who passed KKM on Cycle-2 of Vocabulary Mastery:

$$P = \frac{A}{T} \times 100\%$$

$$P = \frac{28}{29} \times 100\%$$

$$P = 96.55\%$$

The Percentage of Students' Scores who passed KKM on Pre-Test of Listening Test:

$$P = \frac{A}{T} \times 100\%$$

$$P = \frac{11}{29} \times 100\%$$

$$P = 37.93\%$$

The Percentage of Students' Scores who passed KKM on Cycle-1 of Listening Test:

$$P = \frac{A}{T} \times 100\%$$

$$P = \frac{28}{29} \times 100\%$$

$$P = 96.55\%$$

The Percentage of Students' Scores who passed KKM on Cycle-2 of Vocabulary Mastery:

$$P = \frac{A}{T} \times 100\%$$

$$P = \frac{28}{29} \times 100\%$$

$$P = 96.55\%$$

Based on the calculations above, it can be concluded that for Pre-Test in

Vocabulary Mastery and Listening Skill, 10.34% of the students passed the Vocabulary Test and 37.93% passed the Listening Test. In Cycle-1, in Vocabulary Mastery and Listening Skill, 62.07% of the students passed the Vocabulary Test and 96.55% passed the Listening Test. In Cycle-2, in Vocabulary Mastery and Listening Skill, 96.55% of the students passed the Vocabulary Test and 96.55% passed the Listening Test.

It can now be summed up that the Classroom Action Research that was conducted at SMP Swasta Methodist-2 Medan where the implementation of Taylor Swift' songs in teaching Vocabulary Mastery and Listening Skill was successfully completed.

Discussion

This study was conducted at SMP Swasta Methodist-2 Medan in February 2023. The purpose of this research is to investigate whether the application of Taylor Swift' songs can improve Vocabulary Mastery and listening Skill of the students or not. The subjects of the research were 29 students from Swasta Methodist-2 Medan.

Before conducting the Classroom Action Research, the students were given Pre-Test. In the Vocabulary Pre-Test, the Mean if the students' score was 31.93, and for Listening Pre-Test, it was 55.03. From this number, it can be concluded that most students did not have sufficient vocabulary and listening skills to do the test because only 10.34% of the students passed the vocabulary test and 32.93% passed the listening test. Based on this fact, the Writer decided to explain the meaning of the words and song lyrics to the student.

In Cycle-1, after the explanation of the meaning, The Mean Score of 72.31 for Vocabulary and 91.34 for Listening were obtained. It can be concluded from the mentioned score that the students improved in Vocabulary Mastery and listening Skill. In addition, 62.07% of students passed the Vocabulary test and 96.55% of the students passed the Listening test. But it can also be said here that a lot of students still did not pass the KKM of 70 in Vocabulary test.

In Cycle-2, after the explanation of the meaning, The Mean Score of Vocabulary was 87.07 for Vocabulary and 97.79 for Listening. It can be concluded from the mentioned score that the students improved in Vocabulary Mastery and listening Skill. In addition, 62.07% of students passed the Vocabulary test and 96.55% of the students passed the Listening test.

Not only that, the students also showed further interest and motivation in doing the test after the explanation, which were not visible in the Pre-Test. The students seemed more confident during the test. They also enjoyed listening to the songs.

In the table 4.6 about the Highest and Lowest Score, improvement of the score can also be seen. In Vocabulary, the lowest score of Pre-Test was 9 and the highest score was 92. In Cycle-1, the lowest score was 18 and highest score was 97. Finally, in Cycle-2, the lowest score became 20 and the highest score became 100 with multiple students getting it.

In Listening test, the lowest score of Pre-Test was 0 and the highest score was 90.

In Post Test, the lowest score was 36 and highest score was 100. At last, in Cycle-2, the lowest score became 40 and the highest score became 100 with almost all students getting it.

The students who got the highest and lowest score for Vocabulary and Listening test can be seen from the following:

Vocabulary Mastery

Pre-Test

Lowest Score (9) : A

Highest Score (92) : E

Cycle-1

Lowest Score (18) : A

Highest Score (97) : E

Cycle-2

Lowest Score (20) : A

Highest Score (100) : CL, C, E, FNS, JG, JSA, JQL

Listening Skill

Pre-Test

Lowest Score (0) : A

Highest Score (90) : E

Cycle-1

Lowest Score (36) : A

Highest Score (100) : C, E, JG, JSA

Cycle-2

Lowest Score (20) : A

Highest Score (100) : EL, AHC, CL, CO, CO, C, DC, DEC, DMG, E, FHN, FNS, GNF, GS, H, JF, JC, JG, JCKS, JSA, JQL, NH, NAS, OV, A, SET, YMS, YY

The data above showed that there was improvement in students' Cycle-1 score both in Vocabulary Mastery and Listening Skill compared to Pre-Test score. Through the observation, the students also showed more enthusiasm in doing the test. After being given explanations about Taylor Swift' song lyrics, the students had a more enjoyable learning experience.

Conclusion

After conducting the Classroom Action Research at SMP Swasta Methodist-2 Medan, the Writer concluded that: 1. Giving explanation to the words used in the test and relating the words to Taylor Swift's lyrics to students as the media of their learning activities can improve the students' Vocabulary Mastery. The improvement can be seen from the Mean score of their test. The Mean of the Pre-Test was 31.93 with 10.34% of the students passed the KKM. Then in the Cycle-1, The Mean was

72.31 with 62.07 of the students passing the KKM. Finally in Cycle-2, The Mean was 87.07 with 96.55% of the students passing the KKM, 2. Giving the explanation of the meaning of the song lyrics and list of the words that can be used by the students can improve the students' Listening Skill. The improvement can be seen from the Mean score of their test. The Mean of the Pre-Test was 55.03 with 37.93% of the students passed the KKM. Then in the Cycle-1, The Mean was 91.34 with 96.55% of the students passing the KKM. Finally in Cycle-2, The Mean was 97.79 with 96.55% of the students passing the KK, 3. Based on the data, it can be concluded that the students' Listening skill improved more significantly than Vocabulary Mastery. Not only that, the improvement was not only shown by the Mean of the scores in both Pre-Test and Post-Test, but also in the enthusiasm and confidence of the students in learning. It can be concluded that giving songs as a media for students to learn Vocabulary Mastery and Listening is recommended in teaching and learning activities.

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