

THE INFLUENCE OF “THE 1975 BAND” ON ENHANCING STUDENTS VOCABULARY MASTERY

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ABSTRACT

This research aimed to find out the *influence of using The 1975 Band songs on the vocabulary mastery* of second-semester students of the 2025 cohort at UIN Fatmawati Sukarno Bengkulu. *The 1975 Band* songs were chosen as a learning medium because they contain various kinds of vocabulary, use authentic English, and can increase students' learning motivation. This research used a quantitative approach with a quasi-experimental method. The sample consisted of two classes, namely Class 2C as the experimental class and Class 2B as the control class, with 16 students in each class. The instrument used in this research was a multiple-choice test given in the form of a pre-test and a post-test to measure students' vocabulary mastery. The results showed a significant improvement in students' vocabulary mastery after the treatment. The average score of the experimental class increased from 56.75 to 91.25, while the average score of the control class increased from 65.50 to 78.06. These results indicate that there was a significant influence of using *The 1975 Band* songs on the vocabulary mastery of second-semester students of the 2025 cohort at UIN Fatmawati Sukarno Bengkulu. Therefore, *The 1975 Band songs* were proven to be an effective learning medium for improving students' vocabulary mastery.

Keywords: The 1975 Band, Vocabulary Mastery, English Songs

ABSTRAK

Penelitian ini bertujuan untuk mengetahui *pengaruh penggunaan lagu-lagu Band The 1975 terhadap penguasaan kosakata* mahasiswa semester II angkatan 2025 di UIN Fatmawati Sukarno Bengkulu. *lagu-lagu Band The 1975* dipilih sebagai media pembelajaran karena mengandung kosakata yang beragam, penggunaan bahasa yang autentik, serta mampu meningkatkan motivasi belajar mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi-

eksperimen. Penelitian ini melibatkan dua kelas sebagai sampel yaitu kelas 2C dan 2B sebagai kelas eksperimen dan kelas kontrol yang masing-masing terdiri dari 16 mahasiswa. Instrumen penelitian yang digunakan berupa tes pilihan ganda yang diberikan dalam bentuk pretest dan posttest untuk mengukur penguasaan kosakata mahasiswa. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan terhadap penguasaan kosakata mahasiswa dibandingkan sebelum diberikan perlakuan. Hal ini ditunjukkan dengan adanya peningkatan dari nilai rata-rata siswa kelas eksperimen 56.75 menjadi 91.25, untuk kelas kontrol dari 65,5 menjadi 78.06, ini menunjukkan bahwa terdapat pengaruh yang signifikan dari penggunaan *lagu-lagu Band The 1975* terhadap penguasaan kosakata mahasiswa semester II angkatan 2025 di UIN Fatmawati Sukarno Bengkulu. Dengan demikian, *lagu-lagu Band The 1975* terbukti efektif digunakan sebagai media pembelajaran untuk meningkatkan penguasaan kosakata mahasiswa.

Kata Kunci: Band The 1975, Penguasaan Kosakata, Lagu Bahasa Inggris

A. Introduction

Vocabulary mastery is one of the essential components of English language learning because it provides the foundation for developing the four language skills: listening, speaking, reading, and writing. Students with adequate vocabulary knowledge are more capable of understanding written and spoken texts, expressing ideas accurately, and communicating effectively in various contexts. Conversely, limited vocabulary often hinders learners from comprehending information and participating actively in English communication. Therefore, vocabulary mastery plays a crucial role in achieving English language

proficiency, particularly in the context of English as a Foreign Language (EFL) (Rochma & Wicaksono, 2024; Phisutthangkoon, 2016).

In A In Indonesia, English is taught as a foreign language, resulting in limited opportunities for students to use English outside the classroom. Consequently, classroom instruction becomes the primary source of language exposure for learners. However, vocabulary instruction in many educational settings is still dominated by conventional approaches such as memorizing word lists, translating vocabulary items, and completing textbook exercises. These methods often present vocabulary in

isolation, making it difficult for students to understand word meanings contextually and retain newly learned vocabulary for long-term use (Khakim & Anwar, 2020). As a result, many students experience difficulties in applying vocabulary appropriately in authentic communication.

Preliminary observations conducted among the second-semester students of the 2025 cohort in the English Education Study Program at UIN Fatmawati Sukarno Bengkulu revealed that many students still experienced difficulties in mastering English vocabulary. They frequently struggled to understand unfamiliar words while reading English texts, had difficulty identifying synonyms and antonyms, and often forgot vocabulary that had been previously learned. These findings indicate that students require more engaging and meaningful instructional media capable of improving vocabulary retention and increasing learning motivation.

One of the instructional media that has received considerable attention in English language teaching is the use of English songs. Songs provide authentic language input by presenting vocabulary within

meaningful contexts instead of isolated word lists. Through melody, rhythm, and repeated exposure to lyrics, students can recognize, understand, and retain vocabulary more effectively than through conventional memorization. Previous studies have reported that English songs contribute positively to vocabulary acquisition, pronunciation, learner motivation, and classroom participation (Octa, 2019; Phisutthangkoon, 2016; Toyyibah, 2024). Moreover, repeated encounters with vocabulary through songs strengthen students' long-term vocabulary retention (Murtiningsih et al., 2023).

Theoretically, the integration of songs into vocabulary instruction is supported by Krashen's **Input Hypothesis** and **Affective Filter Hypothesis**. Songs provide comprehensible input within enjoyable learning environments while simultaneously reducing learners' anxiety and increasing motivation. In addition, repeated exposure to vocabulary through song lyrics facilitates vocabulary retention because students repeatedly encounter lexical items in meaningful contexts. According to Alqahtani

(2015) and Phisutthangkoon (2016), repeated exposure to vocabulary significantly enhances vocabulary retention and contributes to more effective language learning. Therefore, song-based instruction is expected to improve students' vocabulary mastery by providing authentic language input and meaningful learning experiences.

Based on these considerations, this study aims to investigate the influence of using **The 1975's** songs on the vocabulary mastery of second-semester students of the 2025 cohort at UIN Fatmawati Sukarno Bengkulu. Through a quantitative quasi-experimental design, this study is expected to provide empirical evidence regarding the effectiveness of song-based instruction in improving students' vocabulary mastery and offer an alternative instructional strategy for English vocabulary teaching in EFL classrooms.

B. Research Method

This study employed a **quantitative research approach** using a **quasi-experimental design** to investigate the influence of The 1975's songs on students' vocabulary mastery. A quantitative approach was

considered appropriate because it enables researchers to measure the effectiveness of an instructional treatment objectively through statistical analysis. Specifically, this research applied a **pre-test and post-test control group design**, involving an experimental group that received vocabulary instruction through The 1975's songs and a control group that was taught using conventional instructional methods.

The research instrument was a multiple-choice vocabulary test administered as both a pre-test and a post-test. The collected data were analyzed using IBM SPSS Statistics. Descriptive statistics were used to calculate the mean scores, while normality and homogeneity tests were conducted to ensure that the data met the assumptions for parametric analysis. Finally, an Independent Samples *t*-test was employed to determine whether there was a significant difference in vocabulary mastery between the experimental and control groups at a significance level of 0.05.

C. Results and Discussion

The findings indicate that the students in the experimental group

showed greater improvement in vocabulary mastery than those in the control group after receiving the treatment. The mean score of the experimental group increased from **56.75** on the pre-test to **91.25** on the post-test, while the control group's mean score improved from **65.50** to **78.06**. These results suggest that students who learned vocabulary through The 1975's songs achieved better vocabulary improvement than those who learned through conventional teaching methods.

Before testing the hypothesis, the data were analyzed using normality and homogeneity tests. The results showed that both groups were normally distributed and homogeneous, indicating that the assumptions for parametric statistical analysis were fulfilled. Therefore, an Independent Samples *t*-test was conducted to examine the effect of the treatment. The analysis revealed that the significance value (Sig. 2-tailed) was lower than 0.05, indicating a statistically significant difference between the experimental and control groups. Thus, the alternative hypothesis (**H₁**) was accepted, while the null hypothesis (**H₀**) was rejected. These findings confirm that the use of

The 1975's songs significantly influenced students' vocabulary mastery.

1. Normality Test

Tests of Normality

KEL	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest B			.194	.911	16	.120
KONTROL	.177	16				
Posttest B			.200*	.924	16	.199
KONTROL	.156	16				
Pretest C			.200*	.935	16	.294
EKSPERIMEN	.150	16				
Posttest C			.029	.904	16	.092
EKSPERIMEN	.226	16				

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

the results of the normality test, the significance values obtained from the Shapiro-Wilk test were 0.120 for the control class pre-test, 0.199 for the control class post-test, 0.294 for the experimental class pre-test, and 0.092 for the experimental class post-test. Since all significance values were greater than 0.05, it can be concluded that the pre-test and post-test data from both the control and experimental classes were normally distributed.

2. Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.371	1	30	.547
Based on Median	.408	1	30	.528
Based on Median and with adjusted df	.408	1	29.845	.528
Based on trimmed mean	.397	1	30	.534

The results of the analysis showed that the values of $df1 = 1$ and $df2 = 30$. The significance values were 0.547 (based on the mean), 0.528 (based on the median), 0.528 (based on the median with adjusted degrees of freedom), and 0.534 (based on the trimmed mean). Since all significance values were greater than 0.05 (Sig. > 0.05), it can be concluded that the variances of the experimental and control classes were homogeneous.

Tests of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.696	5	15	.196
Based on Median	.950	5	15	.478
Based on Median and with adjusted df	.950	5	7.263	.503
Based on trimmed mean	1.587	5	15	.224

The results of the homogeneity test for the post-test data showed $df1 = 5$ and $df2 = 15$. The significance values were 0.196 (based on the mean), 0.478 (based on the median), 0.503 (based on the median with adjusted degrees of freedom), and 0.224 (based on the trimmed mean). Since all significance values were greater than 0.05 (Sig. > 0.05), it can be concluded that the variances of the experimental and control classes were homogeneous. These results indicate that the assumption of homogeneity was met, so the data were suitable for further analysis using parametric statistical tests.

3.T-Test

After the data were confirmed to be normally distributed and homogeneous through the normality and homogeneity tests, the researcher proceeded with the Independent Samples T-Test to examine the research hypothesis.

test results were interpreted using the Equal Variances Not Assumed row.

The analysis showed a t value of -3.779, a degree of freedom (df) of 23.664, and a Sig. (2-tailed) value of less than 0.001. Since the significance value was below 0.05, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. This means that there was

Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference		
								Lower	Upper	
hasil Equal variances assumed	5.335	0.028	-3.779	30	<.001	-13.187	3.489	-20.313	-6.062	
Equal variances not assumed			-3.779	23.664	<.001	-13.187	3.489	-20.394	-5.981	

the results of the Independent Samples T-Test shown in Table 4.7, the significance value of Levene's Test for Equality of Variances was 0.028, which was lower than 0.05. This indicates that the variances of the experimental and control classes were not homogeneous. Therefore, the t-

a significant difference between the post-test scores of the experimental and control classes.

In addition, the experimental class obtained a higher mean score (91.25) than the control class (78.06). This result indicates that students who learned vocabulary through songs by The 1975 achieved better vocabulary

mastery than those who learned through the conventional teaching method.

D. Conclusion

This study concludes that the use of The 1975's songs has a significant positive influence on students' vocabulary mastery. Students who were taught using The 1975's songs demonstrated higher vocabulary achievement than those who received conventional instruction, as indicated by the improvement in their post-test scores and the results of the Independent Samples t-test. These findings suggest that songs can serve as an effective instructional medium for enhancing vocabulary learning by providing authentic language input, contextualized vocabulary, and an engaging learning environment.

The findings also imply that incorporating English songs into vocabulary instruction can increase students' motivation and facilitate vocabulary retention. Therefore, English teachers and lecturers are encouraged to integrate appropriate song-based activities into classroom instruction as an alternative strategy for improving students' vocabulary

mastery. Future researchers are recommended to investigate the effectiveness of different music genres or other authentic learning media with larger samples and diverse educational settings to enrich the findings of vocabulary learning research.

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