

**USING SONGS TO IMPROVE STUDENTS' VOCABULARY ON
IDIOMATIC EXPRESSIONS**

THESIS

Submitted by

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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan




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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

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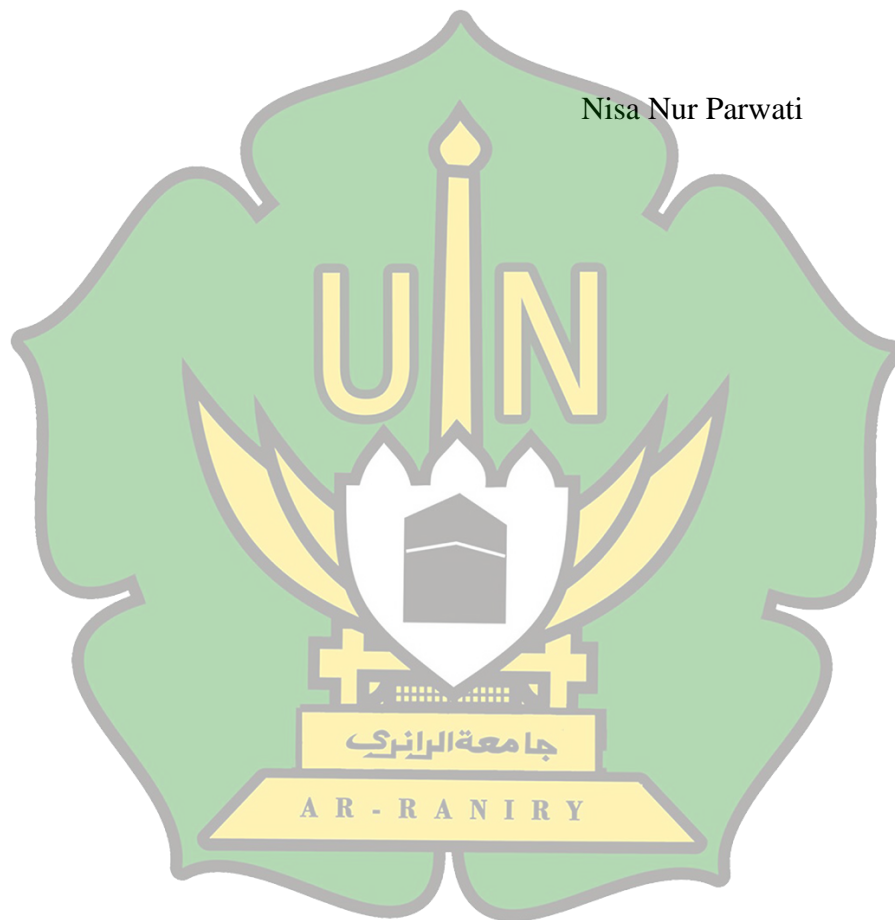
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Last but not least, I recognize that my thesis is far from perfect and that many mistakes will be made, but I do hope that this thesis of mine can give any benefits for anyone who reads this, especially future researcher in this field.

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ABSTRACT

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This study investigates the effectiveness of using songs to enhance students' understanding of idiomatic expressions. A quantitative approach was employed as the research methodology, involving 52 students from grade XII IA 3 and XII IA 4 at SMA Negeri 4 Banda Aceh, divided into experimental and control groups. Pre-test and post-test were used as research instruments to collect data. The test formula used to distinguish between these situations was based on the theory proposed by Arikunto (2006), and t-test tables were used to interpret the t data. The findings indicate that the mean post-test score of the experimental class (XII IA 4) significantly increased from 70.76 (pre-test) to 77.94, while the control class (XII IA 3) showed a slight increase from 57.48 to 59.25. This demonstrates that the use of songs has a significant positive impact on students' understanding of idiomatic expressions. Additionally, the use of songs contributes to the improvement of students' vocabulary mastery, as evidenced by the increase in post-test scores. Lastly, the effectiveness of using songs in English teaching was confirmed by the significant increase in post-test scores in the experimental class. Therefore, it can be concluded that using songs in English language learning not only helps improve students' understanding of idiomatic expressions but also enhances their vocabulary proficiency and the overall effectiveness of English teaching:

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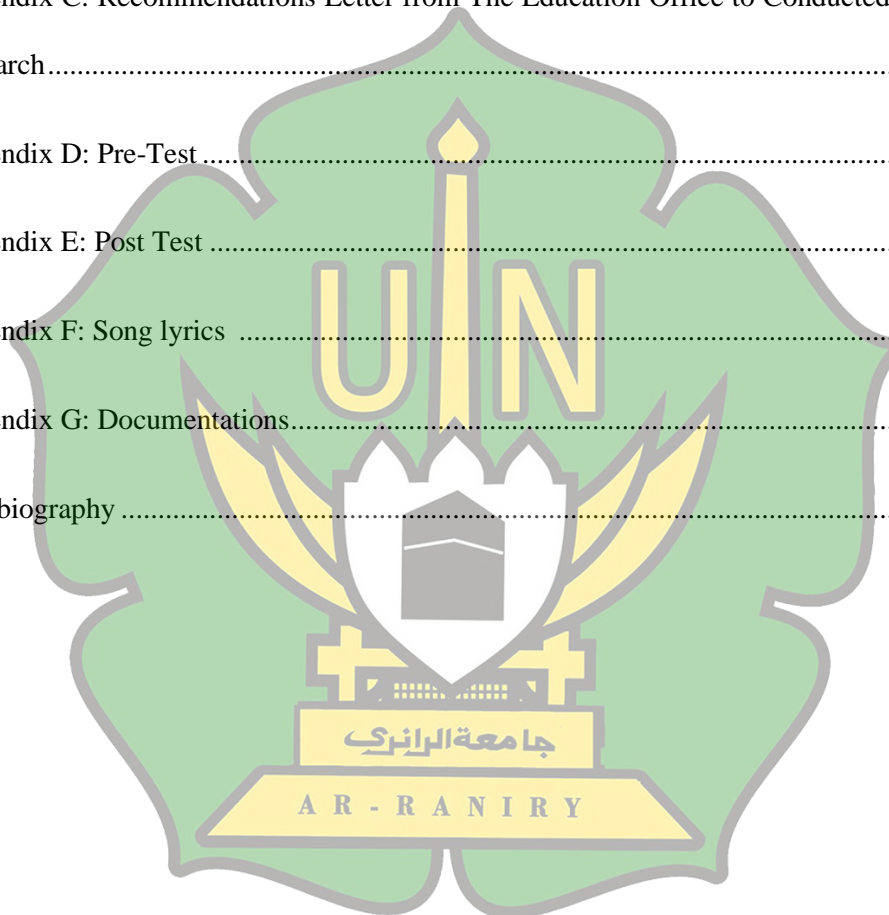
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CHAPTER 1

INTRODUCTION

This chapter covers the background of the study, research question, aims of the study, hypothesis, significance of the study, and terminology of the study.

A. Background of Study

Understanding the vocabulary aspect is one of the challenges of learning English. Students often face difficulties in understanding the meaning of vocabulary they have just encountered. They tend to feel confused and have difficulties understanding English, both orally and in writing. Therefore, in order to understand English better, students need to develop their own personal strategies and techniques to overcome this problem. It is important to remember that both expressions and sentences have specific meanings, which cannot be explained using hypotheses based on scientific research (Salih et al., 2020).

Developing a strong vocabulary mastery is crucial for accurately expressing one's thoughts and emotions. According to Richard et al. (1996, p. 255), vocabulary is defined as "a fundamental component of language proficiency and serves as the cornerstone for learners' abilities in speaking, listening, reading, and writing." Consequently, attempting to acquire a second language without a substantial vocabulary is a daunting task.

Furthermore, the term "mastery" denotes a high level of skill and knowledge in a specific field or subject. Vocabulary mastery entails the ability to recognize, comprehend, and effectively employ a vast array of words and their

meanings, which significantly contributes to one's understanding of a language. Vocabulary mastery is a must for someone who wants to master English (Richards & Renandya, 2002, as cited in Salsabila, 2017). As analogised by Crystal (1995), vocabulary acquisition is akin to climbing the "Mount Everest of Language." Wilkins (2002) also assumes that "without grammar, communication is severely limited; without vocabulary, it is virtually non-existent." Hence, language learners must prioritize vocabulary acquisition as a foundational step toward effective communication.

One critical aspect of vocabulary that language learners should focus on is idiomatic expressions. Proficiency in idiomatic expressions necessitates a comprehensive grasp of words and their definitions, enabling learners to discern when an expression carries an idiomatic meaning. Additionally, idioms add depth and richness for EFL learners, allowing individuals to convey ideas more creatively and expressively. In the realm of English, encountering idiomatic expressions in speech, writing, or reading is nearly inevitable (Wright, 2002). Therefore, it is imperative for English language learners to acquaint themselves with idiomatic expressions to achieve comprehensive comprehension and effective communication. Consequently, idiomatic expressions should not be underestimated in the pursuit of vocabulary mastery. They are particularly vital for deciphering the subtleties of a language and providing valuable insights into the culture and values of a specific region and its people.

Accordingly, understanding idiomatic expressions is considered difficult for English as a Foreign Language (EFL) students. Idioms are often

unpredictable in meaning, and their meanings cannot always be derived from the literal meanings of the constituent parts (Strakšiene, 2009). Many idiomatic phrases are difficult to grasp when trying to understand their meaning by dissecting each component individually. This is because idioms have figurative or metaphorical meanings that are unique to the language. Therefore, EFL students may struggle to comprehend idiomatic expressions without prior exposure to and practice using them in context. Typically, they begin by examining the literal level. For instance, the idiom “He kicked the bucket,” meaning that someone has died; however, for EFL learners, they may picture a man literally kicking a bucket down a road. The two examples mentioned indicate that idioms are expressions or phrases that have a figurative meaning different from their literal interpretation. The challenge of learning idiomatic expressions lies in the fact that their meanings are closely related to the cultural context and situation. Hence, it might be difficult to understand their use without a good understanding of these factors.

Several studies have examined the difficulties of learning idiomatic expressions for ESL and EFL learners. One study was conducted by Emilija (2015), researching on Croatian ESL learners’ comprehension and understanding on idiom. Her study found that it is challenging to recognize idioms due to their varied meanings and also the fact that the teachers did not give their students' idiom instruction enough thought and time. Another study was conducted by Bayu (2010). His study focuses on analysing English idiomatic expressions and the difficulty of translating them into their literal

meanings. The subjects of his study were the 11th grade students of SMK N 3 Magelang in the academic year 2009–2010. His study's findings also show that the students are unfamiliar with English idiomatic expressions and have difficulty translating them into their literal meaning.

Based on the previous studies, both studies suggest that understanding idiomatic expressions is challenging for English language learners. Therefore, it is crucial for language learners to familiarize themselves with idiomatic expressions in order to effectively comprehend and use them in conversations. It is also crucial for teachers to establish successful methods or strategies for teaching idioms to their students. This could involve introducing idioms into regular classroom activities, providing real-life examples and contexts, promoting active participation through role-playing or group discussions, and providing real-life examples and circumstances. Following the previous studies, my study is also interested in investigating idiomatic expression. Specifically, it aims to investigate the use of songs as a medium for enhancing students' idiomatic expressions. The reason for choosing songs is because songs can help in teaching skills as well as language aspects when teaching a foreign language, especially English (Lems, 2001; Puasa, 2003). Furthermore, songs likely contain many idiomatic expressions in their lyrics, which can be sources for teaching materials. Students are likely to respond positively to this approach, as it fosters an enjoyable learning environment and mitigates feelings of boredom.

Al-Azri et al. (2015) found that using songs to teach students new vocabulary has amazing results. Songs can be an effective teaching tool for idiomatic expression development. Songs in English lessons are not a new concept, they are popular among teachers and students because they are always engaging. Singing can provide students with lessons in a fun environment while also having a significant impact on language learning. Music and songs play an important role in development and learning. Students enjoy singing, and teachers use songs to teach concepts and languages in an engaging manner. Some important singing qualities are that singing is fun and can attract students (Ningsih, 2019).

Furthermore, the songs that were used in this study were derived from Of Monster and Men's album 'My Head Is An Animal'. Their album was chosen because it had previously been analyzed by Patrick (2017). In his study, the album was analyzed for the use of idiomatic expressions in the album's lyrics. The study aims to uncover the themes and messages that the songs convey. Due to the findings of that study, which indicated that the lyrics of the album have a great number of idiomatic expressions, the songs in that album are appropriate for English language learners who want to improve their understanding of idiomatic expressions through the songs. In addition, this study was conducted at SMA Negeri 4 Banda Aceh. This study is essential since the topic of idiomatic expressions is also rarely addressed by researchers in Aceh. Therefore, the study can provide valuable insights into

the use and understanding of idiomatic expressions among EFL learners in Aceh.

B. Research Question

Related to this background, the formulation of the research problem or question is as follows: “Does the use of songs help students improve their idiomatic expression?”.

C. Aim of Study

Based on the problems and questions above, the purpose of this study is to find out whether the use of songs helps students improve their idiomatic expressions.

D. Hypothesis

Based on the elaboration provided in the background, this study proposes one research hypothesis. The research hypothesis is a short-term solution to the problems that have been posed. This study's hypotheses are as follows:

H_a : The use of songs has a significant effect on students' idiomatic expression improvement.

H_0 : The use of songs does not have a significant effect on students' idiomatic expression improvement.

E. Significance of Study

This study is expected to be useful for several parties in the realm of education. For teachers, using songs can be one of the fun learning methods EFL teachers can use to improve their students' understanding of

idiomatic expression. It provides insights into effective teaching methods and strategies that can improve student learning outcomes. For students, the expected positive impact is that it can help them improve their understanding of idiomatic expressions in a fun way, especially when they need to interpret unfamiliar idiomatic expressions or understand more complex texts in English. Lastly, the results of this study are expected to provide valuable insight for further researchers, especially those interested in researching the same topic.

F. Terminology of Study

This subsection provides definitions of essential terminology used in this study to help readers understand the concepts and context. Familiarity with these terms will facilitate comprehension of the subsequent analysis and findings.

1. Idiomatic Expressions

Idiomatic expressions are set phrases conveying specific ideas, emotions, or arguments that are only understood in context (Brenner, 2003). They add depth and convey nuances of meaning not found in literal language but may confuse non-native speakers, especially English language learners. Idioms are commonly used in everyday language and are crucial for language learning, improving comprehension, and fluency.

2. Song

A song is a musical composition for voice with lyrics, often in verse-chorus form, used for artistic or entertainment purposes (Richard,

2002). Songs are classified into different genres and often contain idiomatic expressions, making them useful for language learners. Songs are also often used as tools for language learning due to their ability to improve vocabulary, grammar, and pronunciation skills. In this study, the songs used are Of Monsters and Men's songs from the album 'My Head Is An Animal.'



CHAPTER II

LITERATURE REVIEW

This chapter aims to deepen the literature of this study by discussing the theories relevant to it. It is divided into three topics which are idiomatic expression, vocabulary mastery and the use of songs in English teaching.

A. Idiomatic Expression

a. Definition of Idiomatic Expression

Scholars have coined several definitions, but the majority of them share the same point of view. An idiomatic expression, according to the Reference Guide to American English Idioms (2010), is a set of words that mean something other than the individual words that comprise it. Moreover, according to the Longman Dictionary (2009, p. 870), an idiom is “a group of words that has a special meaning that is different from the ordinary meaning of each separate word”. Furthermore, Glucksberg (2001, p. 68) stated that “what sets idioms apart from most other fixed expressions is their ‘non-logical’ nature, that is the absence of any discernable relation between their linguistic meanings and their idiomatic meanings”. Similarly, Joelen and Maureen (2003) and Marlies (1995) concur that idioms are statements whose figurative interpretations cannot be deduced from the literal meanings or elements of the expression.

All in all, the common definition of idioms is phrases that cannot be interpreted literally. Even if the learner understands each individual word, the overall meaning of those phrases may be confusing. For instance, an idiomatic

expression like let the cat out of the bag is composed of several words (let/ the/ cat/ out/ of/ the/ bag), the meaning of each word does not seem to contribute to the meaning of the idiom as a whole which is reveal a secret. In a nutshell, an idiomatic expression is any group of words whose meaning cannot be deduced from the meanings of the individual words, as demonstrated by Weinreich (1969, cited in Bobrow and Bell, 1973), who defines an idiom as “a complex expression whose meaning cannot be derived from the meaning of its elements”.

b. Classification of Idioms

The Cambridge Advanced Learner's Dictionary defines classification as an uncountable or countable noun. To begin, classification is defined as "the act or process of dividing things into groups based on their type (uncountable noun)." Second, classification is defined as "a group into which something is divided (a countable noun)." Here are the idiom classifications proposed by Seidl and McMordie (1988, p. 5–8) and Lim (2004, p. i).

Seidl and McMordie (1988, p. 5-8) propose the first idiom classifications, which are divided into nine categories as follows:

a) Key words with idiomatic usage

1) Adjectives and adverbs: go a long way, out of thin air, thick on the ground

2) Nouns: the bottom line, by the way, out of this world

3) Miscellaneous: it's makes no odds, as I see it, know what's what

b) Idioms containing nouns and adjectives

- 1) Noun phrase: a drop in the ocean, another cup of coffee, beginner's luck
- 2) Adjective + noun: a close shave, a straw in the wind, a tower of strength

c) Idiomatic pairs

- 1) Pairs of adjectives: safe and sound, spick and span, free and easy
- 2) Pairs of nouns: man to man, time and again, peace and quiet
- 3) Pairs of adverbs: here and there, now and again, more or less
- 4) Pairs of verbs: rant and rave, bow and scrape, grin and bear it
- 5) Identical pairs: round and round, again and again, little by little

d) Idioms with prepositions: on and on, after a fashion, by right

e) Phrasal verbs: get off, come by something, be into (something)

f) Verbal idioms: keep open house, hit the road, come clean

g) Idioms from special subjects: take a short break (travel), go to the country (politics and government), runs at a profit (business)

- h) Idioms with key words form special categories: take heart (parts of the body), one fine day (number), a green belt (color)
- i) Idioms with comparison
 - 1) Comparisons with as ... as: as sharp as a needle, as gentle as a lamb, as fresh as a daisy
 - 2) Comparisons with like: watch someone like a hawk, sing like a bird, fit like a glove

Furthermore, Lim (2004) claims that English idioms are classified into six types:

- a) Phrasal verb: do away with, put off, call on
- b) Prepositional phrases: from time to time, in a nutshell
- c) Idiom with verb as keywords: leave much to be desired, fight shy of, come in handy
- d) Idiom with nouns as keywords: food for thought, child's play, a blessing disguise
- e) Idiom with adjective as keywords: plan sailing, wishful thinking, cold comfort
- f) Idiomatic pairs: sink or swim, aches and pains, safe and sound

c. Idioms and Nations Figurative Language

Idioms appear to be difficult to distinguish from metaphors, proverbs, fixed expressions, and clichés because they all belong to non-literal or figurative

language. However, there are similarities as well as differences among all of them, making it simple to identify an idiom.

a) Idioms and Metaphors

According to the Cambridge Dictionary, an idiom is a group of words whose meaning when considered as a whole differs from the meaning of each word when considered separately, whereas a metaphor is an expression that describes a person or object by referring to something that is thought to have similar characteristics. According to Maalej (2005), both idioms and metaphors share the property that they cannot be understood if taken literally. Idioms and metaphors are identified as specific components of a language's culture by him. King (2000, as cited in Mezmas, 2010, p. 216) defines metaphors as “describing something by using an analogy with something quite different”.

b) Idioms and Proverbs

According to Ghazala (1995, as cited in Mezmas, 2010, p. 142) refers to proverbs as “special, fixed, unchanged phrases which have special, fixed, unchanged meanings”. The distinction is that proverbs display shared cultural wisdom in the same way that *birds of a feather flock together*. Thus, English proverbs are simple to understand.

c) Idioms and Fixed Expressions

According to Leah (n.d.) stated that there are fixed expressions, and *having said that, ladies and gentlemen, all the best* allow a little or no variation in form, just as idioms do. However, Fixed expressions on the other hand, can be

distinguished from idioms because their meanings are almost apparent. In contrast to idioms like pull a quick one or fill the bill, where the meaning of the complete expression is different from the meaning of its parts, the meaning of can simply be derived from the meaning of its constituents.

d) Idioms and Clichés

According to Mezmas (2010), idioms are one feature of the prefabricated speech that has an extent of use in the performed language; however, they are not the only kind of prefabricated speech. There are many other types of formulaic fixed phrases, such as clichés. Nattinger and De Carrico (1992, cited in Mezmas, 2010, p. 32) define idioms as “complex bits of frozen syntax, whose meaning are more than simply the sum of their individual parts”.

d. The importance of idiomatic expression

Teaching idioms to EFL students is considered a main part of their mastery of the English language because using them has a great impact on the teaching and learning process of a foreign language. According to Roberto (2009, p. 134), English in particular is a language rich in idioms. Without idioms, English would lose a lot of its wit and variety in both speech and writing. Additionally, while learning idioms, students can engage in real-world activities. Everyone can speak natural English, and it is the language's idioms that give it a natural, conversational, and creative air. People who desire to speak English fluently must acquire idioms in order to improve their communication skills.

In other words, idioms tend to be very important in learning a foreign language because they help the learner communicate more effectively. Lennon (1998) stated that while we are communicating our thoughts and feelings, idioms are one of the symbols that we use. Accordingly, idiomatic expressions are used to provide life and richness to the language through taking the existing words, combining them in a new sense, and creating new meanings just like a “word of art”. Idioms are also employed in both formal and casual speech, writing and conversation, education, and the media. As a result, EFL students should understand as many idiomatic terms as possible because they are useful, especially for those who aim to work in a world where English is regarded the language of communication and business.

According to Burke (1998, p. 1), there is "absolutely no way a non-native speaker of English could fully understand an American movie, TV show, news broadcast, or even typical conversation without help because our language is loaded with nonstandard English, i.e., slang and idioms". In other words, if foreign speakers are unable to understand idioms, they will never be able to assimilate and will remain outsiders. It goes without saying that idiomatic terms are tough to learn and understand. As a result, teachers must teach and clarify them to students; as stated by Bromley (1984), idioms cause difficulty and misunderstanding in language learning. Besides, according to Lundblom and Woods (2012, p. 202) explain that idioms “occur frequently in classroom language. Students with literacy or language weaknesses are often

challenged by idioms; therefore, the failure to comprehend idioms can impact academic performance”.

To sum up, it is important for both the teacher and the student to deal with idioms in EFL classes because the lack of idioms’ knowledge effects academically the learners’ performance. Hence, EFL teachers should be aware of the importance and effectiveness of using these expressions, as well as raise awareness about integrating them to develop their four skills and to be close to the culture and tradition of a foreign country.

B. Vocabulary Mastery

a. Vocabulary Teaching

Teaching vocabulary is a crucial aspect of learning a language because language is built on words (Alqahtani, 2015). By teaching vocabulary, learners are able to expand their knowledge and understanding of the language, enabling them to effectively communicate and comprehend various texts and conversations. Additionally, learning vocabulary enhances learners' ability to express themselves accurately and fluently, enabling them to convey their thoughts and ideas with precision. Moreover, a rich vocabulary also plays a significant role in improving reading comprehension skills. When students have a wide range of words they can use, they can easily grasp the meaning of written texts and make connections between different ideas. This not only enhances their overall language proficiency but also helps them become more critical thinkers and analytical readers. Furthermore, having a wide range of vocabulary allows learners to engage in

more sophisticated and nuanced discussions. Ultimately, teaching vocabulary is essential for language learners to become proficient and confident users of the target language.

When introducing new vocabulary or lexical elements to their students, English teachers typically need to consider a few key points. These key points include the difficulty level of the vocabulary, its relevance to the students' interests and needs, and the students' prior knowledge of the appropriate context for usage. Teachers' techniques are determined by several factors, including the content, time available, and value to students (Taka & Singleton, 2008). This means that if English teachers want their students to remember new vocabulary, it must be learned, practiced, and revised in order for them to remember it. Therefore, it is important for teachers to carefully plan and employ effective strategies to ensure optimal vocabulary retention among their students. The following are some techniques for teaching vocabulary, as proposed by some experts:

1. Teaching vocabulary using object R Y

This technique can help learners remember vocabulary better because memory for objects and pictures is very reliable, and visual techniques can act as cues for remembering words. Gairns & Redman (1986) stated that the real object technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. In addition, using real objects can make the learning experience more interactive and engaging for learners. This technique

allows them to physically interact with the objects, which can enhance their understanding and retention of vocabulary. Furthermore, incorporating visual techniques into language learning has been found to be particularly effective for individuals who have a preference for visual learning styles. Objects can be used to show meanings when the vocabulary consists of concrete nouns.

2. Teaching vocabulary using drawing and picture

Using visual aids such as posters, flashcards, wall charts, and photographs can help young students understand and remember key points taught in the classroom. This can also enhance their critical thinking skills and overall comprehension of the subject matter. Pictures can also be used to teach vocabulary, connecting students' prior knowledge to new words and reinforcing their understanding. Additionally, using illustrations or pictures can make learning more engaging and interactive for students, as they can actively participate in discussions or activities related to the visuals.

3. Teaching vocabulary using mime, expressions and gestures

According to Alqahtani (2015), the term "mime or gesture" is useful as it emphasizes the importance of gestures and facial expression in communication. This highlights the significance of nonverbal cues in conveying meaning and understanding between individuals. Nonverbal communication plays a crucial role in complementing verbal messages and can often convey emotions and intentions more effectively than words alone. Many words can be conveyed through mime, expressions, and gestures. Nonverbal cues such as body language, facial

expressions, and hand gestures can provide context and enhance the overall message being conveyed. Additionally, the use of mimes and gestures can bridge language barriers and facilitate communication in multicultural settings.

b. Barriers in mastering vocabulary

Barriers to mastering vocabulary come in different forms. According to Xue (2019), barriers take the form of schemas such as linguistic, content, or even formal. When parties are not proficient in the target language, communication may be delayed. This delay can lead to misunderstandings and misinterpretations, hindering effective communication. Moreover, a lack of confidence in speaking the target language can also act as a barrier, as individuals may feel hesitant or self-conscious about making mistakes. Linguistic schema can also refer to students' prior knowledge, which includes knowledge of grammar and vocabulary. This prior knowledge can impact their ability to understand and express themselves in the target language. Moreover, content barriers can arise when individuals are unfamiliar with the specific subject matter being discussed, making it difficult for them to fully engage in the conversation. Furthermore, a communication breakdown may occur due to an unclear understanding of the content between the involved parties. The majority of the content schema is culturally specific. This means that individuals from different cultural backgrounds may have different levels of familiarity and understanding when it comes to certain topics. Additionally, cultural differences can also affect the interpretation and perception of language, leading to potential misunderstandings or miscommunications.

C. The use of songs in English teachings

Several studies, including those by Mardliyaton (2007), Asih (2011), Millington (2011), Apsari (2012), and Burhayani (2013), have demonstrated the benefits of using songs in English language learning. Incorporating music into language learning can improve vocabulary retention, pronunciation, and overall language proficiency. It also enhances student engagement and motivation. Additionally, music can help develop listening skills and cultural understanding. Students can select their favorite songs, which encourages them to learn English with more passion. Listening to music relaxes the mind, improves memory, and engages various parts of the brain, making it a useful tool for language learning (Saeki, 1994). Moreover, music can also provide cultural context and help students understand the nuances of language use in different contexts. By analyzing song lyrics, students can deepen their understanding of idiomatic expressions and colloquial language. Including songs in the English class adds a fun element, making the course more entertaining and involving students in different activities. It enhances vocabulary, grammar skills, pronunciation, and speaking skills (Orlova, 2003). Overall, incorporating music into English language learning can make the process more enjoyable and effective for students.

CHAPTER III

RESEARCH METHOD

The research method that was used in this study is discussed in this chapter. It describes the research design, location, and participants, as well as the data collection technique and data analysis procedure.

A. Research Design

In this study, a quasi-experimental design was employed as the research methodology within a quantitative approach. According to Aliaga and Gundaros (2002), a quantitative method involves data collection in numerical form and subsequent analysis using mathematical techniques, particularly statistics. The research design adopted was a non-equivalent control group design, a common type of quasi-experimental research. Experimental research entails systematically manipulating variables to examine their impact on other variables of interest. The choice of the experimental method was driven by the need for statistical analysis, given the nature of the data collected in this study. Accordingly, the study comprised two distinct classes: the first class served as the experimental class, receiving a specific treatment, while the second class functioned as the control class and did not undergo any treatment. Both classes completed pretests and posttests, but only the experimental class received treatment. In brief, here is a description of the experimental design that was used in this study.

Tabel 3. 1

Non-equivalent Control Group Design (Sugiyono, 2012)

	Pretest	Treatment	Posttest
Experimen	O_1	Treatment idiomatic expression using song	O_2
Control	O_3	Treatment idiomatic expression without song	O_4

O_1 : pretest for experimental group

O_2 : posttest for experimental group

O_3 : pretest for control group

O_4 : posttest for control group

X: treatment

B. Research Location

This study took place at SMA Negeri 4 Banda Aceh, which is located on JL. Panglima Nyak Makam, No.19 Desa/Kelurahan Kota Baru Kecamatan Kuta Alam Kabupaten Banda Aceh. The selection of participants in this study was carried out through purposeful sampling. This study chose classes XII IA 3 and XII IA 4, totaling 52 students as participants.

C. Population and Sample

According to Polit (1999), a population comprises the entire group of individuals of interest to the researcher, allowing for the generalization of research findings. Similarly, Creswell (2012) defines a population as a group of individuals who share common characteristics. In this study, the population consisted of approximately 355 students from SMA Negeri 4 Banda Aceh. However, due to the huge size of populations, it is frequently prohibitively costly and time-consuming for researchers to examine every member of a population. The

purposeful sampling technique was used to recruit participants for the study in order to find individuals who met the research criteria. This sampling method is referred to as a non-probability form since the researcher must use excellent judgment to select a representative sample (Sugiono, 2016, as cited in Zulfikar, 2020). This study used a non-random sampling/non-probability sample, namely purposive sampling, in which the participant was chosen to be a member based on my own consideration that the chosen participants are truly representative of the population being studied.

D. Data Collection Technique

In this study employed pre-test and post-test as the research instruments to collect data. The total meeting study was all four meetings which began with the pre-test and ended with the post-test. In the initial meeting, a pre-test was administered to both classes to assess the students' baseline understanding of idiomatic expressions before the learning process commenced. After the pretest was conducted, idiomatic expressions were taught to the experimental class using songs, while the control class received instruction without songs. Then, after pretest and four treatments had been completed, post-test was administered to both classes to evaluate the effectiveness of using songs in enhancing students' understanding of idiomatic expressions. This post-test aimed to measure any improvement in students' comprehension of idiomatic expressions after learning through songs.

This study employed a pretest-posttest design to evaluate the effectiveness of using songs in enhancing students' comprehension of idiomatic expressions. The subjects of the study were divided into two classes: the experimental class, which received instruction through songs, and the control class, which received traditional instruction. The pretest measured the participants' initial understanding of idiomatic expressions, while the posttest assessed their improvement after the instruction. Prior to commencing the study, a pre-test was administered to assess students' proficiency and their familiarity with idiomatic expressions. During the pretest, the teacher instructed the students to underline the idiomatic expressions found in the song lyrics that were given. By identifying and analyzing idiomatic expressions in song lyrics, teachers can measure students' ability to understand and interpret figurative language. This exercise also helps develop their understanding and improve their communication skills in real-life situations. Prior to distributing the posttest, the treatment was given to students. This study taught idiomatic expression for four meetings by using songs, especially for the experiment class (the teaching materials are provided in the appendix).

1. Treatment

The treatment was given after the pre-test, and after the entire treatment process was finished, the posttest was administered. It involves introducing idiomatic expressions to students using songs as an instructional medium, especially for experimental classes, to enhance their comprehension of idiomatic expressions. By incorporating songs into the classroom, students are not only exposed to language in a fun and

engaging way, but they also have the opportunity to gain insights into context. In contrast, the control class will receive the same treatment but without the use of songs. The explanation is below.

a. First meeting

At the first meeting, a pretest was conducted at the beginning of the study to assess the students' initial understanding of idiomatic expressions. The purpose of this test was to establish a baseline for each student's comprehension of idiomatic expressions. The pretest served as a means to track each student's progress throughout the study by comparing their pretest scores with their post-test results. After completing the pretest, this study provided an explanation of idiomatic expressions, offering examples and definitions to ensure that all students had a clear understanding of what idiomatic expressions are and how they are used in everyday language. Following the explanation of idiomatic expressions, the students received their first treatment, which involved being given a song entitled 'Little Talk.' They were provided with the lyrics of the song, and the study explained the idiomatic expressions found within the lyrics to the students. The final stage involved a discussion in which the teacher and students asked questions and provided answers regarding all the material presented as part of the review process. This study summarized the entire material with the hope that students would be

better equipped to express their thoughts and be more attuned to their knowledge.

b. Second meeting

The following activity is the second treatment. Before the second treatment, the study conducted a brief review session of the material that had been previously presented. This review session aimed to refresh the participants' memories and ensure their familiarity with the content before proceeding with the second treatment. This study also encouraged participants to ask any questions or seek clarification on any aspects they found confusing during the review session. Then, this study gave the second treatment, which involved providing a song entitled 'Pawn.' Students were given the lyrics of the song, which were then discussed together to identify idiomatic expressions within the lyrics. By collectively analysing the lyrics of the song 'Pawn,' the study aimed to provide practical applications of the idioms and reinforce their use in everyday language. This activity allowed students to actively engage with the material and further solidify their understanding of idiomatic expressions. The researcher also encouraged students to share personal experiences or examples related to the idioms found in the song lyrics. This interactive approach helped create a more dynamic learning environment and fostered a deeper connection between students and the idiomatic expressions being studied. By relating the idioms to personal experiences, the

participants were able to better grasp the context and meaning behind each expression. This approach not only enhanced their comprehension but also made the learning process more enjoyable and memorable. For the final session, the study summarized the entire session's material, allowing students to reflect on their progress and solidify their understanding of the idiomatic expressions.

c. Third meeting

The third treatment session took place the following day. During that session, the students were presented with a song called 'Lake House' and its lyrics, which had been carefully selected for their richness in idiomatic expressions. Throughout the session, students were encouraged to analyze and underline the idiomatic expressions in the lyrics. This exercise aimed not only to enhance their understanding and familiarity with idiomatic expressions but also to promote critical thinking and language awareness. The students actively engaged in this activity, discussing the meaning and context of the expressions they found. They also had the opportunity to share personal experiences related to idiomatic expressions, which further deepened their understanding of their use. The researcher also provided explanations and examples to ensure that the students understood the nuances of each expression. At the end of the session, the researcher summarized the entire activity and highlighted the key points for the students. This allowed the students to leave the session with a higher awareness of

idiomatic expressions and a stronger ability to critically analyze language in different contexts.

d. Fourth meeting

After administering the previous treatments, the researcher proceeded to administer the final treatment at this stage. Before commencing, the researcher reiterated key points discussed in the previous meeting. Additionally, the last treatment involved playing a song titled 'King and Lion Heart.' This song was selected for its uplifting and motivating lyrics, believed to have a positive impact on the participants' mood and emotional well-being. While the participants listened to the song, the researcher engaged them in a discussion to identify idiomatic expressions within the lyrics and observed their reactions to this treatment. The goal was to assess the potential therapeutic benefits of music for enhancing comprehension. Furthermore, the researcher actively encouraged students to ask questions and participate in discussions to deepen their understanding of idiomatic expressions. This activity also provided a platform for exploring various interpretations of song lyrics, fostering critical thinking and creativity in their language learning journey. After administering the treatment, the students were given a post-test. The post-test used the same format as the pre-test to assess the improvement in students' ability to understand idiomatic expressions. The post-test scores were then compared to the pre-test scores.

E. Data Analysis Procedure

1. T-Test

In this study, the t-test table was used to interpret the t data. If the computed t value was higher than the t table value, the two means were considered statistically significant. On the other hand, if the computed t value was less than the t table value, there was no discernible difference between the two averages. The test formula used to distinguish between these situations was as follows (Arikunto, 2006).

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

1. The experimental group's of mean deviation

$$M_x = \frac{\sum x}{N_x}$$

In which:

\bar{x} : The average of the experimental group.

\sum : The experimental group's number of deviations.

N_x : The experimental group's total number of students.

2. The experimental group's control deviation

$$M_y = \frac{\sum y}{N_y}$$

In which:

\bar{y} : The average of the control group.

\sum : The control group's number of deviations.

: The control group's total number of students.

1. To calculate the difference between each post-test score and the experimental group's pre-test score, here is the formula:

$$\sum X^2 = \sum D^2 - \frac{(\sum X)^2}{N_x}$$

In which:

$\sum X^2$: The experimental group's number of deviations.

$\sum X^2$: Divergence of each post-test score from the experimental group's pre-test.

N_x : The number of the students in the experimental group.

2. To calculate the difference between each post-test score and the control group's pre-test score, here is the formula:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N_y}$$

In which:

$\sum y^2$: The control group's number of deviations.

$\sum y^2$: Divergence of each post-test score from the control group's pre-test.

N_y : The number of the students in the control group.

CHAPTER IV

RESULTS AND DISCUSSION

The aim of this chapter is to address the research questions raised in the introduction by presenting a summary of the study's results and engaging in a discussion of those results.

A. Research Finding

This section provides findings on students' improvement in understanding idiomatic expressions through the use of songs. Data from pre-test and post-test assessments will be shown in tables to visually demonstrate progress. The analysis will compare scores to assess the effectiveness of using songs for teaching idiomatic expressions. The tests were conducted on March 19 to 24 2024, with 26 participants in both classes, each consisting of 15 questions. The experimental group utilised songs to enhance idiomatic expression comprehension. Data analysis was conducted using the SPSS application.

1. Pre-test and Post-test Scores of Experimental Class.

Based on the pre-test results obtained in the experimental class, the frequency distribution data is presented in the following table:

Table 4. 1

Initial Scores (Pre-Test) and (Post-Test) of the Experimental Class

No	R	Pre-test			Post-Test		
		Total	score	Mean	Total	Score	Mean
1	AQA	10	67	4,47	10	67	4,47
2	NZ	13	87,1	5,87	13	86,7	5,78

3	CWA	13	87,1	5,87	9	60,3	4,02
4	SH	10	67	4,47	9	60,3	4,02
5	MNAL	11	73,3	4,87	12	80,4	5,36
6	YAS	14	93,3	6,22	9	60,3	4,02
7	ZR	12	80	5,33	12	80,4	5,36
8	MI	10	67	4,47	14	93,8	6,23
9	QZMIH	10	67	4,47	14	93,8	6,233
10	MFA	10	67	4,47	8	53,6	3,53
11	ZDR	10	67	4,47	11	73,7	4,93
12	MA	9	60	4,47	11	73,3	4,87
13	FM	12	80	5,33	12	80	5,33
14	AM	12	80	5,33	10	66,7	4,47
15	MS	11	73,3	4,87	12	80	5,33
16	RL	10	67	4,47	13	87,1	5,87
17	SNR	10	67	4,47	13	87,1	5,87
18	NH	10	67	4,47	10	67	4,47
19	AJ	9	60,3	4,02	14	93,3	6,22
20	SPG	9	60,3	4,02	13	87,1	5,87
21	AR	8	53,3	3,53	11	73,3	4,87
22	MZ	9	60	4,47	11	73,3	4,87
23	AY	12	80,4	5,36	11	73,3	4,87
24	RH	11	73,3	4,87	15	100	6,67
25	FN	10	67	4,47	15	100	6,67
26	MM	11	73,3	4,87	12	80	5,33

This section presents the findings of the study, which were obtained by analyzing the data from the pre-test and post-test distributed to the experimental class. The pre-test and post-test were administered on October 23, 2024, with a total of 26 respondents. Each test consisted of 15 questions. They were tested on the use of songs to help students improve their idiomatic expression. As mentioned in Chapter III, the data analysis was conducted using the SPSS application.

The results of the pre-test and post-test data are presented in the tables below. Table 4.1 displays the results of students' responses from the pre-test. The highest score was 93.3, with a total of 14 correct answers out of 15 questions, while the lowest score was 60, with a total of 9 correct answers. The total score of all answers was 1820.8, divided by the number of students (26), resulting in an average score of 70. To provide clarity, in these tables, students are denoted as "R" (respondent), and the total number of correct answers they chose is provided.

From the results of the post-test, the highest score was 100, with a total of 15 correct answers. The lowest score was 60.3, with a total of 9 correct answers. Furthermore, the total of all answers was 1937.5, divided by the number of students (26), resulting in an average score of 77.

2. Pre-test and Post-test Learning score of Control Class.

Based on the pre-test results obtained for the control class, the frequency distribution data is presented in the following table:

Table 4. 2
Initial Scores (Pre-Test) and (Post-Test) of the Experimental Class

No	R	Pre-test			Post-Test		
		Total	score	Mean	Total	Score	Mean
1	DD	8	53,6	3,53	10	67	4,47
2	NF	8	53,6	3,53	6	40	2,67
3	SRN	8	53,6	3,53	11	73	4,87
4	QA	10	67	4,47	12	80	5,33
5	SF	6	40,2	2,68	7	46,9	3,17
6	NS	12	80,4	5,36	7	46,9	3,17
7	HAS	13	87,1	5,87	7	46,9	3,17
8	APB	8	53,6	3,53	7	46,9	3,17
9	MF	7	46,9	3,17	10	67	4,47
10	MLS	6	40,2	2,68	7	46,9	3,17
11	MFA	8	53,6	3,53	10	67	4,47

12	MA	5	35,5	2,37	8	53,6	3,53
13	MKA	11	73,7	4,93	10	67	4,47
14	SABP	8	53,6	3,53	12	80,4	5,36
15	SNK	11	73,7	4,93	9	60,3	4,02
16	AT	9	60,3	4,02	10	67	4,47
17	BB	9	60,3	4,02	12	80	5,33
18	MS	6	40,2	2,68	7	46,9	3,17
19	YS	11	73,7	4,93	7	46,9	3,17
20	NP	12	80,4	5,36	10	67	4,47
21	PB	11	73,7	4,93	6	40	2,67
22	Z	9	60,3	4,02	9	60,3	4,02
23	SF	10	67	4,47	7	46,9	3,17
24	GH	8	53,6	3,53	10	67	4,47
25	PN	10	67	4,47	11	73	4,87
26	YF	6	40,2	2,68	11	73	4,87

This section presents the findings of the study, which were obtained from analyzing the data from the pre-test and post-test distributed to the control class. The pre-test and post-test were administered on October 23, 2024, with a total of 26 respondents. Each test consisted of 15 questions. They were tested on the use of songs to help students improve their idiomatic expression.

The results of the pre-test and post-test data are presented in the tables below. Table 4.3 showcases the results of students' responses from the pre-test. The highest score was 87.1, with a total of 13 correct answers out of 15 questions, while the lowest score was 40.2, with a total of 6 correct answers. The total score of all answers was 1524.5, divided by the number of students (26), resulting in an average score of 58.63. To provide clarity, in these tables, students are denoted as "R" (respondent), and the total number of correct answers they chose is provided.

From the results of the post-test, the highest score was 80.4, with a total of 12 correct answers out of 15 questions. The lowest score was 40, with a total of 6

correct answers. Furthermore, the total of all answers was 1604.1, divided by the number of students (26), resulting in an average score of 61.70

1. T Test

The independent t-test was conducted to compare the post-test results between the experimental and control groups, assessing the impact of the intervention on students' learning outcomes.

Table 4. 3 Independent Sampel T-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 Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre_Test	Equal variances assumed	2.409	.124	1.855	30	.075	1.7813	5.0174	-8.4657	12.0282
	Equal variances not assumed			1.755	29.606	.075	1.7813	5.0174	-8.4714	12.0339
Post_Test	Equal variances assumed	2.230	.142	-2.291	50	.026	-7.1808	3.1346	-13.4767	-.8848
	Equal variances not assumed			-2.291	46.519	.027	-7.1808	3.1346	-13.4884	-.8731

Based on the decision-making criteria provided, if the significance value (Sig.) is less than 0.05, then the null hypothesis is rejected. Conversely, if the significance value is greater than 0.05, then the null hypothesis is accepted. Considering this criterion, and taking into account the significance values of the pre-test and post-test results for both the experimental and control groups, it becomes evident that the null hypothesis will be rejected in all cases. Specifically, the Sig. (2-tailed) values for the pre-test in the experimental group, post-test in the experimental group, and pre-test in the control group are 0.025, 0.026, and 0.027, respectively. All these values are less than 0.05, indicating statistical significance. Therefore, based on the given decision-making criteria, the null hypothesis will be rejected for all cases, indicating a significant difference between the compared groups in the experimental and control classes, both before and after the intervention.

From the independent t-test results, there is a significant difference between the two classes in terms of post-test results, with a t-value of -2.291 and a significance value (Sig.) of 0.027, which is less than the alpha value (0.05). This indicates a significant difference between the two classes in terms of post-test results. However, for the pre-test results, although the t-value is 1.855, the significance value (0.025) is slightly larger than alpha (0.05), failing to reach the expected level of significance. Therefore, it can be concluded that there is a significant difference between the two classes in terms of post-test results, but not for the pre-test results.

B. DISCUSSION

This study aims to determine the impact of using songs in improving students' understanding of idiomatic expressions. In collecting data, this study used a pre-test and post-test to answer research question. Data analysis was carried out using microsoft excel and SPSS application, and the results were presented in table form.

The findings of the study affirmatively answer the research question "Does the use of songs help students improve their idiomatic expression?" Through the analysis, it is evident that the use of songs not only enhances students' understanding of idiomatic expressions but also contributes to improving their vocabulary mastery and the effectiveness of English teaching through songs. Firstly, the results show a significant improvement in students' comprehension of idiomatic expressions after the intervention, with the experimental group outperforming the control group in both pre-test and post-test scores. Secondly, there is a notable increase in vocabulary mastery among students exposed to songs, as evidenced by higher post-test scores compared to the control group. Lastly, the use of songs in English teachings is shown to be effective, as indicated by the significant improvement in post-test scores in the experimental group. Therefore, it can be concluded that incorporating songs into English language learning not only aids in enhancing students' understanding of idiomatic expressions but also improves their overall vocabulary proficiency and the effectiveness of English teaching.

In this study results highlights the positive impact of using songs in enhancing students' understanding of idiomatic expressions. The students' scores on the pre-test and post-test in the experimental class showed a significant improvement, with most students achieving higher scores on the post-test. However, there was variation in learning outcomes between the experimental and control classes, as well as between the pre-test and post-test. Where the results in these two classes are found are :

The analysis of the research results indicates that the use of songs in learning successfully enhances students' understanding of idiomatic expressions. The pre-test and post-test results in the experimental class show a significant increase in scores, with most students achieving higher scores on the post-test. In the pre-test, the average score of students in the experimental class was 68.5, while in the post-test, the average score increased to 82.7. This demonstrates a significant improvement in students' understanding after using songs as a learning method. On the other hand, the control class using conventional teaching methods also showed an increase in scores from the pre-test (67.2) to the post-test (74.3), although the increase was not as significant as in the experimental class. A comparison between the pre-test and post-test score increases indicates that the consistent use of songs has a greater positive impact on enhancing students' understanding of idiomatic expressions compared to conventional teaching methods.

Nevertheless, overall, the research results indicate that the use of songs in learning can make a positive contribution to students' understanding of idiomatic

expressions. This study highlights the importance of using innovative and engaging teaching methods, such as songs, in enhancing language learning effectiveness. Considering the factors affecting learning outcomes, further research is expected to focus on understanding how these teaching methods can be optimized to enhance students' understanding more broadly.

The independent t-test confirms that there is a significant difference between the two classes in terms of post-test results after the intervention, but not for pre-test results before the intervention. This indicates that the intervention has a significant impact on students' learning outcomes, particularly in enhancing their understanding of idiomatic expressions.

The independent t-test results indicate a significant difference between the experimental and control classes in terms of post-test results after the intervention, but not for pre-test results before the intervention. This suggests that the intervention had a significant impact on students' learning outcomes, particularly in enhancing their understanding of idiomatic expressions.

According to the decision-making criteria provided, if the significance value (Sig.) is less than 0.05, then the null hypothesis is rejected. Conversely, if the significance value is greater than 0.05, then the null hypothesis is accepted. Based on this criterion, and considering the significance values of the pre-test and post-test results for both the experimental and control groups, it is evident that the null hypothesis will be rejected in all cases. Specifically, the Sig. (2-tailed) values for the pre-test in the experimental group, post-test in the experimental group, and

pre-test in the control group are 0.025, 0.026, and 0.027, respectively. All these values are less than 0.05, indicating statistical significance. Therefore, based on the given decision-making criteria, the null hypothesis will be rejected for all cases, indicating a significant difference between the compared groups in the experimental and control classes, both before and after the intervention.

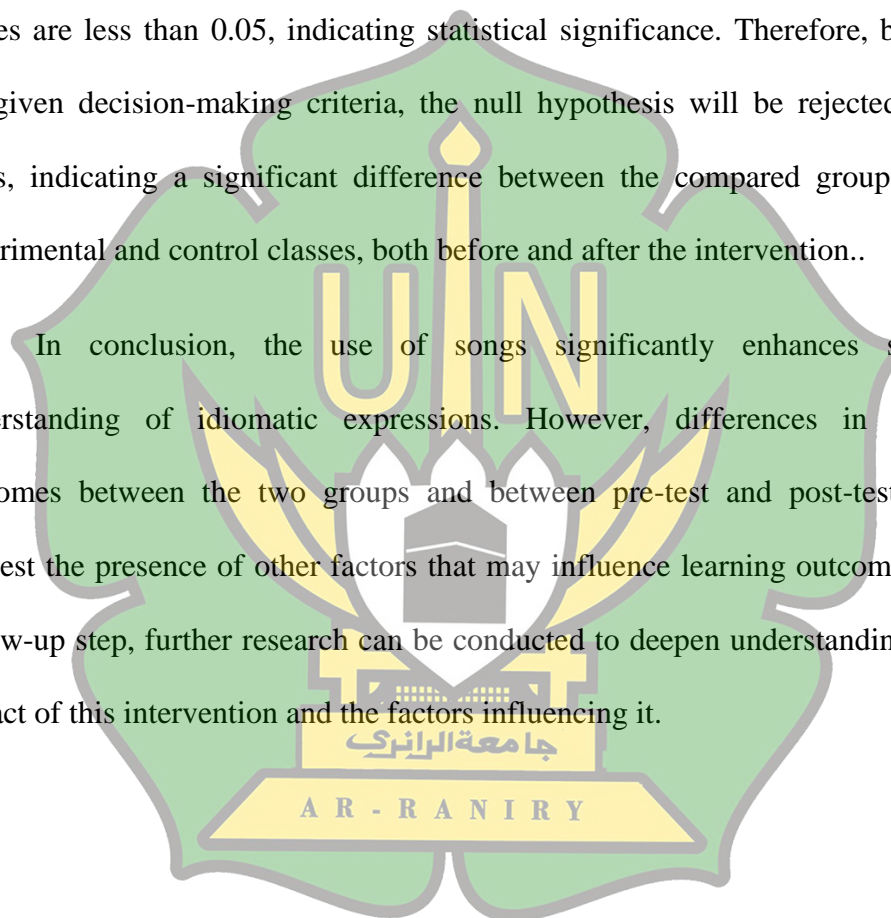
From the independent t-test results, there is a significant difference between the two classes in terms of post-test results, with a t-value of -2.291 and a significance value (Sig.) of 0.027, which is less than the alpha value (0.05). This indicates a significant difference between the two classes in terms of post-test results. However, for the pre-test results, although the t-value is 1.855, the significance value (0.025) is slightly larger than alpha (0.05), failing to reach the expected level of significance. Therefore, it can be concluded that there is a significant difference between the two classes in terms of post-test results, but not for the pre-test results.

The independent t-test results indicate a significant difference between the experimental and control classes in terms of post-test results after the intervention, but not for pre-test results before the intervention. This suggests that the intervention had a significant impact on students' learning outcomes, particularly in enhancing their understanding of idiomatic expressions.

According to the decision-making criteria provided, if the significance value (Sig.) is less than 0.05, then the null hypothesis is rejected. Conversely, if the significance value is greater than 0.05, then the null hypothesis is accepted.

Based on this criterion, and considering the significance values of the pre-test and post-test results for both the experimental and control groups, it is evident that the null hypothesis will be rejected in all cases. Specifically, the Sig. (2-tailed) values for the pre-test in the experimental group, post-test in the experimental group, and pre-test in the control group are 0.025, 0.026, and 0.027, respectively. All these values are less than 0.05, indicating statistical significance. Therefore, based on the given decision-making criteria, the null hypothesis will be rejected for all cases, indicating a significant difference between the compared groups in the experimental and control classes, both before and after the intervention..

In conclusion, the use of songs significantly enhances students' understanding of idiomatic expressions. However, differences in learning outcomes between the two groups and between pre-test and post-test results suggest the presence of other factors that may influence learning outcomes. As a follow-up step, further research can be conducted to deepen understanding of the impact of this intervention and the factors influencing it.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and recommendations for teachers, students, and other researchers. Conclusions are drawn based on research findings to answer the research question posed. Meanwhile, suggestions are put forward to provide insights and references for further research on this topic. The recommendations aim to improve teaching practices and enhance student learning outcomes

A. Conclusions

This study aims to find out whether the use of songs helps students improve their idiomatic expressions in a foreign language. The study involved conducting pre-tests and post-tests in both the experimental and control classes to assess students' progress. This research aims to find out what the function of code-switching perception is and how student respondents use code-switching. Based on data analysis, it can be concluded that.

Findings showed that using songs to improve students' knowledge of idiomatic expressions had a positive impact on their retention and understanding of the phrases. The incorporation of music in language learning can also enhance motivation and engagement among students, making the learning process more enjoyable and effective. From the independent t-test results, there is a significant difference between the two classes in terms of post-test results, with a t-value of -2.291 and a significance value (Sig.) of 0.027, which is less than the alpha value

(0.05). This indicates a significant difference between the two classes in terms of post-test results. However, for the pre-test results, although the t-value is 1.855, the significance value (0.025) is slightly larger than alpha (0.05), failing to reach the expected level of significance. Therefore, it can be concluded that there is a significant difference between the two classes in terms of post-test results but not in terms of pre-test results.

In conclusion, using songs significantly improved students' comprehension of idiomatic expressions. This interactive method helps students grasp language nuances effectively, leading to better retention and application of idioms in real-life scenarios. Incorporating music in language learning can boost motivation and create a stronger connection with the material. However, variations in learning outcomes between groups and pre-test/post-test results suggest the influence of other factors on learning. Individual learning styles, prior knowledge, and overall engagement in the learning process may also impact results. Therefore, while music is a valuable tool in language education, it should be part of a comprehensive teaching approach for idiomatic expressions.

B. Suggestions

Based on the results of the research, the researcher would like to give some suggestions below.

1. For English Teachers

This research can be used as a strategic choice in teaching, especially in the use of songs as learning media. Teachers should make students understand the material, and songs can be a good teaching aid to convey the material for students

to understand better. Incorporating songs into lessons can help engage students and enhance their retention of information. By utilising music as a teaching tool, educators can create a dynamic and interactive learning environment that caters to different learning styles.

2. For Researchers

This study serves as a valuable resource for exploring how songs can help students grasp idiomatic expressions better. It offers important insights into how adding music to language learning can boost students' understanding and memory of idioms. Educators can learn from these findings to enhance their teaching methods, incorporating songs more effectively into their lessons. This study emphasises the significance of making learning engaging and interactive, which can ultimately improve language skills. By using this information, educators can create dynamic lesson plans that accommodate various learning styles and preferences.

3. For Future Researchers

For future researchers interested in delving deeper into this topic, it is recommended to explore a variety of contexts and methods for using songs as a learning tool. By investigating different types and approaches to incorporating songs into education, researchers can gain a more comprehensive understanding of their effectiveness. Furthermore, building upon the results of this study can offer additional insights into the potential benefits and challenges of using songs as a medium for learning. This will contribute to the ongoing conversation

surrounding the use of songs in education and provide valuable guidance for educators and researchers alike.



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Appendix A : Appointment Letter of Supervision



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2368/Un.08/FTK/Kp.07.6/03/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pembantuan PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
- KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-2289/Un.08/FTK/Kp.07.6/01/2023
- KEDUA : Menunjuk Saudara :
- Prof. Safrul Muluk, M.A., M.Ed., Ph.D. Sebagai Pembimbing pertama
 - Fera Busfine Zalha, M.A. Sebagai Pembimbing kedua
- Untuk membimbing Skripsi
- Nama : Nisa Nur Parwati
- NIM : 180203234
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Using Songs to Improve Students' Knowledge on Idiomatic Expressions
- KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 05 Maret 2024
Dekan,

Tembusan


- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arsip.


Safrul Muluk



Appendix B

Recommendation Letter from Fakultas dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-2410/Un.08/FTK.1/TL.00/3/2024
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Wilayah Kota Banda Aceh
2. Kepala SMA Negeri 4 Banda Aceh


Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : NISA NUR PARWATI / 180203234
 Semester/Jurusan : XII / Pendidikan Bahasa Inggris
 Alamat sekarang : Jeulingke


Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Using Songs to Improve Students' Knowledge on Idiomatic Expressions**

Banda Aceh, 6 Maret 2024
 An. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan


AR - RANIRY
 Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
 NIP. 197208062003121002

Berlaku sampai : 26 April 2024

Appendix C Confirmation Letter from School



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 4 BANDA ACEH
 Jalan Panglima Nyak Makam 19 Kota Banda Aceh 23125
 Pos-el: sman4ba@gmail.com laman: www.sman4bna.sch.id
 Telepon 0651 7555689

Banda Aceh, 19 April 2024

Nomor : 070 / 246 / 2024
 Lamp : -
 Hal : Telah Mengadakan Penelitian


Kepada Yth,
 Wakil Dekan Fakultas Tarbiyah
 Dan Keguruan Universitas UIN Ar-Ranirry
 Di
 Banda Aceh

Dengan hormat,
 Sehubungan dengan surat Nomor : B-2410/Un.08/FTK.1/TL.00/3/2024, Tanggal 06 Maret 2024 perihal izin penelitian, maka dengan ini Kepala SMA Negeri 4 Banda Aceh, menerangkan bahwa :

Nama : Nisa Nur Parwati
 NIM : 180203234
 Prodi : Pendidikan Bahasa Inggris


Yang tersebut namanya di atas telah melaksanakan penelitian pada SMA Negeri 4 Banda Aceh pada tanggal 19 s/d 29 Maret 2024, dengan Judul Skripsi "Using Songs to Improve Students Knowledge on Idiomatic Expressions".

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.



جامعة الرانيري
A R - R A N I R Y

Kepala Sekolah,
 Drs. Muzakkir, M.Pd
 Pembina TK. I, IV/b
 06812311995121006



Appendix D

PRE-TEST

(**) Choose one of the following answers by crossing out the answers that you think are the most correct!

1. The dragonfly it **ran away**.
 - a. kehabisan
 - b. melarikan diri
 - c. menjahkan
 - d. mengurangi
2. You must win the trophy we **count on** you!
 - a. menghitung
 - b. mempertimbangkan
 - c. mengandalkan
 - d. mengawasimu
3. I will **call on** my grandmother tomorrow morning.
 - a. menelepon
 - b. mengabarkan
 - c. mengunjungi
 - d. menjumpai
4. He did everything to **get rid of** his debt.
 - a. menyingkirkan
 - b. menghapus
 - c. menghilangkan
 - d. membuang
5. Father works his **fingers to the bone** for our family.
 - a. kerja lembur
 - b. jari ke tulang
 - c. banting tulang
 - d. kerja ringan
6. Sarah and Julia walked at the park **hand in hand**.
 - a. bersama-sama
 - b. beriringan
 - c. bergandengan tangan
 - d. bersalaman
7. I **hand in** my friend's task to his teacher.
 - a. menyerahkan
 - b. mengerjakan
 - c. memeriksakan
 - d. memamerkan
8. The newcomer has become **the talk of the town**.
 - a. pembicaraan kota
 - b. idola
 - c. juru bicara
 - d. buah bibir
9. He runs **like greased lighting**.

- a. selambat siput
- b. secepat kilat
- c. seheba kilat
- d. sekuat kilat

10. **Jumping up and down** on the floor,

- a. naik dan turun
- b. melompat-lompat
- c. atas dan bawah
- d. berdiri dan berbaring

Chose the correct definition for the idiom in this quiz.

11. What is the definition of Lick your wounds?
- a. To swear a lot.
 - b. To go away and recover from a bad experience or defeat.
 - c. A way to ask someone what they are thinking about.
 - d. To start to do something before all the preparation has been finished.
12. What is the definition of Look out for number one?
- a. To have difficulty doing something, or to experience a difficult period.
 - b. To help someone with something.
 - c. To do something so that you will get all the benefit.
 - d. To be difficult to find, or to be very isolated and remote.
13. What is the definition of Have a blast?
- a. To tell someone to be polite and to use good manners.
 - b. Something that you find very easy to do.
 - c. To say that it is someone else's responsibility to make a decision or do something.
 - d. To have a very good time.
14. What is the meaning of the following definition: To mean something full and with all your ability?
- a. Off the beaten track
 - b. Give a hand
 - c. From the bottom of my heart
 - d. Tough time of it
15. What is the definition of Stand on ceremony?

- a. To expect that everything is done in the proper and very formal way.
- b. To finish something or to give it away so that it is no longer your responsibility.
- c. To say that having different experiences makes life fun and interesting.
- d. To do something slowly.



- d. melompat-lompat d. berdiri dan berbaring

25. His crown **lit up** the way as we moved slowly.

- a. hidup c. terang
b. menyala d. bersinar

Chose the correct definition for the idiom in this quiz.

26. What is the meaning of the following definition: To mean something full and with all your ability?

- e. Off the beaten track
f. Give a hand
g. From the bottom of my heart
h. Tough time of it

27. What is the definition of Lick your wounds?

- e. To swear a lot.
f. To go away and recover from a bad experience or defeat.
g. A way to ask someone what they are thinking about.
h. To start to do something before all the preparation has been finished.

28. What is the definition of Have a blast?

- e. To tell someone to be polite and to use good manners.
f. Something that you find very easy to do.
g. To say that it is someone else's responsibility to make a decision or do something.
h. To have a very good time.

29. What is the definition of Stand on ceremony?

- e. To expect that everything is done in the proper and very formal way.
f. To finish something or to give it away so that it is no longer your responsibility.
g. To say that having different experiences makes life fun and interesting.
h. To do something slowly.

30. What is the definition of Look out for number one?

- e. To have difficulty doing something, or to experience a difficult period.
f. To help someone with something.

- g. To do something so that you will get all the benefit.
- h. To be difficult to find, or to be very isolated and remote.



Appendix F

Song lyrics

little talks from of monsters and men

I don't like walking around this old and empty house
 So hold my hand, I'll walk with you my dear
 The stairs creak as you sleep
 It's keeping me awake
 It's the house telling you to close your eyes
 And some days I can't even dress myself
 It's killing me to see you this way
 'Cause though the truth may vary
 This ship will carry our bodies safe to shore
 There's an old voice in my head
 That's holding me back
 Well, tell her that I miss our little talks
 Soon it will be over and buried with our past
 We used to play outside when we were young
 And full of life and full of love
 Some days I don't know if I am wrong or right
 Your mind is playing tricks on you, my dear
 'Cause though the truth may vary
 This ship will carry our bodies safe to shore
 Don't listen to a word I say
 (Hey)
 The screams all sound the same
 :::(Hey)::
 Though the truth may vary
 This ship will carry our bodies safe to shore (hey, hey)
 A R - R A N I R Y
 You're gone, gone, gone away
 I watched you disappear
 All that's left is a ghost of you
 Now we're torn, torn, torn apart
 There's nothing we can do
 Just let me go, we'll meet again soon

 Now wait, wait, wait for me, please hang around
 I'll see you when I fall asleep
 Don't listen to a word I say
 (Hey)
 The screams all sound the same
 (Hey)
 Though the truth may vary
 This ship will carry our bodies safe to shore

Don't listen to a word I say
(Hey)
The screams all sound the same
(Hey)

Though the truth may vary
This ship will carry our bodies safe to shore

Though the truth may vary
This ship will carry our bodies safe to shore

Though the truth may vary
This ship will carry our bodies safe to shore



Appendix G Documentations



AUTOBIOGRAPHY

1. Name : Nisa Nur Parwati
2. Place / Date of Birth : Medan, February 28th 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Ie Masen Kaye Adang, Kec. Syiah Kuala
7. Email : 180203234@student.ar-raniry.ac.id
8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry.
9. Parents
 - a. Father's Name : Parmin
 - b. Mother's Name : Aidawati
 - c. Father's Occupations : Pensionary
 - d. Mother's Occupations : House Wife
 - e. Address : Keudeu Keumuneng , Kab. Aceh Timur
10. Educational Background
 - a. Elementary School : SDN 1 Idi Rayeuk
 - b. Junior High School : SMP 1 Idi Rayeuk
 - c. Senior High School : SMAN 1 Idi Rayeuk
 - d. University : Department of English Language Education, *Fakultas Tarbiyah dan Keguruan*, UIN Ar-Raniry

Banda Aceh, May 12th 2024

Nisa Nur Parwati