CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter researcher discuss about research finding and discussion. In research finding and discussion the researcher will describe the results of the research from the research instrument namely the documentation, t-test, and the results obtained by students in the pretest and posttest. The point in this chapter will be explain by researcher that are presentation data, hypothesis testing and the last is discussion of finding.

A. Presentation of Data

Based on the results of the researchers analysis when looking at the situation that occurred in the multimedia class before doing the research, many students felt bored with English lessons so, that they were very difficult to understand every vocabulary, they always felt class atsmosphere was boring and uncomfortable so they were lazy to learn better in understanding English vocabulary, even though English is one of the most important lessons for multimedia students, therefore the researchers want to research by providing a method of religious songs to students vocabulary mastery. a stated in the previous chapter, there are two problems that have been formulated in this study. The first research problem is, is there any significant difference in the vocabulary mastery between the tenth grade multimedia students of SMKN 3 PAMEKASAN who were study by religious songs and those who do not, this research problem aims to find out the significant difference the vocabulary mastery between of tenth grade students who study by religious songs and who do not study by religious songs. The second problem is How the results of average difference in vocabulary mastery between tenth grade multimedia students, who study vocabulary using religious songs and those who study do not using religious songs in SMKN 3 PAMEKASAN, this research problem aims to know the results of average difference vocabulary mastery between tenth grade multimedia

students, who study vocabulary using religious songs and who do not study using religious songs in SMKN 3 PAMEKASAN. The researcher conducted this research with the aim of seeing the effectiveness using religious songs to students vocabulary mastery, and also to measure the use religious song technique can make classroom atsmosphere fun so that students are more enthusiastic about learning and increase their vocabulary mastery. in this research, researchers used religious songs as treatment for the experiment group because all Multimedia students are Pamekasan Madurese, and the majority of these students are muslim. When viewed from cultural perspective, religious songs are not foreign to students, because when viewed from an environmental perspective, religious songs are songs that are often played by the public in certain events, not only in events but also sometimes as songs entertainment for community. Religious songs have changed a lot a long with the times, namely by changing the tone and tempo, but in the lyrics of the songs it still constain praise to the prophet Muhammad and contains the motivaton of goodness. Religious songs also contain a lot of vocabulary that students can use to increase their vocabulary mastery, not only that there are many moral messages in religious songs that canbe useful for students. Therefore, in this research, researchers used religious songs to increase students vocabulary mastery. the religious songs used by researchers in this research is a song by Maher zain entitled “Peace be upon you” and “insha Allah” because the song has a vocabulary that students can easily understand and can increase students vocabulary mastery.

The researcher conducts research and after getting the data will present the data that has been obtained. In this research test and documentation are used by researchers to obtain data as an instrument in obtaining research data. The researcher will describe the data obtained by the researcher during the research process. And the following are test results data and documentation as a data collection method related to variable X (Religious Songs as a media) and variable Y (the tenth grade

multimedia students Vocabulary Mastery). In this research the researcher using two group design as a sample of the population, namely experimental design and control design. The researcher gave a test that was used as a t-test to the students of class tenth grade Multimedia students SMKN 3 PAMEKASAN which consisted of two classes, namely classes Multimedia 1 and Multimedia 2 with a total 62 students. There are two test that will be given by researcher, namely pre-test and post-test and using instrument of the test.

1. Data presentation of the test
   a. The presentation of pre-test

      As a researcher explained in chapter III, the researcher using a test to measure the effectiveness of using religious songs for students vocabulary mastery obtained from the score from the test carried out. In this research there are 20 questions multiple choice about vocabulary. The researcher give the score 5 if students correct the answer and will get 0 if students wrong the answer. If students can answer all the question correctly then they will get good value that is score 100. This pre-test was given to students in the experimental class and control class before the students received treatment which aims to determine the extend of the students vocabulary mastery was given before being give religious songs treatment. This research started on 19th oktober 2021 and ended on 7th november 2021. And students pre-test score data will be displayed in the table 4.

Table 4.1

Result of Pre-Test Score

No	Name of students	Score
1	Abdil Maula Arifin	35
2	Achmad Faisal	35
3	Afrisda Dwi Maulia A.	55
4	Alan Maulana Ibrahim	35

5	Andi Nurus Setiawan	50
6	Angga Yudha Pratama P.	50
7	Aynani Agustin	40
8	Dani Riski Tri Yunata P.	45
9	Dwi Anggun Puspita	45
10	Eko Setia Khoirul A.	70
11	Haikal	45
12	Haikal Gibran Syahbani	60
13	Irshad Ilahi	50
14	Karta Iskandar	35
15	M. Bhisma Okto Javan	35
16	M. Fajri Alamsyah	50
17	Mely Susantika Dewi	40
18	Moh. Nur Alfian	45
19	Moh. Riyan Qomaruddin	45
20	Moh Naufal Haidar S.	45
21	Nabila Almanova	60
22	Nizar Zakaria Putra	45
23	Noval Agus Ferdiansyah	45
24	R. Agung Ferdiansyah	50
25	Raden Bintang Syahputra	35
26	Rifka Febriani	55
27	Serly Dwi Rahayu	50
28	Sinta Paulista	35
29	Slamet Riyadi	60
30	Verri Yanto	45
31	Zainur Rohman	45
32	Abel Mehola Naya W.	35
33	Achmad Fawaid Azhari	40
34	Alvin Firdaus	40
35	Alwan Syafarilyas L	30

36	Arini Artikasari	35
37	As'alul Karim	35
38	Billy Milyan P.	30
39	Dava Saputra	40
40	Elsa Murdiatin Putri	25
41	Endar Mahda Hamdani	40
42	Hans Julius Tanto	35
43	Ivan Bagus Karyono	55
44	Krisna Divki Maulana	45
45	Lailatul Jannah Maisaroh	50
46	M. Jundan Kafabih	50
47	Meylany Putri Abdullah	70
48	Moh. Baisuni	60
49	Moh. Khoiril Umam F.	60
50	Muhammad Haykal A.	55
51	Naiza Auria Putri M.	50
52	Naufal Maulana Firdaus	55
53	Novelia Sari Nabila	40
54	Novi Aprilia	70
55	Ramadhani Ibnu Hasan	60
56	Rendi Firmansyah	45
57	Riski Ananda	50
58	Shinta Dwi Agustin	70
59	Sholehatul Islamiyah	50
60	Safarin Noronia	55
61	Shofwan Arif Huzaifi	50
62	Waldi Shohibul Akmal	55
	Total	2.915

Based on the table above , it can be seen that the first column is the student number, the second column is the students name and the third column is the score obtained by students doing the pre-test. It is known that the number of students is sixty-two, with a total score is

2.915 before giving the treatment. It its known in the test the lowest value is 25 and the highest value is 70. The students number one until thirty-one is students of experiment class and students number thirty-two until sixty-two is students of control class.

b. The presentation of Post-Test

After the researcher knows the students pre-test score, the researcher gave the treatment using religious songs for experimental group and conventional learning for control group, each of the two groups received treatment in three meetings. After being given treatment, the researcher gave a post-test which aims to determine the students score after being given treatment. In the post-test the researcher gave 20 questions. If students can answer correctly they will get a value 5 and if they are wrong they will get a value 0. If students can answer all the questions correctly they will get a value 100. Post-test scores will be explained in the table below:

Table 4.2

Result of Post-test score

No	Name of students	Score
1	Abdil Maula Arifin	80
2	Achmad Faisal	95
3	Afrisda Dwi Maulia A.	100
4	Alan Maulana Ibrahim	95
5	Andi Nurus Setiawan	100
6	Angga Yudha Pratama P.	100
7	Aynani Agustin	95
8	Dani Riski Tri Yunata P.	100
9	Dwi Anggun Puspita	95
10	Eko Setia Khoirul A.	95
11	Haikal	100
12	Haikal Gibran Syahbani	100

13	Irshad Ilahi	90
14	Karta Iskandar	95
15	M. Bhisma Okto Javan	90
16	M. Fajri Alamsyah	95
17	Mely Susantika Dewi	90
18	Moh. Nur Alfian	85
19	Moh. Riyan Qomaruddin	90
20	Moh Naufal Haidar S.	90
21	Nabila Almanova	95
22	Nizar Zakaria Putra	90
23	Noval Agus Ferdiansyah	95
24	R. Agung Ferdiansyah	90
25	Raden Bintang Syahputra	85
26	Rifka Febriani	90
27	Serly Dwi Rahayu	90
28	Sinta Paulista	85
29	Slamet Riyadi	100
30	Verri Yanto	90
31	Zainur Rohman	95
32	Abel Mehola Naya W.	55
33	Achmad Fawaid Azhari	50
34	Alvin Firdaus	60
35	Alwan Syafarilyas L	55
36	Arini Artikasari	80
37	As'alul Karim	50
38	Billy Milyan P.	55
39	Dava Saputra	55
40	Elsa Murdiatin Putri	65
41	Endar Mahda Hamdani	50
42	Hans Julius Tanto	55
43	Ivan Bagus Karyono	50

44	Krisna Divki Maulana	60
45	Lailatul Jannah Maisaroh	60
46	M. Jundan Kafabih	55
47	Meylany Putri Abdullah	60
48	Moh. Baisuni	70
49	Moh. Khoiril Umam F.	60
50	Muhammad Haykal A.	60
51	Naiza Auria Putri M.	65
52	Naufal Maulana Firdaus	55
53	Novelia Sari Nabila	60
54	Novi Aprilia	70
55	Ramadhani Ibnu Hasan	65
56	Rendi Firmansyah	60
57	Riski Ananda	70
58	Shinta Dwi Agustin	60
59	Sholehatul Islamiyah	70
60	Safarin Noronia	75
61	Shofwan Arif Huzaifi	60
62	Waldi Shohibul Akmal	55
	Total	4.670

Based on the table above , it can be seen that the first column is the student number, the second column is the students name and the third column is the score obtained by students doing the post-test. It is known that the number of students is sixty-two, with a total score is 4.670 after giving the treatment. It its known in the test the lowest value is 55 in control group and the highest value is 100 in experiment group. Students number one until students number thirty-one were students from the experimental group who received religious songs treatment and students number thirty-two until sixty-two were the control group students who received treatment conventional learning.

2. Data Presentation of Documentation

As it was written in the previous chapter, Documentation is source of data in the form of images or photos there are use to complete research that is used as additional information in research. the documentation attached to this research is as follows:

a. Picture while in the research process

1. Experiment Group (Multimedia-1)

In the first meeting, the researcher introduced herself, explain about vocabulary and explained the research, and after that distributed pre-test questions to the students to find out the students vocabulary mastery before given the religious song treatment.

Researcher provide treatment that is using religious songs. The religious song choosen in this research is a song by Maher Zain

entitled insyaAllah and Peace be upon you. In this treatment, researcher use sound as a loudspeaker. The purpose of using religious songs is because it has meaning that can motivate students to keep trying and never give up. The song can also has a lot vocabulary that students can use to increase the vocabulary mastery for students. By being given treatment, it also aims to provide a more relaxed and pleasant atsmosphere so that students are enthusiastic and can improve their vocabulary mastery. in giving this treatment, the researcher plays a religious song to the students, then the students were instructed to listen and write every vocabulary they got, and after that translate the vocabulary together.

After giving treatment researcher gave a posttest which aims to determine the students vocabulary mastery after being given religious song treatment. Before doing the post-test students were first given a religious song treatment for the last treatment. After listening the religious songs they do the post-test question.

2. Control Group (Multimedia-2)

At the first meeting the researcher introduced her self and explained about vocabulary and explain the research. after that the researcher gave a pre-test to the control class to determine their vocabulary mastery.

In the second meeting, the researcher gave treatment to the control group, namely conventional learning or explaining material for students. Here the researcher provides an introduction material, simple present and pronoun, and conjuction because it is in accordance with the tenth grade Multimedia RPP. After explaining about the introduction material, the researcher gave vocabulary to the students and then translated it. After that provide sentences and vocabulary to be connected with the right sentence.

After giving the pretest and treatment, the researcher gave the posttest to the control group to find out the results of students vocabulary mastery.

b. Students name list

1. The tenth grade of students Multimedia-1 concist 31 students name list as a experimental class of SMKN 3 PAMEKASAN.

Table 4.3

Name list of students

No	Name of students as a Experimental group
1	Abdil Maula Arifin
2	Achmad Faisal
3	Afrisda Dwi Maulia A.
4	Alan Maulana Ibrahim
5	Andi Nurus Setiawan
6	Angga Yudha Pratama P.
7	Aynani Agustin
8	Dani Riski Tri Yunata P.
9	Dwi Anggun Puspita
10	Eko Setia Khoirul A.
11	Haikal
12	Haikal Gibran Syahbani

13	Irshad Ilahi
14	Karta Iskandar
15	M. Bhisma Okto Javan
16	M. Fajri Alamsyah
17	Mely Susantika Dewi
18	Moh. Nur Alfian
19	Moh. Riyan Qomaruddin
20	Moh Naufal Haidar S.
21	Nabila Almanova
22	Nizar Zakaria Putra
23	Noval Agus Ferdiansyah
24	R. Agung Ferdiansyah
25	Raden Bintang Syahputra
26	Rifka Febriani
27	Serly Dwi Rahayu
28	Sinta Paulista
29	Slamet Riyadi
30	Verri Yanto
31	Zainur Rohman

2. The tenth grade of students Multimedia-2 concist 31 students name list as a control class of SMKN 3 PAMEKASAN.

Table 4.4

Name list of students

No	Name of students as a control group
1	Abel Mehola Naya W.
2	Achmad Fawaid Azhari
3	Alvin Firdaus
4	Alwan Syafarilyas L
5	Arini Artikasari

6	As'alul Karim
7	Billy Milyan P.
8	Dava Saputra
9	Elsa Murdiatin Putri
10	Endar Mahda Hamdani
11	Hans Julius Tanto
12	Ivan Bagus Karyono
13	Krisna Divki Maulana
14	Lailatul Jannah Maisaroh
15	M. Jundan Kafabih
16	Meylany Putri Abdullah
17	Moh. Baisuni
18	Moh. Khoiril Umam F.
19	Muhammad Haykal A.
20	Naiza Auria Putri M.
21	Naufal Maulana Firdaus
22	Novelia Sari Nabila
23	Novi Aprilia
24	Ramadhani Ibnu Hasan
25	Rendi Firmansyah
26	Riski Ananda
27	Shinta Dwi Agustin
28	Sholehatul Islamiyah
29	Safarin Noronia
30	Shofwan Arif Huzaifi
31	Waldi Shohibul Akmal

3. Validity of Test

Validity is something that shows the extend of the ability of a measuring instrument. The most commonly used validity that is face

validity, content validity, criterion validity and construct validity[1]. The researcher used content validity to measure students vocabulary mastery. the researcher makes a test that are accordance with the material taught by teacher. So, the test given by the researcher to the students is valid.

a. Validity of pre-test and post-test

To check the validity of the test, the researcher used SPSS 24. The researcher using SPSS to present the result calculating. The researcher will present the data based on the table below:

Table 4.5

r-table significance 5% "product moment pearson"

	Value of r-table
N	62
df – 2	62 -2 = 60
r-table	0,254
Significance	5%

for the validity test can be seen from the table below:

Table 4.6

Calculation of Pre-test Score[2]

Based on the table 4.5, the table above is a calculation of the pre-test score. To determine the validity of the pre-test question the researcher used a significance level of 5%. The significance level on df 60 is 0,245. if question item has a r-value higher than r-table the question is valid, but if item question has a r-value lower than r-table the question is not valid. In the table of pre-test score there are four

[1] Ir. Syofian siregar, M.M, *metode penelitian kuantitatif dilengkapi dengan perbandingan Perhitungan Manual & SPSS*, (Jakarta:prenadamedia group,2013),46.
[2] See on Appendix

item question is valid because r-value is higher than r-table and sixteen question item is not valid because r-value lower than r-table. The valid question item number are as follows: the question item number six valid because 0,340 > 0,254, the question item number seven valid because 0,462 > 0,254, the question item number eight valid because 0,365 > 0,254, the question item number nine valid because 0,308 > 0,254, the question item number eleven valid because 0,359 > 0,254, the question item number thirteen valid because 0,271 > 0,254, and the question item number nineteen valid because 0,318 >0,254.

Table 4.7

Calculation of Post-test Score[3]

Based on the table 4.7, the table above is a calculation of the pre-test score. To determine the validity of the pre-test question the researcher used a significance level of 5%. The significance level on df 60 is 0,245. if question item has a r-value higher than r-table the question is valid, but if item question has a r-value lower than r-table the question is not valid. In the table post-test score there are nineteen question item is valid because r-value is higher than r-table and one question item is not valid because r-value lower than r-table. There valid question item number are as follows: the question item number one is valid because 0,326 > 0,254, the question item number two is valid because 0,268 > 0,254, the question number three is valid because 0,267 > 0,254, the question item number four is valid because 0,297 > 0,254, the question item number five is valid because 0,273 > 0,254, the question item number seven is valid because 0,320 > 0,254, the question item number eight valid because 0,261 > 0,254, the question item number nine is valid because 0,354 > 0,254, the

[3] See on Appendix

question item number ten is valid because 0,431 > 0,254, the question item number eleven is valid because 0,546 > 0,254, the question item number twelve is valid because 0,392 > 0,254, the question item number thirteen is valid because 0,441 > 0,254, the question item number fourteen is valid because 0,442 > 0,254, the question item number fifteen is valid because 0,491 > 0,254, the question item number sixteen is valid because 0,547 > 0,254, the question item number seventeen is valid because 0,462 > 0,254, the question item number eighteen is valid because 0,634 > 0,254, the question item number nineteen is valid because 0,371 > 0,254 and the question item number twenty is valid because 0,584 > 0,254.

4. Reability of test

Reliability is to find out the extend to which the measurement results remain consistent. The researcher used Spearman Brown formula to know the reliability of the questioner. First, we must know the significance of r-table that is:

Table 4.8

r-table significance 5% "product moment pearson"

	Value of r-table
N	62
df – 2	62 -2 = 60
r-table	0,254
Significance	5%

Researcher used SPSS to measure the reability of test, researcher used SPSS to assist researcher in processing research data. And the results of the research data are as follows:

Table 4.9

Reability of Post-test

Case Processing Summary

		N	%
Cases	Valid	62	100,0
	Excluded[a]	0	,0
	Total	62	100,0

a. Listwise deletion based on all variables in the procedure.

On the table case processing summary, it can be seen in the valid cases column it can be seen that there are 62 respondents with a data percentage of 100%, this shows that 62 respondents are valid and not categorized as exclude.

Table 4.10

Reliability Statistics

Cronbach's Alpha	Part 1	Value	,559
		N of Items	10[a]
	Part 2	Value	,605
		N of Items	10[b]
	Total N of Items		20
Correlation Between Forms			,585
Spearman-Brown Coefficient	Equal Length		,738
	Unequal Length		,738
Guttman Split-Half Coefficient			,737

a. The items are: x1, x3, x5, x7, x9, x11, x13, x15, x17, x19.

b. The items are: y2, y4, y6, y8, y10, y12, y14, y16, y18, y20.

On the statistical reability table in post-test, it its known that the value Correlation between forms is 0,585. In this reability, the researcher uses the odd-even halves technique. And it is know that the Spearman Brown value is 0,737. A question item is reliable if r-value higher than r-table. It is known that the value of r-table at df 60 with a significance level of 5% is 0,254. In the reability statistics above it is

known the Spearman Brown is 0,737. So 0,737 > 0,254. Then the conclusion is the data in post-test is reliable.

Table 4.11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1	72,74	266,949	,253	,730
x3	72,82	271,001	,170	,736
x5	72,90	270,122	,173	,736
x7	73,06	268,324	,182	,736
x9	72,82	265,263	,267	,729
x11	73,15	251,831	,427	,716
x13	72,90	261,105	,321	,725
x15	73,39	250,635	,409	,717
x17	73,55	252,776	,360	,721
x19	73,31	259,790	,283	,728
y2	72,98	270,869	,152	,738
y4	72,66	271,080	,195	,734
y6	72,90	270,122	,173	,736
y8	72,90	271,761	,147	,738
y10	72,98	260,213	,321	,725
y12	73,15	260,028	,299	,727
y14	73,31	258,970	,295	,727
y16	73,47	248,843	,426	,715
y18	74,92	236,469	,551	,702
y20	73,39	245,717	,483	,710

Table 4.12

Reliability of Pre-test

Case Processing Summary

		N	%
Cases	Valid	62	100,0
	Excluded[a]	0	,0
	Total	62	100,0

a. Listwise deletion based on all variables in the procedure.

On the table case processing summary in the pre-test, it can be seen in the valid cases column it can be seen that there are 62 respondents with a data percentage of 100%, this shows that 62 respondents are valid and not categorized as exclude.

Table 4.13

Reliability Statistics

Cronbach's Alpha	Part 1	Value	,251
		N of Items	10[a]
	Part 2	Value	-,034[b]
		N of Items	10[c]
	Total N of Items		20
Correlation Between Forms			,168
Spearman-Brown Coefficient	Equal Length		,287
	Unequal Length		,287
Guttman Split-Half Coefficient			,281

a. The items are: x1, x3, x5, x7, x9, x11, x13, x15, x17, x19.

b. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

c. The items are: y2, y4, y6, y8, y10, y12, y14, y16, y18, y20.

On the statistical reability table in pre-test, it its known that the value Correlation between forms is 0,168. In this reability, the researcher uses the odd-even halves technique. And it is know that the

Spearman Brown value is 0,281. A question item is reliable if r-value higher than r-table. It is known that the value of r-table at df 60 with a significance level of 5% is 0,254. In the reability statistics above it is known the Spearman Brown is 0,281. So 0,281 > 0,254. Then the conclusion is the data in pre-test is reliable.

Table 4.14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1	44,61	132,077	-,007	,275
x3	44,77	130,538	,015	,269
x5	44,85	134,093	-,054	,291
x7	45,90	118,286	,218	,197
x9	45,90	126,318	,069	,252
x11	46,87	119,491	,237	,196
x13	46,47	122,089	,159	,220
x15	44,69	126,806	,093	,244
x17	45,02	131,000	-,002	,275
x19	46,71	117,783	,259	,186
y2	44,77	133,817	-,047	,288
y4	44,92	132,370	-,023	,281
y6	45,26	131,342	-,014	,280
y8	45,66	116,457	,254	,183
y10	46,39	122,733	,144	,225

y12	47,03	128,032	,074	,250
y14	47,92	133,813	,028	,261
y16	45,02	139,033	-,145	,320
y18	48,08	141,846	-,250	,301
y20	47,27	123,120	,203	,212

4. Data Analysis

After researcher measuring the validity, reliability and correlation, the next step is that researchers need to analyze the scores into statistical data. As a condition for conducting data analysis, researchers must identify whether the data is normal or not and then identify whether the data is homogenity or not. The discussion as follows:

1. Normality test

After the researcher analyzed on SPSS 24 to find out the data was normal or not. The results data are as follows:

Table 4.15

Normality Test Experimental group

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		31
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,59419924
Most Extreme Differences	Absolute	,151
	Positive	,134
	Negative	-,151
Test Statistic		,151
Asymp. Sig. (2-tailed)		,070[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In the decision to test for normality is if the value of Sig (2-tailed) is higher than 0,05 then the data is normal. In this research, the researcher used the Kolmogrov Sminov test whose value of Sig (2-tailed) is 0,070 so, 0,070 > 0,05 and the data normally.

Table 4.16

Normality test of control group

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		31
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	7,62286882
Most Extreme Differences	Absolute	,133
	Positive	,133
	Negative	-,067
Test Statistic		,133
Asymp. Sig. (2-tailed)		,172[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In the decision to test for normality is if the value of Sig (2-tailed) is higher than 0,05 then the data is normal. In this research, the researcher used the Kolmogrov Sminov test whose value of Sig (2-tailed) is 0,172 so, 0,172 > 0,05 and the data normally.

2. Homogenity test

After the researcher determines the normality of the data, the next step is the researcher analyzed the data to find out whether the data is homogeneous or not. The results data are as follows:

Table 4.17

Homogenity test Pre-test

Test of Homogeneity of Variances

hasil penguasaan kosakata

Levene Statistic	df1	df2	Sig.
3,475	1	60	,067

In the decision to test homogeneity is if the value of Sig (2-tailed) higher than 0,05 the data is homogen. In this research the value of Sig (2-tailed) is 0,067 So, 0,067 > 0,05 and the data is homogen.

Table 4.18

Homogenity test Post-test

Test of Homogeneity of Variances

Hasil penguasaan kosakata

Levene Statistic	df1	df2	Sig.
1,490	1	60	,227

In the decision to test homogeneity is if the value of Sig (2-tailed) higher than 0,05 the data is homogen. In this research the value of Sig (2-tailed) is 0,227 So, 0,227 > 0,05 and the data is homogen.

3. Independent t-test

Because the data obtained were normal and homogeneous, the researchers used independen t-test to analyze the scores of post-test from the results of the MM-1 students score who were given religious song treatment and the results of the MM-2 students score who were given conventional learning treatment. But before the researcher tested the independen t-test first, the researcher makes a hypothesis testing.

a. Hypothesis Testing

Hypothesis is a statement about a population that is still must be verified. Hypothesis is a statement in research that intends to make predictions about outcome of the relationship between attributes or characteristic.[4] There are two type of hypothesis namely Alternative hypothesis (Ha) and Null Hypothesis (Ho). In testing the hypothesis, the researcher used an independent sample t-test with the aim of finding significant differences in the vocabulary mastery of students who learn using religious songs and between students who learn conventional method. The hypothesis are follows:

Ho : there is no any significant differences in vocabulary mastery of tenth grade Multimedia, who study using religious songs and who study not using religious songs in SMKN 3 PAMEKASAN.

Ha : there is any significant differences in vocabulary mastery of tenth grade Multimedia, who study using religious songs and who study not using religious songs in SMKN 3 PAMEKASAN.

The decision in the independent t-test is if the value of sig(2-tailed) < 0,05 then Ho is rejected and Ha is accepted. And if the t-value is higher than t-table then Ho is rejected and Ha is accepted.

b. Presentation data of independen sample t-test

Table 4.19

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Penguasaan Kosakata	kelas eksperimen	31	93.0645	5.27216	.94691
	kelas control	31	60.3226	7.52058	1.35074

[4] John W Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and QualitativeResearch,111.

Based on table 4.19 above, it is known that the mean value of the experiment class is 93.0645 and the mean value of control class is 60.3226, the mean value of the experimental class is higher than mean value of control class. It can be concluded that the difference in vocabulary mastery between the tenth grade Multimedia students of SMKN 3 Pamekasan who study using religious songs and those who do not study using religious songs, which can be seen from the difference the mean of each group after being given treatment.

Table 4.20

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Penguasaan Kosakata	Equal variances assumed	1.490	.227	19.849	60	.000	32.74194	1.64958	29.44228	36.04159
	Equal variances not assumed			19.849	53.751	.000	32.74194	1.64958	29.43437	36.04950

Based on table 4.20 above, It based on the independent t-test because the data results of sig (2-tailed) is 0,00. Whereas in the

independent t-test, if value of sig (2-tailed) < than 0,05 so, (Ho) is rejected and (Ha) is accepted. In this research the value of sig (2-tailed) is 0,00 < 0,05 so (Ha) is accepted, it can be conclude there is any significant differences in vocabulary mastery of tenth grade Multimedia, who study using religious songs and who study do not using religious songs in SMKN 3 PAMEKASAN.

Based on equal variances assumed t-value is 19.849, if df (degree of freedom) is 60 in sig 5%, then the value of t-table is 2,000. So, 19.849 > 2,000 so, there is strong significant differences in vocabulary mastery of tenth grade Multimedia, who study using religious songs and who study not using religious songs, it can be conclude students who study using religious songs are more effective than students who study do not using religious songs in SMKN 3 PAMEKASAN.

After conducting research in the tenth grade multimedia of SMKN 3 PAMEKASAN by applying the using of religious songs to vocabulary mastery students, there were achievements resulting from the use of religious songs including:

1. Students learning atsmosphere is more comfortable and not rigid (students find it easier to express the vocabulary they get)
2. Students desire to learn English is increasing and they are no longer afraid to learn English.
3. Students vocabulary mastery can increase with the vocabulary contained in religious songs.
4. Students can easily remember each vocabulary by giving religious songs treatment.
5. The learning process is more fun because students can competence to translate every vocabulary in religious songs.
6. The vocabulary in maher zain religious songs has vocabulary that is easy to understand and can be used by students to communicate and enrich their vocabulary.
7. The moral messages in religious songs can be used by students for reflection to become better students.

B. Discussion of Finding

There are two research problem in this research as follows:

1. Is there any significant difference in the vocabulary mastery between the tenth grade multimedia students of SMKN 3 PAMEKASAN who study using religious songs and those who do not. Based on the data that has been statistically analyzed by the researcher, it is found that there is a significant difference between students taught using songs to vocabulary mastery and between students were not using songs. It based on the independent t-test because the data results of sig (2-tailed) is 0,00. Whereas in the independent t-test, if value of sig (2-tailed) < than 0,05 so, (Ho) is rejected and (Ha) is accepted. In this research the value of sig (2-tailed) is 0,00 < 0,05 so (Ha) is accepted.

   Ha : there is any significant differences in vocabulary mastery of tenth grade Multimedia, who study using religious songs and who study not using religious songs in SMKN 3 PAMEKASAN.

   Based on the independent t-test data obtained the t-value is 19.849 if df (degree of freedom) is 60 in sig 5%, then the value of t-table is 2,000. So, 19.849 > 2,000 so, there is strong significant differences in vocabulary mastery of tenth grade Multimedia who study using religious songs and who study not using religious songs, it can be conclude students who study using religious songs are more effective than students who study do not using religious songs in SMKN 3 PAMEKASAN.

2. The results of average difference in vocabulary mastery between tenth grade multimedia students, who study vocabulary using religious songs and those who do not study using religious songs in SMKN 3 PAMEKASAN. The difference in vocabulary mastery students tenth grade Multimedia who study using religious songs and those who do not using religious songs can be seen based on the mean results in experimental class and control class, the mean value of experimental class is 93.0645 and the mean value of control class is 60.3226. the mean value of the experimental class is higher than mean value of

control class it can be concluded that the using religious songs is effective to vocabulary mastery to tenth grade Multimedia students at SMKN 3 PAMEKASAN.