



Improving Students' Vocabulary Mastery through the Song "Let It Go" in the Seventh Grade of SMP PAB 2 Helvetia

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Abstrak

Penelitian ini dilakukan untuk mengetahui bagaimana penggunaan lagu "Let It Go" dapat meningkatkan penguasaan kosakata bahasa Inggris siswa kelas VII SMP PAB 2 Helvetia. Masalahnya berkisar pada penguasaan bahasa Inggris siswa yang rendah yang diakibatkan oleh metode pengajaran yang membosankan dan ketidaktertarikan siswa dalam belajar. Penelitian ini dilakukan dalam bentuk Penelitian Tindakan Kelas (PTK) dengan dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, dan observasi, dan refleksi. Untuk pengumpulan data, beberapa teknik digunakan: tes kosakata (pra-tes, pasca-tes siklus I, pasca-tes siklus II), observasi, wawancara, dan dokumentasi. Berdasarkan hasilnya, siswa tampaknya menguasai kosakata dengan cukup baik. Sebelum pra-tes untuk siklus I, siswa mencapai skor rata-rata 61,25. Skor meningkat menjadi 78,33 dalam pasca-tes untuk siklus I, kemudian menjadi 92,27 dalam pasca-tes untuk siklus II. Skor rata-rata siswa yang menunjukkan peningkatan juga meningkat. Dalam pra-tes, skor ketuntasan belajar meningkat dari 33,33% pada siklus I menjadi 75% selama siklus II, dan menjadi 94,44%. Hasil penelitian ini menunjukkan pendekatan "Let It Go" dan efektivitasnya dalam membantu siswa menguasai kosakata. Pembelajaran dirancang untuk menyediakan lingkungan belajar yang menyenangkan, dan siswa termotivasi untuk memahami makna kata-kata dalam lagu dan relevansi kontekstual liriknya.

Kata kunci: Penguasaan Kosakata, Lagu "Let It Go", Penelitian Tindakan Kelas, Pembelajaran Bahasa Inggris.

Abstract

This study was conducted to find out how the use of the song "Let It Go" can improve the English vocabulary mastery of seventh grade students of SMP PAB 2 Helvetia. The problem revolves around the students' low mastery of the English language which resulted from boring teaching methods and students' disinterest in learning. This study was conducted in the form of Classroom Action Research (CAR) with two cycles. Each cycle consists of planning, implementation, and observation, and reflection. For the collection of data, several techniques were used: vocabulary tests (pre-test, post-test cycle I, post-test cycle II), observation, interviews, and documentation. Given the results, students seemed to master the vocabulary quite well. Before the pre-test for cycle I, students achieved an average score of 61.25. Scores improved to 78.33 in the post-test for cycle I, then to 92.27 in the post-test for cycle II. The average score of students showing improvement also increased. In the pre-test, learning completeness scores increased from 33.33% in cycle I to 75% during cycle II, and to 94.44%. The results of this study exemplify the "Let It Go" approach and its effectiveness in helping students master vocabulary. Lessons were designed to provide an enjoyable learning environment, and students were motivated to understand the meanings of words in the songs and the contextual relevance of the lyrics.

Keywords: Vocabulary Mastery, "Let It Go" Song, Classroom Action Research, English Language Learning

Introduction

The first understanding of communication is acquiring the basic elements of a language, so communication can take place. Having no or insufficient vocabulary makes it impossible for a learner to articulate their point, understand a speech or text, and communicate effectively. Harmer (2024) states that the lack of vocabulary leads to an inability to achieve a language's productive skills and receptive skills (i.e. speaking and writing, and listening and reading, respectively). In the same vein, Nation (2011) discusses that the inability to convey one's thoughts and understand other people is primarily due to insufficient vocabulary. For instance, educational contexts, and especially the junior high school level, the learners of English face an especially large proportion of challenges and these are often due to dull teaching, lack of out of class English exposure, and lack of real world practice. In the studies conducted by Umaraliev and Yakhyoyeva (2023), the lack of vocabulary knowledge having an impact a student's speaking, reading, listening, and writing skills is an evident fact. Observations conducted at SMP PAB 2 Helvetia revealed that many seventh-grade students exhibited a low level of English vocabulary mastery. For some students, understanding simple words, listening to sentences given, and following instructions given in English were great challenges. Inexperienced and uninterested students were probably unmotivated to learn, and this was largely due to the more traditional and uninspiring pedagogical approaches. In response, more innovative and fun pedagogical techniques would probably gain students' attention and interest for vocabulary learning. One possible technique is using music in instruction, as songs are multisensory and help learn vocabulary. The combination of words, rhythm, and repetition in songs aids retention and understanding. Learning vocabulary with songs and music is probably more enjoyable and encouraging students to learn more. Overall, lesson is more stimulating. He songs lessen the feel of monotony that is often accompanied with traditional vocabulary

instruction. The English song "Let It Go" was used to measure the effectiveness of learning vocabulary with songs and to assess the level of vocabulary mastery seventh grade students of SMP PAB 2 Helvetia had. For this study, the benefits of using songs in teaching English were explored and the aim was to provide teachers a guide in practicing this technique.

How can the use of the song "Let It Go" improve vocabulary mastery among seventh-grade students at SMP PAB 2 Helvetia?

The main objective of this research is to determine whether the utilization of the song "Let It Go" can indeed lead to a substantial enhancement in the vocabulary proficiency of the seventh-grade students of SMP PAB 2 Helvetia.

The main objective of this research is to determine whether the use of the song "Let It Go" can indeed enhance the vocabulary mastery of the seventh-grade students of SMP PAB 2 Helvetia.

This research was conducted in SMP PAB 2 Helvetia and involved seventh-grade students, which made up 36 students. The study was specifically on vocabulary contained in the "Let It Go" song lyrics and how appropriate and helpful it is in the application of vocabulary by students in their everyday lives. Grammar, pronunciation, or writing mechanics, among other aspects of language acquisition, were not discussed in this research.

Theoretical Significance: This research contributed to the overall understanding of English language teaching, particularly in the use of songs as a medium for improving students' vocabulary mastery.

The results of this research were expected to be useful for:

1. For Students: This research provided insights into the effectiveness of using songs in language learning, which was useful for increasing students' interest and motivation in improving their vocabulary mastery.

2. For Teachers: The results of this research offered valuable information to English teachers about the benefits of using songs as an alternative technique in teaching vocabulary. This helped them make more informed decisions on how to engage students effectively in the learning process.
3. For Researchers: This study contributed to the existing body of research on the use of songs in language education. It was expected to be useful for other researchers who were interested in conducting similar studies with various research objects. Furthermore, this research could serve as a reference or foundation for future studies in the same field.

Definition of Vocabulary

Vocabulary refers to the collection of words in a language that one is familiar with and uses. It is highly crucial for effective communication and language learning because it allows learners to describe themselves accurately and clearly. As Richards (2020:255) observes, vocabulary is central to language competence because it is the foundation of listening, speaking, reading, and writing. Students with limited vocabulary normally struggle to learn a foreign language, which indicates the significance of vocabulary learning in foreign language acquisition.

Types of Vocabulary

Carter (2014) categorizes vocabulary into: Active vocabulary, i.e., words that the students can use either in speech or writing. Passive vocabulary, i.e., words that are only understood but not yet actively used.

Nation (2019) also categorizes English into: Function words (task words): prepositions, conjunctions, pronouns, particles. Content words (content words): nouns, verbs, adjectives, and adverbs.

The Importance of Vocabulary gives students the ability to understand and convey messages appropriately. Komachali & Khodareza (2012) believe that effective communication is highly dependent on vocabulary mastery.

Vocabulary Mastery Judhin (2013) states that vocabulary mastery refers to the ability to recognize, comprehend, and use words appropriately in various communicative contexts.

Previous Research

Past research has shown that songs are an effective means of improving the mastery of students' vocabulary. For example:

Ningsi et al. (2021): Songs improve learning motivation among students.

Anggreni et al. (2023): Taylor Swift songs improve vocabulary and listening.

Latif & Rahman (2020): Songs improve pretest-posttest scores substantially.

The uniqueness of this study compared to other studies is the focus on the use of one specific song ("Let It Go") in comparison to a wide range of songs.

Conceptual Framework

This study applied the Classroom Action Research (CAR) method in increasing seventh-grade students' vocabulary mastery at SMP PAB 2 Helvetia via the use of the song "Let It Go." The song is chosen since it has lyrics that are easy to understand and suitable for beginners. Hopefully, this method will make learning a new vocabulary more enjoyable and effective.

Method

This study used the Classroom Action Research (CAR) method, as described by Herawati (2022), as a reflective research conducted by teachers to improve the classroom learning process. This method was chosen because it aimed to directly improve vocabulary mastery among seventh-grade students at SMP PAB 2 Helvetia through the medium of song, namely "Let It Go" by Idina Menzel. The research was conducted in two cycles, each consisting of four main stages: planning, acting, observing, and reflecting.

This model refers to the design of Kemmis and McTaggart (2010).

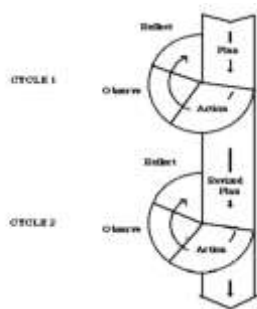


Figure Scheme of action research process by Kemmis and McTaggart (2010:9)

The subjects in this study were 36 seventh-grade students of SMP PAB 2 Helvetia in the 2024/2025 academic year (20 girls and 16 boys). This class was selected based on teacher interviews, which indicated that students in this class had low English vocabulary skills and were suitable for intervention using songs.

Research Procedures

The research was conducted in two cycles, detailed as follows:

Cycle 1

Planning: Developing a lesson plan, selecting the song "Let It Go," creating a list of important vocabulary, and preparing student worksheets.

Action: Students listened to the song while reading the lyrics, then discussed the meaning of the vocabulary and the song's content in groups.

Observation: The researcher recorded student engagement, vocabulary comprehension, and activity during discussions and assignments.

Reflection: Evaluation was conducted to identify successes and challenges. If results were unsatisfactory, strategies were revised in the next cycle.

Cycle 2

Planning and Action: Continued learning with an emphasis on vocabulary use in sentences and paragraphs.

Observation: Students were given the task of writing a paragraph using the vocabulary they had learned.

Reflection: The teacher provided feedback, and students were asked to apply the vocabulary in their daily lives.

Data Collection Techniques

Four techniques were used to collect data:

- **Observation:** To record student engagement and the effectiveness of song media during learning.
- **Interviews:** Conducted with students and teachers to obtain their opinions about the learning process.
- **Documentation:** Includes photographs, student work, and teaching notes.
- **Vocabulary Test:** Pre-test and post-test were used to measure improvements in student comprehension.

Data Analysis Techniques

Data analysis was conducted qualitatively and quantitatively. Observation, interview, and documentation results were analyzed qualitatively to examine student processes and responses. Meanwhile, pre-test and post-test results were analyzed quantitatively to measure improvements in vocabulary mastery. Reflection results from each cycle were used as a basis for improving actions in the following cycle.

To calculate the percentage of each student's achievement of the Minimum Completeness Criteria (KKM), the following formula was used:

$$P = \frac{F}{N} \times 100 \%$$

To calculate the percentage of students who reach the KKM in one class:

$$P = \frac{\text{Number of students who completed}}{\text{Total number of students}} \times 100\%$$

Information:

Number of students who completed: Students who reached or exceeded the KKM

Total number of students: The total number of students

To calculate the class average score from the test results:

$$\bar{X} = \frac{\sum X}{n}$$

Information:

\bar{X} : Class average

$\sum X$: Total score of all students

n : The total number of students

The formula above helped analyze quantitative data in CAR. By using percentages, the researcher was able to describe improvements in student learning outcomes in a comprehensive and easy-to-understand manner.

Data Analysis Technique Scoring Table

A data analysis technique scoring table was a tool used to assess or describe the quality and effectiveness of various data analysis methods used in a study. In this scoring table, there were several aspects that were assessed, such as:

Table 1.1. The Interpretation of Students' Scores

Percentage of score	Criterion
80-100	VERY GOOD
70-79	GOOD
60-69	ENOUGH
50-59	LESS
0-49	BAD

Next, to categorize the number of the students who pass the test successfully, researcher applied the following formula:

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

Information:

P = The percentage of students who get points 75.

R = The percentage of students who get points 75 above.

T = The percentage of students who take the test.

RESULT AND DISCUSSION

The research is Classroom Action Research conducted with seventh grade students at SMP PAB 2 Helvetia and focuses on the improvement of students' knowledge mastery using the song "Let It Go." It was done in two cycles, with each cycle comprising four principal activities: planning, acting, observing, and reflecting. There were 36 students in the research study. Data was collected with an initial test (pre-test), the tests in the first and second cycles (post-test), and through the observation of students and teachers during the lessons. Vocabulary is a crucial component in English learning. Students with a strong vocabulary will be able to communicate effectively, both orally and in writing. However, in practice, many students, especially seventh-grade junior high school students, still struggle to master English vocabulary. This is due to a lack of exposure to English, low student interest in learning, and a learning approach that is still conventional and relies on memorization.

Initial observations at SMP PAB 2 Helvetia revealed that most seventh-grade students have low vocabulary mastery. This is evidenced by their poor comprehension of English texts, limited vocabulary used in writing and speaking, and a lack of interest in practicing vocabulary learning. Interviews with English instructors also revealed that the teaching approach still relies on simply offering lists of vocabulary to memorize without appropriate context, resulting in students quickly forgetting vocabulary items and not knowing how to apply them. The problems these reveal are the needs for more engaging, contextually, and interest-aligned method of learning. One possible alternative way to approach this is through the medium of English language songs. Songs not only fun and easily comprehensible to students, but also carry vocabulary and grammatical structures that can be exploited during instruction.

Upon first observation and interview with the instructor, some of the issues found

include: students' lack of motivation to acquire new vocabularies, sameness of instruction methods, and challenge for students to memorize and use words in the proper context.

This study intends to offer a more fun and effective alternative way of learning vocabulary. Furthermore, this research also gives an English language teacher a reference in creating learning strategies that incorporate media songs, specifically the song "Let It Go," to enhance the mastery of vocabulary among students.

The specific objectives of this study are:

- To analyze the vocabulary learning process experienced by students at SMP PAB 2 Helvetia.
- To identify students' difficulties in understanding vocabulary lessons.
- To explore the potential of the song "Let It Go" as a learning medium to improve students' vocabulary mastery.

Pre-Cycle Test Results

In the initial phase before the song-based learning intervention was administered, the researcher administered a pre-cycle test to determine the students' initial level of vocabulary mastery. Following this, the treatment, a song-based learning method, was implemented using the English song "Let It Go."

The learning activity began with light questions and an introduction to the topic related to the song's theme to build interest and activate students' prior knowledge. Next, the researcher introduced the song "Let It Go" and provided a brief explanation of several key vocabulary words contained in the lyrics.

The song was then played and the lyrics were distributed to the students. Students were asked to listen carefully while underlining any unfamiliar vocabulary. After the listening session, a class discussion led by the researcher was held to determine the meaning of the unfamiliar vocabulary. As a follow-up to this activity, the researcher

provided multiple-choice questions related to the vocabulary in the song's lyrics. Students were asked to answer these questions based on their understanding of the song they had learned. After all students completed the questions, the researcher checked their answers and compiled the test results data in a table to analyze the increase in students' scores after participating in the song-based learning "Let It Go." Average value calculated after the researcher had identified the measurement of the learning outcomes of the student. In order to quantify the improvement of the performance of the student at each stage of the cycle, the researcher calculated the average student score using the following formula:

$$\begin{aligned} \bar{x} &= \frac{\sum x}{N} \\ \bar{x} &= \frac{2.205}{36} \\ \bar{x} &= 61,25 \end{aligned}$$

The percentage of students' grades is used to see whether their learning outcomes have been completed or not. This is done with the formula used in the pre-cycle stage.

$$p_1 = \frac{F}{N} \times 100 \%$$

$$P_1 = \frac{12}{36} \times 100 \%$$

$$p_1 = 33,33\%$$

$$p_2 = \frac{F}{N} \times 100 \%$$

$$P_2 = \frac{24}{36} \times 100 \%$$

$$p_2 = 66,67 \%$$

Pre-Cycle

Based on the results of seventh-grade students of SMP PAB 2 Helvetia observations, it was shown that their mastery of English vocabulary continued to be very low. This situation caused a problem in understanding English texts, not only the meaning of words and sentences, but also the meant meaning in the text. Students' limited vocabularies were one of the main causes of the problem. This was after the pre-test results of having only 12 out of the 36 students (33.33%) managing to achieve over the Minimum Completion Criteria score of 75. The class mean score for the pre-test was a mere 33.33%, which indicated the need for improved learning methods for students to

better understand vocabulary. In the first stage of the study, the researcher identified the level of students' vocabulary mastery before the action cycle. Among the 36 students, only 3 (8.33%) possessed very good vocabulary mastery, 4 (11.11%) good, 9 (25.00%) adequate, 12 (33.33%) bad, and 8 (22.22%) very bad. Therefore, 33 students (91.67%) did not have the required level of knowledge mastery.

With this situation, the researcher perceived the need for a more engaging and meaningful learning process. Therefore, this study utilized the song "Let It Go" as a learning vehicle to facilitate students' mastery of the English words. The song was chosen since it was considered good in creating an entertaining learning atmosphere and supporting students' recall with the familiar context provided by the song.

Table 1.2. The Percentage of Students' Scores in Pre-Cycle

Catagories	Scores	Frequency	Percentage
VERY GOOD	80-100	3	8.33%
GOOD	70-79	10	27.78%
ENOUGH	60-69	8	22.22%
LESS	50-59	9	25.00%
BAD	0-49	6	16.67%
TOTAL		36	100%

Cycle I

In Cycle I, the researcher aimed to identify students' difficulties in understanding English vocabulary through the song "Let It Go." Learning activities in this cycle were implemented through four stages: planning, implementation, observation, and reflection. In the planning stage, the researcher developed a Lesson Implementation Plan and selected the song "Let It Go" as the learning medium because it was deemed to contain a wealth of relevant and useful vocabulary for students to learn. This song was expected to provide an

engaging context and help students recognize and understand new vocabulary. In the action phase, students were asked to write down and categorize the meaning of the song lyrics based on word types (verbs, nouns, adjectives, etc.). Students were also asked to summarize the overall meaning of the song. Researchers guided through the activity and administered a test at the end of the activity to assess the level of comprehension among the students.

During the observation, the researchers recorded the students' behavior, determined the problems encountered by the students, and established the effectiveness of the learning through songs. Observations revealed that the learning was extremely effective in helping the students improve their vocabulary mastery. However, classroom management is a problem that needs to be addressed to achieve the teaching and learning process at its best. In the reflection stage, the researcher analyzed the data obtained from observations, pre-tests, and post-tests. The evaluation results showed an improvement in students' mastery of basic skills, but several problems remained, both in terms of the learning process and learning outcomes. Based on these findings, the researcher decided to proceed to Cycle II to improve the learning process and maximize student learning outcomes.

The average score was calculated using the formula to determine the students' average score in Cycle I. Of the 36 students who took the test, the average results were explained as follows:

$$\begin{aligned} \bar{x} &= \frac{\sum x}{N} \\ \bar{x} &= \frac{2820}{36} \\ \bar{x} &= 78,33 \end{aligned}$$

After analyzing the post-test data, the total score obtained by all students was 2,820. This indicated that students had shown improvement in vocabulary mastery after learning with the song "Let It Go." The average score they achieved was 78,33. To determine how many students achieved or exceeded the Minimum Completion Criteria, which was set at 75 and above, a specific

formula was used. Then, to evaluate the students' learning outcomes in Cycle I, the following formula was applied:

$$p_1 = \frac{F}{N} \times 100\%$$

$$P_1 = \frac{27}{36} \times 100\%$$

$$P_1 = 75\%$$

$$= \frac{78,33}{66,67} \times 100\%$$

$$P_2 = \frac{F}{N} \times 100\%$$

$$P_2 = \frac{9}{36} \times 100\%$$

$$P_2 = 25\%$$

$$p_1 = \frac{y_1 - y}{y} \times 100\%$$

$$= \frac{78,33 - 66,67}{66,67} \times 100\%$$

$$= 17,49$$

Cycle 1

The researcher used the song "Let It Go" to determine if it could help seventh-grade students at SMP PAB 2 Helvetia learn vocabulary better. In the first experiment, the researcher tried to make learning more enjoyable by using the lyrics of the song. The researcher discovered that the students were more enthusiastic towards learning vocabulary. After the test, 27 out of 36 students passed with a score of at least 75. The average class score increased to 78,33%. Learning vocabulary became easier for students after studying from the song. The results of the test showed that there was an increase in students' mastery of vocabulary. Post-intervention results were 18 students (50.00%) with very good vocabulary mastery and 13 students (36.11%) with good vocabulary mastery. This is an overall improvement of 66.67% from the pre-cycle results. Although the results are encouraging, 5 students (13.89%) scored below the minimum standard of "good" and therefore further reinforcement in the next cycle is needed

Table 1.3. The Percentage of Students' Scores in Cycle 1

Catagories	Scores	Frequency	Percentage
VERY GOOD	80-100	19	52,78%
GOOD	70-79	15	41,67%

ENOUGH	60-69	0	0,00%
LESS	50-59	2	5,55%
BAD	0-49	0	0,00%
TOTAL		36	100%

Cycle II

In Cycle II, the researcher continued the learning process, continuing to use the song "Let It Go" as the medium, but with several adjustments based on the reflections from Cycle I. These adjustments aimed to address previously identified obstacles and optimize student comprehension. In the planning stage, the researcher revised the Lesson Implementation Plan, prepared observation instruments, and designed a learning strategy that was more responsive to student needs. During the implementation, students were given more opportunities to ask questions about parts of the song lyrics they found difficult to understand. The researcher also more actively guided students in interpreting the meaning of the song's lyrics within the context of the song.

After analyzing the data from the post-test, the total score obtained by all test participants was 3,322. From the 36 seventh-grade students of SMP PAB 2 Helvetia, it was evident that the average score showed an improvement in students' vocabulary mastery after they had learned using the "Let It Go" song method.

$$X = \frac{\sum x}{N}$$

$$X = \frac{3,322}{36}$$

$$X = 92,27$$

The data table showed that there was progress in students' mastery of vocabulary after using the song "Let It Go" to learn. Students achieved a mean score of 92.27. The number of students who passed the Minimum Completion Criteria of 75 and above was tallied. This showed that the strategy successfully increased the vocabulary understanding of grade VII students of SMP PAB 2 Helvetia.

$$P_1 = \frac{F}{N} \times 100\%$$

$$P_1 = \frac{34}{36} \times 100\%$$

$$P_1 = 94,44$$

$$\begin{aligned}
 P2 &= \frac{F}{N} \times 100\% \\
 P2 &= \frac{2}{36} \times 100\% \\
 P2 &= 5,56\% \\
 P2 &= \frac{y^2 - y}{y} = 100\% \\
 &= \frac{92,27 - 66,67}{66,67} \times 100\% \\
 &= \frac{25,60}{66,67} \times 100\% \\
 &= 38,42\%
 \end{aligned}$$

After analyzing the average test scores of the students, the researcher aimed to determine whether their vocabulary skills had improved. This was done by comparing the results of the pre-test, post-test 1 in Cycle I, and post-test 2 in Cycle II. Therefore, the researcher attempted to measure whether the learning method using the song "Let It Go" was effective in improving students' vocabulary. The results showed that when the song "Let It Go" was used as a learning medium, the percentage of students' vocabulary mastery increased from 25% to 38,42%.

Cycle 2

In Cycle II, the researcher reviewed the results of Cycle I to revise the previous learning strategy. The method used was still the song "Let It Go" as a learning instrument, but with more thorough preparation and a focused approach. The researcher provided more direct explanations and more intensive guidance to students in interpreting the song's lyrics. Although the learning activities remained unchanged from Cycle I, improved planning and implementation played a significant role in student learning outcomes. Based on the results of the final test in Cycle II, student knowledge mastery improved significantly. Thirty-four of the 36 students (94.44%) achieved scores that met or exceeded the Minimum Completion Criteria of 75, with a class average of 92.27%. In addition, the result of observation showed that the mastery of vocabulary by the students was quite good in improvement. As many as 34 students (94.44%) were categorized as very good mastery of understanding, 1 student (2.78%) was categorized as good, and 1 student (2.78%)

was categorized as sufficient. The results indicate that the Let It Go song media has contributed significantly in helping seventh grade students of SMP PAB 2 Helvetia improve their mastery of English vocabulary.

Based on the results of two cycles of the present classroom action research, it is safe to say that the use of the song "Let It Go" as an instructional medium possesses an extremely good positive impact on seventh-grade students' English vocabulary mastery at SMP PAB 2 Helvetia. This success was demonstrated in the form of an increase in the class average score, the number of students attaining the Minimum Competency, and student interest and enthusiasm during the learning process. Before the action was implemented, English learning was still controlled by conventional methods that were not proactive in engaging students. This was among the reasons why students did not have good command of English, as they were unable to understand the meaning of words and materials in English texts. With the use of songs as a learning material, students were more engaged and helped them to understand and memorize new material in a fun atmosphere. Use of more than one data source in research also improved the validity and reliability of the results. Thus, the current study was effective in its aim to improve mastery over English vocabulary through songs and can be a fruitful alternative learning strategy in the classroom.

Table 4.4. The Percentage of Students' Scores in Cycle 1

Catagories	Scores	Frequencies	Percentage
VERY GOOD	80-100	34	94,44%
GOOD	70-79	1	2,78%
ENOUGH	60-69	1	2.27%
LESS	50-59	0	2.27%
BAD	0-49	0	0,00%
TOTAL		36	100%

Findings

This study shows that the use of the song Let It Go as a learning medium has a significant impact on improving the English vocabulary mastery of seventh-grade students at SMP PAB 2 Helvetia. This can be seen from the increase in students' average scores from pre-test to post-test I, and then to post-test II. The improvement in learning outcomes from pre-test to post-test II supports Harmer's (2001) argument that songs can be used as an effective learning tool for building vocabulary. Songs provide repetition and rhythm that students easily remember for new vocabulary. Furthermore, a pleasant learning environment can reduce student anxiety and increase their active participation.

Furthermore, the results of this study also support Howard Gardner's theory of multiple intelligences, specifically musical intelligence. Students with musical characteristics will more easily understand material through aspects of rhythm, melody, and sound, which are key elements in using songs as a learning medium. In Cycle II, an increase in active student participation was clearly visible. Through collaborative activities and pronunciation practice, students became more confident and enthusiastic in participating in the lesson. These results indicate that song-based learning strategies, when designed appropriately, can be an effective alternative for improving junior high school students' English vocabulary mastery.

Pre-Test Results

Based on the data in Table 4.7, only 12 of 36 students (33.33%) scored above the Minimum Completion Criteria, while 24 students (66.67%) fell below this standard. These results reflect students' low ability to understand English vocabulary, especially in the context of songs. The main difficulties faced by students included recognizing the meaning of new words such as "frozen," "spinning," and "crystal," and distinguishing between parts of speech such as nouns, verbs, adjectives, and adverbs. This indicates that students' understanding of the song's content

is still very limited, necessitating a more contextual and engaging learning approach.

Post-Test Results I

After the interventions in Cycle I, there was a significant improvement, as shown in Table 4.8. A total of 27 students (75%) achieved scores above the KKM, while only 9 students (25%) remained incomplete. This indicates that the use of songs as a learning medium is beginning to have a positive impact on students' vocabulary mastery. However, there are still obstacles faced by students, such as difficulties in pronunciation and lack of concentration during learning.

Post-Test II Results

Improved learning methods in Cycle II, such as more structured explanations, pronunciation practice, and group activities, significantly improved student learning outcomes. Table 4.9 shows that 34 students (94.44%) achieved scores above the Minimum Competency Criteria, while only 2 students (5.56%) fell short of the standard. The average class score in this cycle increased to 92.27%, reflecting an overall improvement in vocabulary comprehension among the majority of students.

DISCUSSION

This Classroom Action Research (CAR), titled "Improving Students' Vocabulary Mastery through the Song 'Let It Go' in Seventh Graders at SMP PAB 2 Helvetia", was carried out to address the issue of poor vocabulary skills of seventh-grade students. Pre-test results and preliminary observations revealed that most students had lower scores than the Minimum Mastery Criterion and only 33.33% of the students attained the score of 75. The condition was precipitated by various factors, including the use of conventional teaching methods, no exposure to English outside the classroom, and generally low student interest and participation in acquiring vocabulary. To overcome these issues, the "Let It Go" song was selected as a learning tool since it is rich and relevant vocabulary, memorable lyrics, rhythmic repetition, and a captivating melody. The research was conducted in two

cycles, each of four phases: planning, action, observation, and reflection. Vocabulary tests (pre-test, post-test I, post-test II) were used to collect data, as well as classroom observations, student interviews, and documentation.

The results showed a huge improvement in the mastery of vocabulary among students. The mean score increased from 61.25 in the pre-test to 78.33 in the cycle I post-test and further to 92.27 in cycle II post-test. Similarly, the percentage of students reaching the KKM increased from 33.33% to 75% in cycle I and 94.44% in cycle II. These results indicate that integration of the song as an instructional tool was effective in enhancing vocabulary acquisition. Improvements in the students' behavior, in terms of enhanced motivation, self-assurance, active participation in class, and participation in lessons, were observed.

In comparison to Anggreni, Sinambela, and Manurung's (2023) "Enhancing Vocabulary Mastery and Listening Ability in Junior High Schools through Taylor Swift Songs" research, there are several similarities and differences. Both studies utilized songs as learning media in CAR models, dealt with seventh graders whose language proficiency was low at the beginning, and purported to have considerable improvement in the students' performance. They also employed two intervention cycles and collected data through pre- and post-tests, in addition to classroom observations. However, the study also varied in scope and execution. While this project particularly focused on vocabulary acquisition through one song (Let It Go), Anggreni et al. used multiple Taylor Swift songs to cover both listening comprehension and vocabulary. They claimed more progress in listening than vocabulary. Further, the various school environments—SMP PAB 2 Helvetia and SMP Swasta Methodist-2 Medan—can influence student profiles and responses to learning interventions.

Reflection on the initial cycle of this study identified areas needing improvement, such as clearer vocabulary explanations,

additional pronunciation practice with more guidance, and more time for students to engage with material. The second cycle responded to these with enhancements such as the introduction of visual media, increased interactive and collaborative tasks, and tasks requiring students to produce sentences and short paragraphs using new vocabulary. These pedagogical changes led to improved performances, both in test scores and class participation.

The findings confirm the assertion of Harmer (2001) that songs can be utilized as effective tools in language learning in integrating cognitive, affective, and psychomotor domains. The findings also concur with Gardner's Multiple Intelligences theory, which emphasizes the musical intelligence function in learning a language, more specifically in enhancing memory and comprehension through sound and rhythm stimuli. In summary, the application of the song "Let It Go" not only proved to be an effective method of improving vocabulary acquisition but also facilitated a more enjoyable and significant learning experience. This approach is recommended as a complementary teaching method for English teachers, particularly at the junior high school level, as it compensates for the limitations of traditional methods and fosters both linguistic ability and learner motivation.

CONCLUSION

The results of this study indicate that using the song "Let It Go" can improve students' English vocabulary mastery. This is supported by quantitative data showing an increase in student scores obtained from the pre-test, post-test 1, and post-test 2. Before using the song, only 12 students passed the first test (33,33%), while 24 students failed (66,67%). After using the song "Let It Go" in cycle 1, 27 students passed (75%), but 9 students still failed (25%). In cycle 2, the results were even better, with 34 students passing (94.44%) and only 2 students failing (5.56%). The researcher collected qualitative data through interviews and observations with teachers and students. The results found

that the song "Let It Go" made it easier and more enjoyable for students to learn and remember words. The song also made them more interested and motivated to learn English, especially in building their vocabulary. So, it seems that the use of the song "Let It Go" is really effective in helping seventh grade students at SMP PAB 2 Helvetia improve their English vocabulary.

Suggestion

Based on research results, the use of the song "Let It Go" appears to help seventh-grade students at SMP PAB 2 Helvetia learn more vocabulary. The song makes it easier and more enjoyable for them to learn, remember, and understand the meanings of English words.

The researcher also suggest several things:

1. For Teacher Research shows that the song "Let It Go" can improve students' vocabulary mastery. Therefore, teachers are advised to utilize songs as a medium for vocabulary learning. Songs should be selected based on appropriate vocabulary levels, clarity of pronunciation, and relevance to students' lives. Teachers can also incorporate activities such as pronunciation practice, looking up

difficult words, and constructing sentences to enhance effective learning.

2. For Students Students are expected to utilize English songs as an engaging source for independent learning. The habit of listening to songs, reading lyrics, noting new words, and using them in conversation will help expand vocabulary and improve English communication skills.
3. For another Researcher It is recommended to develop the research on Improving Students' Vocabulary Mastery through the Song "Let It Go" in seventh grade at SMP PAB 2 Helvetia by expanding the focus to other language skills such as listening or speaking, comparing with different songs, and involving more participants so that the results are more comprehensive.

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