

**ACHIEVEMENT OF ENGLISH VOCABULARY INSTRUCTION
USING SONGS FOR GRADE IX STUDENTS : A CASE STUDY
OF LERTLAH SCHOOL, KANCHANAPHISEK ROAD IN BANGKOK**

CTU



CHONGLAK MEREDITH

Christian University of Thailand

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
(ENGLISH AS A SECOND LANGUAGE)
FACULTY OF GRADUATE SCHOOL
CHRISTIAN UNIVERSITY OF THAILAND**

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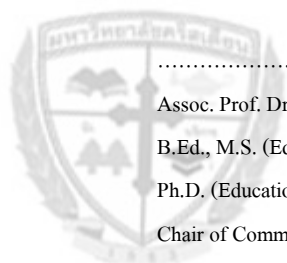
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was submitted to the faculty of Graduate School, Christian University of Thailand for the degree of Master of Arts (English as a
Second Language)

On June 28, 2008

.....
Mrs. Chonglak Meredith

Candidate



.....
Assoc. Prof. Dr. Chuanchom Chinatangkul

B.Ed., M.S. (Educational Administration)

Ph.D. (Educational Administration)

Chair of Committee Member

Christian University of Thailand

.....
Assoc. Prof. Dr. Ruengdet Pankhuenkhat

B.A. (Humanity & Social Welfare)

M.A., Ph.D. (Linguistics)

Committee Member

.....
Assoc. Prof. Dr. Chuanchom Chinatangkul

B.Ed., M.S. (Educational Administration)

Ph.D. (Educational Administration)

Dean, Graduate School

.....
Assoc. Prof. Dr. Sophana Srichampa

B.A., M.A. (Linguistics)

Ph.D. (Linguistics)

External Examiner

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KEY WORDS : ACHIEVEMENT / ENGLISH VOCABULARY INSTRUCTION / SONGS

Chonglak Meredith: Achievement of English Vocabulary Instruction Using Songs for Grade IX Students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok. Thesis Advisory Committee: Assoc. Prof. Dr. Ruengdet Pankhuenkhat, Ajarn Dr. Arturo G. Ordonia, Assoc. Prof. Dr. Sopnana Srichampa, 76 pages.

The Objectives of this study was to investigate the achievement of English vocabulary instruction using songs and to compare the achievement for the pretest and the posttest of the students of Group A and the students of Group B. The study also to find out the opinion of the students toward the English vocabulary instruction.

The population of the study was 34 students for Grade IX students of Lertlah School, Kanchanaphisek Road in Bangkok, in the first semester and the second semester of academic year 2007. The population of 34 student was divided in this study into two equal group, Group A and Group B. The duration of the experiment covered sixteen weeks. The instruments used for this study were the test and a questionnaire. The test of the fifty English words taken from the five popular songs. The students used these words for English vocabulary meaning for pretest and later for posttest. A questionnaire on opinions towards the English vocabulary instruction. The data obtained were analyzed by computer using the Statistical Package for Social Science. The percentage, the mean, standard deviation and t-test were used to analyze the data.

The results of this study revealed as follows:

1. There was no differences before the study in English ability between the students of Group A and the students of Group B.
2. The achievement of the students of Group A, after studying the meaning of the fifty English words with instruction songs the score higher than before studying was 95.76 percent and the mean score of 30.65.
3. The achievement of the students of Group B, after studying the meaning of the fifty English words without instruction songs the average score not high as Group A. The results of the students of Group B was 62.12 percent and the mean score of 14.00
4. The achievement scores of the students of Group A, who learned the meaning of the fifty English words with instruction songs. The mean score of the posttest was 47.88. So, the results of the posttest from the students of Group A, compared to the students of Group B, who learned the meaning of the fifty English words without instruction songs only the mean score of 31.06 and the significant at level .001
5. The students had more positive opinions towards the English vocabulary instruction and their learning experiences.

The main suggestion made on the basis of this study was that achievement of English vocabulary instruction using songs. Educational institutions may try to use this finding to provide appropriate English curriculum and enhance the achievement of English skills.

482047 : สาขาภาษาอังกฤษเป็นภาษาที่สอง; ศศ.ม. (ภาษาอังกฤษเป็นภาษาที่สอง)

คำสำคัญ : ผลสัมฤทธิ์/ การเรียนคำศัพท์ภาษาอังกฤษ/ โดยใช้บทเพลง

จงดลัษณ์ เมอริดิช : ผลสัมฤทธิ์การเรียนศัพท์ภาษาอังกฤษ โดยใช้บทเพลง : กรณีศึกษาของนักเรียนชั้น มัธยมศึกษาปีที่ 3 โรงเรียนเลิศหล้า ถนนกาญจนาภิเษก กรุงเทพมหานคร คณะกรรมการที่ปรึกษาวิทยานิพนธ์ รองศาสตราจารย์ ดร. เรืองเดช ปิ่นเชื่อนขัตติย์, อาจารย์ ดร. อารัญโร จี โอर्डูเนีย, รองศาสตราจารย์ ดร.โสภณา ศรีจำปา 76 หน้า

วัตถุประสงค์ของการวิจัยนี้เป็นการศึกษาผลสัมฤทธิ์ การเรียนศัพท์ภาษาอังกฤษ โดยใช้บทเพลง กรณีศึกษา และเพื่อศึกษาเปรียบเทียบผลสัมฤทธิ์ ก่อนเรียนและหลังเรียนของนักเรียนกลุ่ม เอและนักเรียนกลุ่มบี และเพื่อศึกษาความคิดเห็นของนักเรียนต่อการเรียนคำศัพท์ภาษาอังกฤษ

กลุ่มตัวอย่าง คือนักเรียนชั้นมัธยมศึกษาชั้นปีที่ 3 โรงเรียนเลิศหล้าถนนกาญจนาภิเษก กรุงเทพมหานคร ในภาคเรียนที่ 1 และ ภาคเรียนที่ 2 ปีการศึกษา 2550 จำนวน 34 คน โดยแบ่งออกเป็น 2 กลุ่มคือ กลุ่ม เอ และ กลุ่ม บี การศึกษาครั้งนี้ใช้เวลาในการทดลอง 16 สัปดาห์ เครื่องมือในการวิจัยครั้งนี้ประกอบด้วย แบบทดสอบ และแบบสอบถาม วิเคราะห์ข้อมูลโดยใช้คอมพิวเตอร์โปรแกรมสำเร็จรูป SPSS สถิติที่ใช้ในการวิจัยประกอบด้วย ค่าเฉลี่ยส่วนเบี่ยงเบนมาตรฐาน และค่าทีเทสต์ (t-test)

ผลจากการวิจัยพบว่า

1. ผลวิเคราะห์ก่อนเรียนไม่มีความแตกต่างในความสามารถของการเรียนระหว่างนักเรียนกลุ่มเอ กับ กลุ่มบี

2. ผลสัมฤทธิ์ของการเรียนความหมายคำศัพท์ภาษาอังกฤษจำนวน 50 คำ โดยใช้บทเพลงของนักเรียนกลุ่มเอมีคะแนนสูงกว่าก่อนเรียนร้อยละ 95.76 คะแนนค่าเฉลี่ยหลังเรียนเท่ากับ 30.65 แสดงว่าผลการทดลองเป็นไปตามสมมุติฐานที่ตั้งไว้

3. ผลสัมฤทธิ์การเรียนของนักเรียนกลุ่มบีหลังเรียนความหมายคำศัพท์ภาษาอังกฤษจำนวน 50 คำโดยไม่ใช้บทเพลงมีค่าเฉลี่ยของคะแนนไม่สูงเท่ากับกลุ่มเอ ผลวิเคราะห์หาค่าเฉลี่ยหลังเรียนของนักเรียนกลุ่มบี คะแนนหลังเรียนสูงกว่าก่อนเรียน ร้อยละ 62.12 คะแนน และค่าเฉลี่ยส่วนเบี่ยงเบนมาตรฐานเท่ากับ 3.89

4. ผลสัมฤทธิ์การเรียนของนักเรียน กลุ่มเอ เรียนความหมายคำศัพท์ภาษาอังกฤษ จำนวน50 คำ โดยใช้บทเพลง มีคะแนนหลังเรียน ค่าเฉลี่ยเท่ากับ 47.88 เปรียบเทียบผลสัมฤทธิ์การเรียนความหมายคำศัพท์ภาษาอังกฤษจำนวน 50 คำโดยไม่ใช้บทเพลงของนักเรียนกลุ่มบี มีคะแนนค่าเฉลี่ย เท่ากับ 31.06 นักเรียนกลุ่มเอ มีผลสัมฤทธิ์การเรียนความหมายคำศัพท์ภาษาอังกฤษ คะแนนสูงกว่านักเรียนกลุ่มบี ตามสมมุติฐานที่ตั้งไว้

5. นักเรียนมีความคิดเห็นที่ดีพึงพอใจอย่างยิ่งต่อการเรียนคำศัพท์ภาษาอังกฤษและประสบการณ์ที่ได้ศึกษา

วิจัยนี้มีข้อเสนอแนะต่อผลสัมฤทธิ์การเรียนคำศัพท์ภาษาอังกฤษโดยใช้บทเพลง สถาบันการศึกษาสามารถนำผลการวิจัยไปจัดใช้ให้เหมาะสมกับหลักสูตรภาษาอังกฤษ เพื่อเพิ่มผลสัมฤทธิ์ทักษะการเรียนภาษาอังกฤษ

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CHAPTER I

INTRODUCTION

Significance and Background of the Study

It is accepted that English is an international language, so English continues to be more and more important in the world. People can communicate with one another worldwide by modern communication in English. For example, almost every website is available in English, and many good books, textbooks, journals, and handbooks are written in English. Furthermore, many signs are available in English.

In Thailand English is important language for every activity, especially in education. The Ministry of Education in Thailand reformed English teaching in 1999 to globalize English language teaching. The action plan for 12 years basic education was divided into 4 key stages: 1) primary education grades 1–3, 2) primary education grades 4–6, 3) secondary education grades 7–9, and 4) secondary education grades 10–12. Most Thai people share the same objective that education should provide the necessary skills and knowledge-based society. English is a basic subject for students to gain more knowledge, to advance their education, and to use in their futures.

One of the most important things when learning another language is vocabulary, and this also applies to the English language. Learning vocabulary, it enables the students to communicate, to know the correct meaning of words when they are talking about a particular subject and their usage. There are many techniques for the instruction English vocabulary. One technique for instructing English vocabulary is the use of English songs. This is an interesting and popular method of instructing English vocabulary as the students do not find it boring to learn. It is easier to understand the meanings of the words in the songs. A variety of new vocabulary can be introduced to students through songs. Many other researchers discovered that English songs

have been part of the human experience for as long as we can remember. Songs have become an integral part of our language experience. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects. Using songs to instruct, it helped students improve their intonation, vocabulary use of idioms and English structure understanding. Songs can improve the attitude of students to study, their feelings and their mental approach to learning. English songs can be selected to suit the needs and interests of the students. Gugliemino (1986) stated that songs can prepare students for the genuine language they will be faced with and if used in coordination with a language lesson they can be of great value. Lo and Li (1998) have found that songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.

Therefore, learning vocabulary, it enables the students to communicate, to know the correct meaning of words when they are talking about a particular subject and their usage. In this study, the researcher focuses on the achievement of English vocabulary instruction using songs for Grade IX students : A case study of Lertlah School, Kanchanaphisek Road, in Bangkok.

Statement of research problem

The researcher has had special access by working at Lertlah School, Kanchanaphisek Road, in Bangkok, and believes that it is one of the most important areas in education in Thailand. Lertlah School is a private school under the auspices of the office of Education Commission, Ministry of Education, established in 2002. Lertlah School, the English program offers classes from nursery to grade IX in a bilingual setting with Thai 50% and English 50%. Lertlah School follows the regular Thai grading system. At the present time, there are over 1,500 students. It is very important for all teachers to develop quality of teaching in order to give appropriate knowledge to students, so that they can apply their knowledge to their daily life.

Thai students of Lertlah School, Kanchanaphisek Road, especially, grade IX students, are not interested in learning English vocabulary memorizing by words, they soon forget the word, and they become bored. The researcher discovered the problem that the normal teaching,

they learn a large amount of English grammar and structure but only a very limited amount of English vocabulary and word meanings.

Therefore, for these reasons, the researcher who instructs the Music subject to grade IX students of Lertlah School, decided to use this problem to study for thesis. This study is based on the concept of the achievement of English vocabulary instruction using songs for Grade IX students : A case study of Lertlah School, Kanchanaphisek Road, in Bangkok.

The Objectives of the Study

1. To compare pretest of the students of Group A and the students of Group B before studying.
2. To compare pretest and posttest of the students of Group A, who are instructed the meaning of the fifty English words with instruction songs.
3. To compare pretest and posttest of the students of Group B, who are instructed the meaning of the fifty English words without instruction songs.
4. To compare posttest of the students of Group A and the students of Group B.
5. To investigate the opinion of the students, whether, they found the instruction of English vocabulary interesting.

Hypothesis of the Study

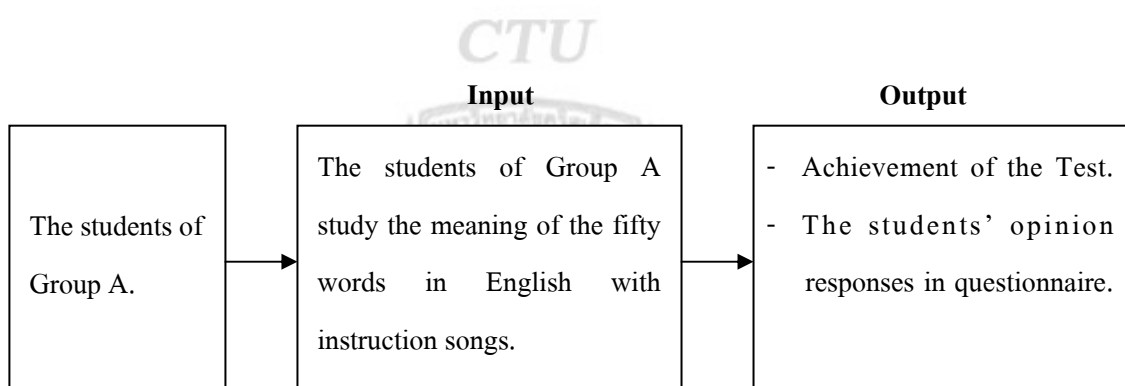
1. There are no differences between English learning ability of the students of Group A and the students of Group B before studying.
2. The results of posttest of the students of Group A, after studying the meaning of the fifty English words with instruction songs, will have more higher score on the posttest than pretest.
3. The results of posttest of the students of Group B, after studying the meaning of the fifty English words without instruction songs will have more higher score on the posttest than pretest.
4. The results of posttest of the students of Group A will be superior than the students of

Group B.

5. The students have positive opinions towards the English vocabulary instruction.

Conceptual Framework of the Study

This study is based on the concept of the achievement of English vocabulary instruction using songs for Grade IX students : A Case Study of Lertlah school, Kanchanaphisek Road, in Bangkok. Students of Group A, who are instructed the meaning of the fifty English words with instruction songs.



Students of Group B, who are instructed the meaning of the fifty English words without instruction songs.

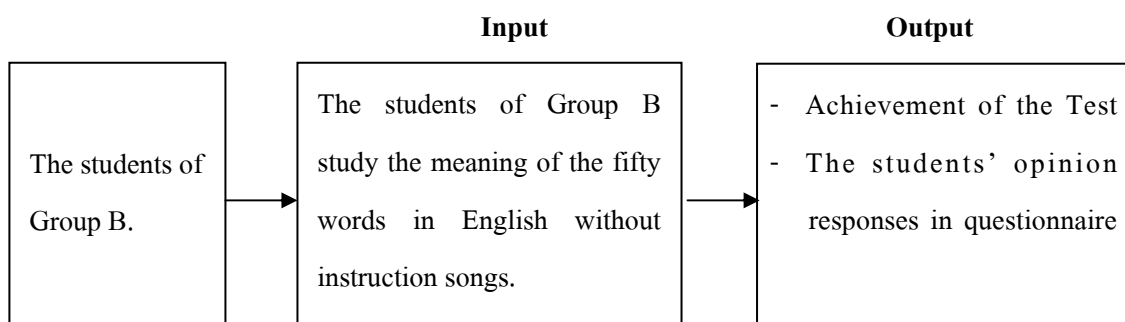


Diagram 1 Conceptual Framework

Limitation of the Study

1. The population of the study was 34 students for Grade IX students, of Lertlah School, Kanchanaphisek Road, in Bangkok, in the first semester and the second semester of academic year 2007.

2. The population of 34 students was divided in this study into two equal groups, Group A and Group B. The students of Group A study the meaning of the fifty words in English with instruction songs but the students of Group B only study the meaning of fifty words in English without instruction songs.

3. The duration of the study from May in the first semester to the second semester of the academic year 2007 and factors may influence changes in collection of data need over time.

4. The students of Group A and the students of Group B were given 6 periods of instruction, for testing 50 minutes per period and only one period per week.

5. The instruments used for this study were pretest and posttest for testing from five English popular songs were selected and prepared by the researcher. Fifty selected words were taken from the five English popular songs. The students used these words as English vocabulary meaning for pretest and later for posttest.

6. A questionnaire consist of ten questions that the students would answer about their opinions towards the English vocabulary instruction.

Definitions of terms

Achievement of English refers to succeed in reaching a particular goal, and in this study achievement of English refers to the results of testing the posttest at a high score level of the meaning of the fifty words in English.

English vocabulary refers to the fifty selected words taken from five popular songs. The students were tested these words as English vocabulary meaning for the pretest and the posttest.

Songs refers to a short piece of music with words and in this study songs refers to popular songs as follows: Song No. 1 Sailing, Song No. 2 Sowing the Seeds of Love, Song No. 3 Shape of My Heart, Song No. 4 Summer Breeze, and Song No. 5 Back at One.

Grade IX students refers to 34 students, of Matthayomsuksa III, of Lertlah School, Kanchanaphisek Road, in Bangkok, Thailand, studying in the English program during the first semester and the second semester of the academic year 2007.

Students of group A refers to 17 students of Matthayomsuksa III/I, of Lertlah School, Kanchanaphisek Road, in Bangkok, Thailand, studying in the English program during the first semester and the second semester of the academic year 2007.

Students of group B refers to 17 students of Matthayomsuksa III/II, of Lertlah School, Kanchanaphisek Road, in Bangkok, Thailand, studying in the English program during the first semester and the second semester of the academic year 2007.

The opinion of the students refers to the results of the students' opinions after learning the meaning of fifty English words, taken from their answers in the questionnaire.

Expected Benefits of the Study

1. To know the results of the pretest of the students of Group A and the students of Group B before the study.
2. To know the results of pretest and posttest of the students of Group A, who are instructed the meaning of the fifty words with instruction songs.
3. To know the results of pretest and posttest of the students of Group B, who are instructed the meaning of the fifty words without instruction songs.
4. To know the achievement of the students of Group A will be superior than the students of Group B.
5. To know the students will have more positive opinions towards the English vocabulary instruction.

CHAPTER II

LITERATURE REVIEW

This chapter describes the related literature review which includes the following topics:

1. The Concept for the Study.
2. The Related Research of the Study.

The Concept for the Study

In the part of the importance of English vocabulary, many educators have mentioned, such as, Dale (1971) mentioned the importance of English vocabulary that, vocabulary is significant to build the education, language instruction, because knowledge development about the vocabulary is the pointer to arrive at the progress, in language education of the student, who study languages well, will understand the vocabulary is well more than the others.

Richards (1974) delivered a speech that, English vocabulary distribution of a student, divided into two kinds as follows: (1) The vocabulary that is studied for communication that a student often meets and students often uses regularly in everyday life. In all the senses of listening, speaking, reading and writing. The vocabulary of this kind of instruction must teach student to use the vocabulary that, they have studied to use effectively. (2) The vocabulary that is used for communication has to be the vocabulary that the student understands. The student can pronounce correctly and they can apply correctly in speaking and writing.

Richards (1976) stated that the knowledge that is assumed by lexical competence is offered as a frame of reference for assessing vocabulary teaching. Linguistic, psycholinguistic and sociolinguistic aspects of word knowledge are examined. These include word frequency

vocabulary growth in native speakers, collocation, register, case relations, underlying forms, word association, and semantic structure. Vocabulary techniques are discussed according to the way that they attempt to build up these aspects of vocabulary knowledge. The present paper considers the role of vocabulary in the syllabus in the light of the assumptions and findings of theoretical and applied linguistics.

Gugliemino (1986) stated that adults sing at religious services, bars, in the shower, and listening to the car radio. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value.

Siriporn (1992) stated that knowing the meaning of vocabulary is very necessary in the learning of a language. Vocabulary is the main key for comprehension in reading of a foreign language. Vocabulary is also important in using language, without understanding the meaning of the word; you cannot understand the structure of that language. Without this understanding of the language and structure, you can not effectively communicate in that language.

Carthy (1992) gave the definition of vocabulary as that all words, which are both single word and compound word, that appear in the language.

Laroy (1993) stated that the songs help in building good atmosphere for learning well.

Brown (1994) stated that songs help for understanding language, help in writing remembering and reduces the tension of the student.

Hatch (1995) stated that English vocabulary refer to word or a group of word for the language that the speaker used it for communicate in their language. From the meaning of vocabulary you can summarize that, vocabulary is a sound group or all character group that humans, use for meaning and understanding the world and the relationship of everything around. One way of instruction to help a student has the interest to study more and more by using songs to teach because, the songs will help the students who receives the knowledge, amusement, has a good attitude and to build the education.

Eken (1996) stated that songs can be used: (1) To present a topic, a language point, lexis, etc. (2) To practice a language point, lexis, etc. (3) To focus on common learner errors in a more direct way. (4) To encourage extensive and intensive listening. (5) To stimulate discussion of attitudes and feelings. (6) To encourage creativity and use of imagination. (7) To provide a relaxed classroom atmosphere. (8) To bring variety and fun to learning.

Lo and Li (1998) have found about writing songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.

Cullen (1999) stated that there are two processes involved in listening, and both can be utilized when songs are used in the classroom. The activity which is selected for a particular song will determine which of these processes is active. The first is bottom-up processing where the listener builds up the sounds into words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension.

Sarucibam and Metin (2000) have found that the song helped to develop English skills such as listening, speaking, reading, writing and communications.

Schoepp (2001) stated that songs have been part of the human experience for as long as we can remember.

Teresa (2002) stated that music classes develop students' potential in many areas, especially auditory discrimination, psychomotor coordination, memory development, expressive abilities, and critical thinking. The songs of preschool children in particular are considered as providing children with fluency of oral expression and good diction, as well as helping them learn to form phrases, to use words correctly and to understand their meaning, and even to enjoy the poetic quality of children's rhymes. These and other considerations from the field of education denote the positive influence of musical activities on different areas of child development, especially those related to language. This has given rise to research projects that examine the relationship between music and language from several different angles. Some positions view the similarities between musical structures and the phonological and prosodic structures of language as resulting from the nature of both music and language as a series of sounds organized over a period of time. The relationship between musical and linguistic stimulus processing has been examined on a neurophysiological level in various studies and using various techniques.

Burton (2002), he found that by using songs to instruct had extra benefits for listening, discussing, and creating relaxed singing experiences.

Waring (2002) the article presents some of the major 'common sense' principles of vocabulary instruction and learning. It then discusses whether general language teaching reflects

these principles well, finding that often it does not. Several implications for vocabulary teaching emerge from these findings as follows: (1) Teaching a word does not mean the students learned it. Teaching and learning do not go lockstep, hand in hand, from the easy to the difficult. It is too easy to forget that teaching does not cause learning, and to forget that because students have finished a unit does not mean they have mastered all the words in it. (2) We do not learn a word from one meeting. Research tells us that it takes between 5-16 meetings (or more) to 'learn' an average word. (e.g. Nation, 1990: 41). (3) There are 2 major stages in word learning. The first stage is matching the word's spelling and pronunciation (its form) with its meaning. When this is known, the student should then work on the deeper aspects of word knowledge. This may include the words it goes with, and does not go with; the restrictions on its use; whether it is formal or informal; whether it is spoken or written; its similarity to other words; its shades of meaning; whether it is spoken or written; its similarity to other words; its shades of meaning; whether it is frequent or not, and so on. (4) It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of new words that are not met again soon, are lost. This is because our brains are designed to forget, not remember. If a student has just learned 10 new words, it is normal for most of them to be forgotten within a few days, and maybe only one or two will be retained in the medium of long term. (5) Students cannot guess the meaning of an unknown word from context if the surrounding text is too difficult. (6) Students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general service vocabulary i.e. those which are found in almost all texts, including technical works. Students who are specializing in one area of study should start by learning their general service vocabulary first, and later go on to learn the specialist vocabulary. (7) Some words are more difficult to learn than others. Research suggests that words which are more concrete and closer to a known concept, or have a similar form in the first language, tend to be learned before those which are more abstract and are relatively dissimilar from the first language. (8) Words live with other words, not in isolation. Languages are made up of sets of words that go together to make individual meanings. (9) Written and spoken vocabulary are different. (10) Students learn best by making sense of their own vocabulary and internalizing it. The more they work with the words, and the more deeply they are processed (i.e. by working with the new words in many different ways) it is more likely the words will be retained in memory.

Lynch (2005) suggested language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons songs can work exceedingly well in the foreign language classroom include the following: (1) Songs almost always contain authentic, natural language. This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled. (2) A variety of new vocabulary can be introduced to students through songs. Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions. (3) Songs are usually very easily obtainable. (4) Songs can be selected to suit the needs and interests of the students. In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs. (5) Grammar and cultural aspects can be introduced through songs. Most if not all songs have a recurring theme or story. So, excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. (6) Time length is easily controlled. Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible. (7) Students can experience a wide range of accents. A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R&B, Pop, Rock, Reggae, Jazz and other styles change, not only accents, but vocabulary and usage too. (8) Song lyrics can be used in relating to situations of the world around us. Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They've expounded on pollution, crime, war and almost every social theme or cause. We won't even mention how many songs are about, related to or explore the theme of sex. (9) Students think songs are natural and fun. These are only some of the many reasons songs are useful in the language learning classroom. They contain authentic language, are

easily obtainable, provide vocabulary, grammar and natural aspects and are fun for the students. They provide enjoyable speaking. Listening, vocabulary and language practice both in and out of the classroom. So EFL, English as a foreign language, ESL, English as a Second language and foreign language teachers should all consider using songs as a regular part of their classroom activities.

Lems (2006) stated that the language is socially constructed – literacy develops in a social context; music provides a social context for language use. Literacy evolves from an oral language base. Reading skills include phonological awareness and word order, both reinforced in singing and listening to songs. Music activates an intelligence which can in tune co-stimulate other intelligences. So, special benefits for diverse classrooms: (1) Learning songs gives natural practice on the sounds of English. (2) The hand motions and dance steps that go with early childhood songs provide an extra set of cues to meaning that help vocabulary. (3) Musical group activities allow reticent students to participate without being singled out or embarrassed.

The Related Researches of the Study

The related researches of the study are as follows:

Khemika Tabtimsai (1993) the purpose of her research were to construct and test the student'efficiency of vocabulary learning strategies exercises for Matthayomsuksa III students, to compare students' English vocabulary learning ability before and after using the exercises constructed, and to study students' opinions toward the exercises. The sample consisted of one randomly selected class of 40 Matthayomsuksa III students of Thamakavitthayakom School, Thamaka, Kanchanaburi, during the first semester, academic year 2003. The instruments used for gathering data were: 1) The vocabulary learning strategies exercises constructed by the research; 2) a vocabulary learning proficiency test, used as a pretest and post-test; and 3) a questionnaire on opinions toward the vocabulary learning exercises. The results of the study were: 1) The average score of the 10 vocabulary learning tests from ten exercises was 85.62 percent, where as that of the post-test was 69.15 percent. 2) The students' vocabulary learning ability after using the vocabulary learning strategies exercises was significantly higher than that of before using

the vocabulary learning exercises at the 0.05 level. 3) The students' opinions toward the vocabulary learning exercises were good positive.

Usa Puttachartsewee (1993) the purposes of her study were to compare the English achievement and the retention of vocabulary of the students who were taught through the instruction of word map with of those who were taught through the traditional instruction. The purposive samples were 110 Prathomsuksa 5 students studying in the second quarter academic year 2003. They were the student of Joseph Upatham School in Nakhonpathom Province. The subjects were simple randomly assigned as an experimental group and a control group. The research instruments were ten lesson plans of the instruction of word map, ten lesson plans of the traditional instruction and English achievement test. The data were analyzed by descriptive statistic for mean, standard deviation and ANCOVA. Then finding of her study showed that the experimental group had got more students' English achievement and vocabulary's retention than the control group which learned by traditional instruction and there was a statistically significant difference at 0.05 level.

Wariya Inpapien (1993) the purposes of her study were to construct a song instruction package. The study also aims to investigate the relationships between students' attitude towards learning English and their English achievement, and their opinions towards the constructional package. The instruments used for gathering data were the song instruction package and the questionnaires. The results of the study were as follow: 1) The average score for a song instruction package was 80.20 percent for pretest 81.00 percent and post-test was highly effective. 2) The students' achievement levels were significantly higher at the 0.05 level. 3) The students' opinions towards a song instruction package were highly positive.

Pairoje Tampitee (1994) the purpose of his research were : 1) to develop English vocabulary exercises based on context clues for Matthayomsuksa III students, 2) to compare students' ability in guessing meaning of words before and after using the exercises, and 3) to study students' opinions toward the exercises. The sample consisted of one simple random class of 35 Matthayomsuksa III students of Chaloeprakiat Somdet Phra Srinakarindra Lopburi School, LobBuri, during the academic year 2004. The students studied sixteen English vocabulary exercises for a four-week period. The instruments used for gathering data were: 1) The survey of vocabulary list 2) The English vocabulary exercises. 3) A pretest and post-test of students' ability

in guessing meaning of words, and 4) A questionnaire on opinions toward the exercises. The results of the study were as follow: 1) The average score of the exercises was 77.79 percent; whereas that of the post-test was 78.38 2) The students' ability in guessing meaning of words after using the exercises was 0.05 levels. 3) The students' opinion toward the exercises was generally good.

Suzanne L. Medina (2000) a recent study investigated the effects of music upon the acquisition of English vocabulary in a group of 48-second grade limited-English-proficient children. A Pretest-Posttest Control Group design with Matching and Repeated measures was selected for this investigation. The main independent variable was crossed with a second variable, extra linguistic support, and producing four treatment groups. No-Music group subjects listened to an oral story while Music subjects were shown pictures of target vocabulary words while listening to the story. No-illustration subjects listened to the story without the benefit of pictures. As a result of performing two-way analyses of variance, the null hypotheses were accepted. Consequently, these findings support past positive claims: A musical medium promotes language acquisition to the same extent as a non-musical medium. Stated differently, the same amount of vocabulary is acquired from listening to a song as listening to a story. Definite patterns in the data were also observed: Sample mean gain scores were consistently higher for Music and illustration resulted in the largest vocabulary acquisition gains.

This Chapter II has presented the first section covers the concept for the study and the second section presented with the related research of the study.

In conclusion, the researcher wishes to point out significances of words in context as an essential factor in the development and retention of the meaning English vocabulary for the learners of English as a second language

CHAPTER III

METHODOLOGY

The Third Chapter is designed to describe the research methodology used for the achievement of English vocabulary instruction using songs for Grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road, in Bangkok, studying in the English program.

General information of the school

Lertlah School is a private school under the auspices of the office of Education Commission, Ministry of Education. Established in 2002, Lertlah School, the English program offers classes from nursery to grade IX in a bilingual setting with Thai 50% and English 50%. Lertlah School follows the regular Thai grading system. At the present time, there are over 1,500 students. It is very important for all teachers to develop quality of teaching in order to give appropriate knowledge to students, so that they can apply their knowledge to their daily life. English is the second language that students should learn and understand the process of listening, speaking, reading and writing so they can use English for communication with foreigners in the future.

Data of Population

The population in this study was Grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok, studying in the English program during the first semester and the second semester of the academic year 2007.

The population of 34 students in this study were divided into two equal groups, Group A and Group B. The students of Group A total 17 students of Mattayomsuksa III/I and the students of Group B total 17 students of Mattayomsuksa III/II.

Research Instruments

The research instruments used for this study were:

1. The test used in this study for the pretest and the posttest consisted of fifty elected English words taken from five English popular songs. The students used these words for English vocabulary meaning for pretest and later for posttest. English popular songs selected were: Song No.1 Sailing, Song No.2 Sowing the Seeds of Love, Song No.3 Shape of My Heart, Song No.4 Summer Breeze, Song No.5 Back at One.

2. The questionnaire was constructed based on the information that the researcher want to know about student opinions. Questions of the questionnaire intended to find information concerning student' opinions toward the instruction of English vocabulary. The questions used simple clear language and the questions were written in English. The part of the questionnaire used rating scales on a five-point Likert scale. The five-point Likert scale was scored as follows:

Very extensively	=	5
Extensively	=	4
Moderately	=	3
Rarely	=	2
Never	=	1

Validity and reliability of the research instruments

Validity and reliability are two important criteria used to assess an instrument's completeness and effectiveness of research instruments before using the instrument in the actual data collection process. The researcher has studied the construct the test from technique building examination English book of Atchara Wongsawthron (2001) and literature. The test were selected after the researcher had studied how to construct the tests. The content analysis was

identified to acquire the content and the objectives which the researcher wanted to measure. So, the researcher drafted a test of the pretest and the posttest with the fifty selected English words, the five English songs, a teaching plan, the questionnaire as well as test for evaluating Grade IX students. The researcher received a suggestion from the thesis advisor committee and she consulted with four English experts teacher namely Dr. Donald A. Johnson, Mr. Timothy Hines, Ajarn Wariya Inpapien and Ajarn Usa Puttachartsewee who helped to review the teaching and evaluation materials for this study. They examined the content validity and reliability before using it. The standard of the evaluation materials as follows:

If, substance, language element of songs, the meaning of the fifty English words, activity and the assessment is appropriate gives plus 1 point.

If, be not sure that, substance, language element of songs, the meaning of the fifty English words, activity and the assessment is not sure gives minus 1 point.

If, substance, language element of songs, the meaning of the fifty English words, activity and the assessment is inappropriate gives zero. Then the researcher took the result scores from three English experts teacher to find out the average by using a formula seeks the accordance (Elementary Education Department, the Division Studies, 1997).

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

Where IOC is Index of Item – Objective Congruence.

$\sum X$ is The sum of total points of the opinion from the English expert teacher.

N is Number of the English expert teacher.

Consideration of choosing the standard questions are as following:

IOC more than or equal to 0.5 regarded as element substance of the English language from songs, the meaning of the fifty words, activity and the assessment are appropriate to retain and to use.

IOC lesser than 0.5 regarded as element substance of the English language from songs, the meaning of the fifty words, activity and the assessment are not appropriate should be adjusted. The researcher presented the research instruments to the thesis committee for approval. They approved the research instruments which had to be tested for effectiveness with the pilot test group.

The pilot test group of this study was Grade IX students, of Sarasas School in Bangkok. The pilot test group of 10 students was chosen for this study, who was not in the population. They studied in English program, during the first semester of the academic year 2007. The researcher presented the research instrument to the thesis committee for approval. The test used in this study for the pretest and the posttest consisted of fifty elected English words taken from five English popular songs. The pilot test group used these words for English vocabulary meaning for pretest and later for posttest. English popular songs selected were: Song No.1 Sailing, Song No.2 Sowing the Seeds of Love, Song No.3 Shape of My Heart, Song No.4 Summer Breeze, Song No.5 Back at One. The pilot test group was given 6 periods with instruction and they had time for testing 50 minutes per period. After they had finished studying the scores from doing the pretest and the posttest were analyzed to find the effectiveness.

Data Collection

1. Data collection of the test

The procedures for data collection of the test as follows:

1. Pretest with the fifty English words; where by the students of Group A and the students of Group B wrote the meanings of the given fifty words in English, and then collected the completed the test.
2. The students of Group A studied the meaning of the fifty English words with instruction songs, but the students of Group B only studied the meaning of the fifty words in English without instruction songs.
3. The students of Group A and the students of Group B practiced wrote the meaning of the fifty English words in English.
4. The students of Group A and the students of Group B explained the meaning of the fifty English words.
5. Posttest with the fifty English words; where by the students of Group A and the students of Group B wrote the meanings of the given fifty words in English, and then collected the completed the test.

2. Data collection of the questionnaire

The students of Group A and the students of Group B completed the questionnaire, and then collected the completed questionnaire.

Data Analysis

1. Data Analysis from the test

After completed the test by the students of Group A and the students of Group B, and then the researcher obtained the data from this study was analyzed as follows:

1.1 Symbols for Data Analysis

\bar{x}	Average score
N1	Number of the students of the pilot test group.
N2	Number of the students of Group A
N3	Number of the students of Group B
P	Probability of observed and statistic
D	Change from the pretest to the posttest

Where

E1	The effectiveness process of Pilot test Group
E2	The effectiveness process of Group A
E3	The effectiveness process of Group B

\bar{x} Average score

ΣX The sum of the test that the students get correct from doing the

pretest and the posttest.

$$\text{Formula E2} \quad \bar{x} = \frac{\Sigma X}{N2}$$

$$\text{Formula E3} \quad \bar{x} = \frac{\Sigma X}{N3}$$

1.2 Find average score \bar{x} by the formula , Lown Sayyot and Angsana Sayyot.

1.3 Mean, standard deviation and percentages used to analyze the data of the scores on the pretest and the posttest.

1.4 The data Analysis of the compared scores on the test used percentage, t-test and mean . Mean scores obtained from this rating scale were then assigned the following levels:

Excellent	=	45 – 50	=	Grade A
Very Good	=	40 – 45	=	Grade B
Good	=	35 – 40	=	Grade C
Below Average	=	25 – 35	=	Grade D
Failing	=	< 25	=	Grade F

1.5 The means, standard deviations, percentages and used rating scales on a five-point Likert scale evaluated the student' opinions. The five-point Likert scale was scored as follows:

Very extensively	=	5
Extensively	=	4
Moderately	=	3
Rarely	=	2
Never	=	1

In summary, this chapter has shown the processes of methodology of the study for the achievement of English vocabulary instruction using songs for Grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok. After data collection of the test and the questionnaire completed, then the data was analyzed by using the computer program Statistical Package for Social Science (SPSS). The results and explanation of the findings are presented in chapter IV.

CHAPTER IV

RESULTS

This chapter presents the results of achievement of English vocabulary instruction with songs for grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok.

1. The results are presented according to the objectives of the study as follows:

1.1 To compare the pretest of the students of Group A and the students of Group B before studying.

1.2 To compare the pretest and the posttest of the students of Group A, who are instructed the meaning of the fifty English words with instruction songs.

1.3 To compare the pretest and the posttest of the students of Group B, who learned the meaning of the fifty English words without instruction songs.

1.4 To compare posttest of the students of Group A and the students of Group B.

1.5 To investigate the opinion of the students, whether, they found the instruction of English vocabulary interesting.

2. The results obtained from the test as follows:

2.1 Table 1 The results in the pretest of the students of Group A compared to the student of Group B.

2.2 Table 2 The results in the pretest and the posttest of the students of Group A.

2.3 Table 3 Analysis results for the achievement of the students of Group A.

2.4 Table 4 The results in the pretest and the posttest of the students of Group B.

2.5 Table 5 Analysis results for the achievement of the students of Group B.

2.6 Table 6 The Results from t-test for the students of Group A.

2.7 Table 7 The Results from t-test for the students of Group B.

2.8 Table 8 The Results from the achievement of the students of Group A, compared to the students of Group B.

3. The results obtained from the questionnaire as follows:

3.1 Table 9 Analysis Results in the questionnaire of the students of Group A.

3.2 Table 10 Analysis Results in the questionnaire of the students of Group B.

Table 1 The results in the pretest of the students of Group A compared to the students of Group B

The scores from the test of the fifty English words.			
	Pretest (50 words) The students of Group A	Number of the students of Group B	Pretest (50 words) The students of Group B
1	19	1	15
2	19	2	15
3	15	3	19
4	18	4	14
5	17	5	18
6	15	6	15
7	16	7	19
8	14	8	16
9	16	9	14
10	18	10	18
11	19	11	19
12	19	12	19
13	17	13	18
14	15	14	16
15	19	15	19

The scores from the test of the fifty English words.			
Number of the students of Group A	Pretest (50 words) The students of Group A	Number of the students of Group B	Pretest (50 words) The students of Group B
16	18	16	17
17	19	17	19
	$\Sigma x = 293$		$\Sigma x = 290$
	$\bar{x} = 17.24$		$\bar{x} = 17.06$
Achievement score	Failing		Failing

In Table 1 shows the results from the test of fifty English words for the students Group A, it shows that they correctly obtained the average pretest score of 17.24. So, the results of the pretest score from the students of Group A was failing. The score of table 1 shows the results from the test of the fifty English words for the students of Group B, the result shows that the students of Group B correctly obtained an average pretest score of 17.06, which is not significantly different from the average score of 17.24 obtained by Group A. So, The results of the pretest score from the students of Group B was failing. The data Analysis of the compared scores on the test scores obtained from this rating scale were assigned the following levels:

Excellent	=	45 – 50	=	Grade A
Very Good	=	40 – 45	=	Grade B
Good	=	35 – 40	=	Grade C
Below Average	=	25 – 35	=	Grade D
Failing	=	< 25	=	Grade F

Table 2 The Results in the pretest and the posttest of the students Group A.

The scores from the test of the fifty English words			
Number of the students	Pretest (50 words) score	Posttest (50 words) score	Change from the pretest to the posttest
1	19	50	31
2	19	50	31
3	15	50	35
4	18	48	30
5	17	50	33
6	15	47	32
7	16	47	31
8	14	44	30
9	16	49	33
10	18	46	28
11	19	48	29
12	19	46	27
13	17	47	30
14	15	47	32
15	19	49	30
16	18	48	30
17	19	48	29
	$\Sigma x = 293$	$\Sigma x = 814$	$\Sigma x = 552$
	$\bar{x} = 17.24$	$\bar{x} = 47.88$	$\bar{x} = 30.65$

Table 2 shows the results from the test of fifty English words for the students Group A, who studied the meaning of the fifty words in English by using songs. It shows that they correctly obtained the average pretest score of 17.24. So, the results of the pretest score from the students of Group A was 34.48 percent. They then correctly obtained the average posttest score of 47.88.

The results of change from the pretest to the posttest for the students of Group A was 61.30 percent. This means that the students of Group A who studied the meaning of the fifty words in English with instruction songs improved their vocabulary knowledge by more than 30 words, from an average of only 17 words to nearly 48 words.

Table 3 Analysis results for the achievement of the students of Group A.

Analysis Results	Pretest (50 words)	Posttest (50 words)	Change from the pretest to the posttest
Number of the students	17	17	17
Mean	17.24	47.88	30.65
Standard Deviation	1.75	1.69	1.97
Achievement Score	Failing	Excellent	

Table 3 shows that the analysis results for the achievement of the students Group A, who studied the meaning of the fifty words in English with instruction songs. It shows that the achievement for the students of Group A, total 17 students. The mean score of the pretest was 17.24 So, the results of the pretest score from the students of Group A was 34.48 percent. The mean score of the posttest was 47.88. So, the results of the post-test score from the students of Group A was 95.76 percent. The mean score of the change from the pretest to the posttest for the students of Group A was 30.65 and the standard deviation was 1.97. So, the change from the pretest to the posttest for the students of Group A was 61.30 percent. Therefore, the achievement of the students in Group A, after studying the meaning of the fifty English words through instruction by using songs will have higher score than before studying.

Table 4 The results in the pretest and the posttest of the students of Group B.

The scores from the test of the fifty English words by study without songs			
Number of the students	Pretest (50 words) score	Posttest (50 words) score	Change from the pretest to the posttest
1	15	26	11
2	15	27	12
3	19	29	10
4	14	27	13
5	18	28	10
6	15	26	11
7	19	35	16
8	16	28	12
9	14	27	13
10	18	26	8
11	19	37	18
12	19	39	20
13	18	37	19
14	16	30	14
15	19	38	19
16	17	29	12
17	19	39	20
	$\Sigma x = 290$	$\Sigma x = 528$	$\Sigma x = 238$
	$\bar{x} = 17.06$	$\bar{x} = 31.06$	$\bar{x} = 14.00$

Table 4 shows the results from the test of the fifty English words for the students of Group B, who studied the meaning of the fifty words in English without instruction songs.

It shows that the group of students Group B correctly obtained an average pretest score of 17.06, which is not significantly different from the average score of 17.24 obtained by Group A. So, The results of the pretest score from the students of Group B was 34.12 percent. However, they then correctly obtained an average post-test score of 31.06. So, the results of the posttest score from the students of Group B was 62.12 percent. Therefore, the effectiveness change from the pretest to the posttest for the students of Group B was $\bar{x} = 14.00$ and their improvement was 28.00 percent.

Table 5 Analysis results for the achievement of the students of Group B.

	Pretest (50 words)	Posttest (50 words)	Change from the pretest to the posttest
Number of the students	17	17	17
Mean	17.06	31.06	14.00
Standard Deviation	1.92	5.09	3.89
Achievement Score	Failing	Below Average	

Table 5 shows that the analysis results for the achievement of the students Group B, who studied the meaning of the fifty words in English without instruction songs. It shows that the achievement for the students of Group B, total 17 students. The mean score of the pretest was 17.06. So, the results of the pretest score from the students of Group B was 34.12 percent. The mean score of the posttest was 31.06. So, the results of the posttest score from the students of Group B was 62.12 percent. For the mean score of the change from the pretest to the posttest was 14.00 and the standard deviation was 3.89.

So, the change from the pretest to the posttest for the students of Group B was 28.00 percent. Therefore, the achievement of the students in Group B, after studying the meaning of the fifty English words through instruction by using songs will have higher score than before studying is confirmed.

Table 6 The Results from t-test for the students of Group A.

	Number of the students	Mean Difference	Standard Deviation	Degree of Freedom	T-test (t)	Significance (p value)
Change from the pretest to the posttest	17	30.65	1.97	16	64.25	.001

Table 6 shows that the results from t-test for the students of Group A, who studied the meaning of the fifty English words with instruction songs. It shows that the achievement for the students of Group A, total 17 students. The mean difference score was 30.65. The degree of freedom was 16 and $p < .001$. The standard deviation was 1.97 and $t = 64.25$. Therefore, we must conclude that the hypothesis of the study that the achievement of the students in Group A, after studying the meaning of the fifty English words through instruction by using songs will have higher score than before studying is confirmed.

Table 7 The Results from t-test for the students of Group B.

	Number of the students	Mean Difference	Standard Deviation	Degree of Freedom	T-test (t)	Significance (p value)
Change from the pretest to the posttest	17	14.00	3.89	16	14.84	.001

Table 7 shows that the results from t-test for the students of Group B, who studied the meaning of the fifty English words without instruction songs. It shows that the achievement for the students of Group B, total 17 students. The mean difference score was 14.00. The degree of freedom was 16 and $p < .001$. The standard deviation was 3.89 and $t = 14.84$. Therefore, we must conclude that the hypothesis of the study that the achievement of the students in Group B, after studying the meaning of the fifty English words through instruction without using songs will have higher score than before studying is confirmed.

Table 8 The Results from the achievement of the students Group A, compared to the students of Group B.

	Mean	Standard Deviations	T-test (t)	Degree of Freedom	Significance (p value)
The result scores of the student Group A total 17 students	47.88	1.69	12.93	32	.001
The result scores of the student Group B total 17 students	31.06	5.09			

Table 8 shows that the achievement scores of the students group A, who studied the meaning of the fifty English words with instruction songs. The mean score of the posttest was 47.88. So, the results of the posttest score from the students of Group A was 95.76 percent, compared to the students of group B, who studied meaning of the fifty English words without instruction songs only the mean score of 31.06. So, the results of the posttest score from the students of Group B was 62.12 percent. Therefore, the data agreed with the hypothesis of the study that the achievement of the students group A will be superior to the achievement of students group B. So, the students will learn the meaning of the fifty English vocabularies better through instruction by using songs is confirmed.

The results obtained from the questionnaire

Table 9 Analysis Results in the questionnaire of the students of Group A

Analysis of Questionnaire				
Items	Content	Average Score	S.D.	The opinions of the students Group A
1	I find English vocabulary interesting	4.59	0.71	Extensively
2	English vocabulary is necessary for me in the present	4.94	0.24	Extensively
3	I can write the meaning of the fifty word in English	4.65	0.70	Extensively
4	I can understand the English vocabulary that I study	4.94	0.24	Very extensively
5	I feel happy when I study the meaning of fifty English words	4.71	0.59	Extensively
6	English vocabulary helps me to understand other subjects	5.00	0.00	Very extensively

Analysis of Questionnaire				
Items	Content	Average Score	S.D.	The opinions of the students Group A
7	English songs enhances studying	5.00	0.00	Very extensively
8	Post-test helps me to better summarize my understanding	4.94	0.24	Very extensively
9	My English vocabulary proficiency increases	5.00	0.00	Very extensively
10	I have a good opportunity to study with the teacher	5.00	0.00	Very extensively

In table 9 the results for the questionnaire shows that the students of Group A, who studied the meaning of the fifty English words with instruction songs had positive opinions toward the English vocabulary instruction. The results for the opinions of the students Group A for the item 1 was extensively for the analysis of questionnaire had an average score of 4.59 and standard deviation of 0.71. The item 2 was extensively for the analysis of questionnaire had an average score of 4.94 and standard deviation of 0.24. The item 3 was extensively for the analysis of questionnaire had an average score of 4.65 and standard deviation of 0.70. The item 4 was very extensively for the analysis of questionnaire had an average score of 4.94 and standard deviation of 0.24. The item 5 was extensively for the analysis of questionnaire had an average score of 4.71 and standard deviation of 0.59. The item 6 was very extensively for the analysis of questionnaire had an average score of 5.00 and standard deviation of 0.00. The item 7 was very extensively for the analysis had an average score of 5.00 and standard deviation of 0.00. The item 8 was very extensively for the analysis had an average score of 4.94 and standard deviation of 0.24. The item 9 and the item 10 were very extensively for the analysis had an average score of 5.00 and standard deviation of 0.00. So, the results for the opinions of the students Group A had agreement with the highest rating of “very extensively” from the items 4,6,7,8,9 and the item 10. Therefore, the students of Group A, who studied the meaning

of the fifty English words with instruction songs had positive opinions toward the English vocabulary instruction and their learning experiences.

Table10 Analysis Results in the questionnaire of the students of Group B.

Items	Content	Analysis of Questionnaire		
		Average	Standard Deviation	The opinions of the students Group B.
1	I find English vocabulary interesting	4.24	0.90	Extensively
2	English vocabulary is necessary for me in the present	4.88	0.33	Extensively
3	I can write the meaning of the fifty words in English	4.24	0.75	Extensively
4	I can understand the English vocabulary that I study	4.00	0.94	Extensively
5	I feel happy when I study the meaning of fifty English words	4.35	0.85	Extensively
6	English vocabulary helps me to understand other subjects	4.76	0.56	Extensively
7	English songs enhances studying	5.00	0.00	Very Extensively
8	Post-test helps me to better summarize my understanding	5.00	0.00	Very Extensively
9	My English vocabulary proficiency increases	4.65	0.61	Extensively
10	I have a good opportunity to study with the teacher	5.00	0.00	Very Extensively

In table 10 the results for the questionnaire shows that the students of Group B, who studied the meaning of the fifty English words without instruction songs had positive opinions towards the English vocabulary instruction. The results for the opinions of the students Group B for the item 1 had an average score of 4.24 and standard deviations of 0.90. The item 2 had an average score of 4.88 and standard deviations of 0.33. The item 3 had an average score of 4.24 and standard deviations of 0.75. The item 5 had an average score of 4.00 and standard deviations of 0.94. The item 5 had an average score of 4.35 and standard deviations of 0.85. The item 6 had an average score of 4.76 and standard deviations of 0.56. The item 7 had an average score of 5.00 and standard deviations of 0.00. The item 8 had an average score of 5.00 and standard deviations of 0.00. The item 9 had an average score of 4.65 and standard deviations of 0.65. The item 10 had an average score of 5.00 and standard deviations of 0.00. So, the results for the opinions of the students Group B had agreement with the highest rating of “very extensively” from the items 7,8 and the item 10. Therefore, the students of Group B, who studied the meaning of the fifty English words without instruction songs had positive opinions toward the English vocabulary instruction and their learning experiences.

This chapter IV has presented the results of achievement of English vocabulary instruction using songs for grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok. In conclusion, the responses of the students about their opinions on the opinion questionnaire are summarized in tables 2 and 4 above. The results of the questionnaire show that the students of Group A and the students of Group B both had positive opinions toward the English vocabulary instruction and their learning experiences. Although both groups had positive subjective appraisals. The students of Group A who studied the meaning of the fifty words in English by using songs with teacher was significantly more favorable in their responses on average for item 4 “I can understand the English vocabulary that I study”, and for item 9 “My English vocabulary proficiency increases”. For item 4 the student of Group A had an average score of 4.94 compared to only an average score of 4.00 for the students Group B. For item 9 the student group A had an average score of 5.00 (meaning that all students had unanimous agreement with the highest rating of “very extensively”) compared to an average score of 4.65 for the students Group B. Therefore, the results suggested that the students in Group A were more confident in their learning achievement.

CHAPTER V

DISCUSSIONS

This chapter's discussions for the achievement of English vocabulary instruction using songs for grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok.

The discussions are divided into six sections as follows:

1. Discussion of the Objectives of the Study
2. Discussion of the Research Instruments
3. Discussion of the Research Procedure
6. Summary of this Discussion

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Discussion of the objectives of the Study

The Objectives of this study was to investigate the achievement of English vocabulary instruction using songs and to compare the achievement for the pretest and the posttest of the students of Group A and the students of Group B. The study also to find out the opinion of the students toward the English vocabulary instruction. The results of the study were as follows: 1) The results of the pretest score from the students of Group A was failing. The score of table 1 shows the results from the test of the fifty English words for the students of Group B, the results shows that the students of Group B correctly obtained an average pretest score of 17.06, which is not significantly different from the average score of 17.24 obtained by Group A. So, The results of the pretest score from the students of Group B was failing. 2) The achievement of the students Group A, who studied the meaning of the fifty words in English with instruction songs. It shows that the achievement for the students of Group A, total 17 students. The mean score of the pretest was 17.24 So, the results of the pretest score from the

students of Group A was 34.48 percent. The mean score of the posttest was 47.88. So, the results of the post-test score from the students of Group A was 95.76 percent. The mean score of the change from the pretest to the posttest for the students of Group A was 30.65 and the standard deviation was 1.97. So, the change from the pretest to the posttest for the students of Group A was 61.30 percent. Therefore, the achievement of the students in Group A, after studying the meaning of the fifty English words through instruction by using songs will have higher score than before studying.3) The achievement for the students of Group B, total 17 students. The mean score of the pretest was 17.06 and the results of the pretest score from the students of Group B was 34.12 percent. The mean score of the posttest was 31.06. So, the results of the posttest score from the students of Group B was 62.12 percent. For the mean score of the change from the pretest to the posttest was 14.00 and the standard deviation was 3.89. So, the change from the pretest to the posttest for the students of Group B was 28.00 percent. Therefore, the achievement of the students in Group B, after studying the meaning of the fifty English words through instruction by using songs will have higher score than before studying is confirmed. 4) The results of the posttest score from the students of Group A was 95.76 percent, compared to the students of group B, who studied meaning of the fifty English words without instruction songs only the mean score of 31.06. So, the results of the posttest score from the students of Group B was 62.12 percent. Therefore, the data agreed with the hypothesis of the study that the achievement of the students group A will be superior to the achievement of students group B. So, the students studied the meaning of the fifty English vocabularies better through instruction by using songs is confirmed.5) The students of Group A and Group B, had positive opinions toward the English vocabulary instruction and their learning experiences.

Discussion of the Research Instruments

The research instruments used for this study were the test and a questionnaire as follows:

1. The test

The results from the test of fifty English words for the students Group A, who studied the meaning of the fifty words in English by using songs with teacher. The achievement for the students of Group A, total 17 students. The average score of the pretest was 17.24 So, the

results of the pretest score from the students of Group A was 34.48 percent. The average score of the posttest was 47.88. So, the results of the posttest score from the students of Group A was 95.76 percent. The mean score of the change from the pretest to the post-test for the students of Group A was 30.65 and the standard deviation was 1.97. So, the change from the pretest to the posttest for the students of Group A was 61.30 percent. This means that the students of Group A who learned the meaning of the fifty words in English by using songs with teacher improved their vocabulary knowledge by more than 30 words, from an average of only 17 words to nearly 48 words. Therefore, the achievement of the students in Group A, after studying the meaning of the fifty English words through instruction by using songs the score higher than before studying is confirmed.

The analysis results for the achievement of the students Group B, who studied the meaning of the fifty words in English without using songs with teacher. The achievement for the students of Group B, total 17 students. The average score of the pretest was 17.06. So, the results of the pretest score from the students of Group B was 34.12 percent. The average score of the posttest was 31.06. So, the results of the posttest score from the students of Group B was 62.12 percent. For the mean score of the change from the pretest to the posttest was 14.00 and the standard deviation was 3.89. So, the change from the pretest to the post-test for the students of Group B was 28.00 percent. Therefore, the achievement of the students in Group B, after studying the meaning of the fifty English words through instruction without using songs will have higher score than before studying is confirmed.

The results from t-test for the students of Group A, who studied the meaning of the fifty English words by using songs with teacher. The achievement for the students of Group A, total 17 students. The mean difference score was 30.65. The degree of freedom was 16 and $p < .001$. The standard deviation was 1.97 and $t = 64.25$. Therefore, we must conclude that the hypothesis of the study that the achievement of the students in Group A, after studying the meaning of the fifty English words through instruction by using songs will have higher score than before studying is confirmed.

The results from t-test for the students of Group B, who studied the meaning of the fifty English words without instruction songs. The achievement for the students of Group B, total 17 students. The mean difference score was 14.00. The degree of freedom was 16 and $p < .001$. The

standard deviation was 3.89 and $t = 14.84$. Therefore, we must conclude that the hypothesis of the study that the achievement of the students in Group B, after studying the meaning of the fifty English words through instruction without using songs had score higher than before studying is confirmed.

The achievement scores of the students group A, who studied the meaning of the fifty English words by using songs. The mean score of the posttest was 47.88. So, the results of the posttest score from the students of Group A was 95.76 percent, compared to the students of group B, who are instructed meaning of the fifty English words without using songs only the mean score of 31.06. So, the results of the posttest score from the students of Group B was 62.12 percent.

Therefore, the data agreed with the hypothesis of the study that the achievement of the students group A, who are instructed the meaning of the fifty words in English with instruction songs with teacher will be superior to the achievement of the students group B. So, the students will learn the meaning of the fifty English vocabularies better through instruction by using songs is confirmed.

2. The Questionnaire

The results for the questionnaire that the students of Group A, who are instructed the meaning of the fifty English words by using songs had positive opinions toward the English vocabulary instruction. The results for the opinions of the students Group A for the item1 had an average score of 4.59 and standard deviation of 0.71. The item 2 had an average score of 4.94 and standard deviation of 0.24. The item 3 had an average score of 4.65 and standard deviation of 0.70. The item 4 had an average score of 4.94 and standard deviation of 0.24. The item 5 had an average score of 4.71 and standard deviation of 0.59. The item 6 had an average score of 5.00 and standard deviation of 0.00. The item 7 had an average score of 5.00 and standard deviation of 0.00. The item 8 had an average score of 4.94 and standard deviation of 0.24. The item 9 and the item 10 had an average score of 5.00 and standard deviation of 0.00. So, the results for the opinions of the students Group A had agreement with the highest rating of “very extensively” from the items 4, 6, 7, 8, 9 and the item 10.

Therefore, the student of Group A, who studied the meaning of the fifty English words by using songs had positive opinions toward the English vocabulary instruction and their learning experiences. The students of Group A had an average value of 4.88 and standard deviations of 0.27.

The results for the questionnaire that the students of Group B, who studied the meaning of the fifty English words without using songs had positive opinions toward the English vocabulary instruction. The results for the opinions of the students Group B for the item1 had an average score of 4.24 and standard deviations of 0.90. The item 2 had an average score of 4.88 and standard deviations of 0.33. The item 3 had an average score of 4.24 and standard deviations of 0.75. The item 5 had an average score of 4.00 and standard deviations of 0.94. The item 5 had an average score of 4.35 and standard deviations of 0.85. The item 6 had an average score of 4.76 and standard deviations of 0.56. The item 7 had an average score of 5.00 and standard deviations of 0.00. The item 8 had an average score of 5.00 and standard deviations of 0.00. The item 9 had an average score of 4.65 and standard deviations of 0.65. The item 10 had an average score of 5.00 and standard deviations of 0.00. So, the results for the opinions of the students Group B had agreement with the highest rating of “very extensively” from the items 7,8and the item 10. Therefore, the students of Group B, who are instructed the meaning of the fifty English words without using songs had positive opinions toward the English vocabulary instruction and their learning experiences.

In conclusion, the results of achievement of English vocabulary instruction using songs for grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok. The responses of the students about their opinions on the opinion questionnaire are summarized in tables 2 and 4 above. The results of the questionnaire show that the students of Group A, and the students of Group B, both had positive opinions toward the English vocabulary instruction and their learning experiences. Although both groups had positive subjective appraisals. The students of Group A, who studied the meaning of the fifty words in English by using songs with teacher was significantly more favorable in their responses on average for item 4 “I can understand the English vocabulary that I study”, and for item 9 “My English vocabulary proficiency increases”. For item 4 the student of Group A had an average score of 4.94 compared to only an average score of 4.00 for the students Group B. For item 9 the student group A had an average score of

5.00 (meaning that all students had unanimous agreement with the highest rating of “very extensively”) compared to an average score of 4.65 for the students Group B.

Therefore, the results suggested that the students in Group A were more confident in their learning achievement.

Discussion of the Research Procedure

The research procedures for this study were:

The researcher has studied the construct the test from technique building examination English book of Atchara Wongsawthron (2001) and literature. The test were selected after the researcher had studied how to construct the tests. The contents analyses were identified to acquire the contents and the objectives which the researcher wanted to measure. So, the researcher drafted a test of the pretest and posttest with the fifty selected words, the five songs, a teaching plan, the questionnaire as well as test for evaluation Grade IX students. The researcher received a suggestion from the thesis advisor committee and she consulted with four English experts teacher namely Mr. Timothy Hines, Dr. Donald A. Johnson, Ajarn Wariya Inpapien and Ajarn Usa Puttachartsewee who helped to review the teaching, an evaluation materials for this study and they examined the content before using it.

The researcher presented the research instruments to the thesis committee for approval. They approved the research instruments which had to be tested for effectiveness with the pilot test group. The pretest and the posttest for testing from five English songs selected and prepared by the researcher, using fifty elected words for English vocabulary meaning for the pretest and the posttest. The researcher tried out with 10 students for Grade IX students at Sarasas School, in Bangkok, studying in the English program during the first semester and the second of the academic year 2007. The pilot test group of 10 students were chosen for this study who not in the population group. The results from the pilot test group of 10 students on learning the fifty English words by using songs effectively of the difference score was $\bar{x} = 13.6$. The pilot test group students correctly completed 33 words on the pretest, and obtained an average pretest score of 33.2; they correctly completed nearly 47 words on the posttest, and obtained as average post-test score of 46.8. This means that the student’s vocabulary knowledge improved by

$\bar{x} = 13.6$, from an average of slightly more than 33 words prior to study to more than 46 words after studying. They could correctly complete the posttest with an average score of 93.6 percent. Therefore, these preliminary test results from the pilot study suggest that using songs can be recommended for teaching students to develop their vocabulary.

The researcher tested the research instruments with the population in this study is Grade IX students, at Lertlah School, on Kanchanaphisek Road, in Bangkok, studying in the English program during the first semester and the second semester of the academic year 2007. The population of 34 students in this study is divided into two equal groups, Group A and Group B. Research procedures according to the Bumrung Torat (1981) as follows:

1. Pretest with fifty English words; where by the students of Group A and Group B writing meanings of the given fifty words in English.
2. The students of Group A and Group B study the meaning of the fifty words in English of teacher.
3. The student of Group A study the meaning of the fifty English words by using songs but the students of group B only study the meaning of the fifty words in English without using songs.
4. The students of Group A and Group B practices listening intonation of the fifty English words in English.
5. The students of Group A and Group B practices writing the meaning of the fifty English words in English.
6. The students show there understanding of using the fifty English words by answering questions in English.
7. The posttest the students of Group A and Group B will repeat the test administered during the pretest, after having studied the meaning of the fifty English words in English.
8. The students of Group A and Group B complete the questionnaire.

The researcher collected data for the scores of the pretest and the posttest of the students of Group A, Group B and the questionnaire. The data obtained from this study will be analyzed as follows:

1. The means, standard deviation, t-test, and percentages will be used to analyze the data of the scores on the pretest and the posttest.

2. Find average score (\bar{x}) by the formula of Loan Sayyot and Angsana Sayyot.

3. The two groups of achievement scores from the posttest will be compared using a t-test and percentages.

The rating scale as follows:

Excellent	=	45 – 50	=	Grade A
Very Good	=	40 – 45	=	Grade B
Good	=	35 – 40	=	Grade C
Below Average	=	25 – 35	=	Grade D
Failing	=	< 25	=	Grade F

4. The means, standard deviations are used to evaluate the student' opinions. A five point Likert scale use for scoring as follows:

Very extensively	=	5
Extensively	=	4
Moderately	=	3
Rarely	=	2
Never	=	1

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Summary of this Discussion

This chapter's discussions for the achievement of English vocabulary instruction using songs for grade IX students : A Case Study of Lertlah School Kanchanaphisek Road in Bangkok.

Summary of this discussion as follows:

1. There are no differences before the study in the English ability between the students of Group A and Group B. The achievement for the students of Group A, total 17 students. The mean score of the pretest was 17.24. The achievement for the students of Group B, total 17 students. The mean score of the pretest was 17.06.

2. The achievement of the students in Group A, after studying the meaning of the fifty English vocabulary through instruction by using song, the score higher than before studying confirmed. The results of the posttest score from the students of Group A was

95.76 percent. The mean score of the change from the pretest to the posttest was 30.65 and the standard deviation was 1.97.

3. The achievement of the students in Group B, after studying the meaning of the fifty English vocabulary through instruction without using song, the score higher than before studying, but not as high as the score of Group A. The results of the posttest score from the students of Group B was 62.12 percent. The mean score of the change from the pretest to the posttest was 14.00 and the standard deviation was 3.89.

4. The achievement of the students in Group A was superior to the achievement of the students in Group B. The results from t-test for the students of Group A, who are instructed the meaning of the fifty English words by using songs with teacher, $t = 64.25$, the degree of freedom was 16 and $p < .001$. The results from t-test for the students of Group B, who are instructed the meaning of the fifty English words without using songs with teacher $t = 14.84$, the degree of freedom was 16 and $p < .001$.

5. The students have more positive opinions toward the English vocabulary instruction and their learning experiences.

Summary, in the part of the importance of English vocabulary, many educators mentioned that the important of English vocabulary that, vocabulary was significant to build the education, language instruction, because knowledge development about the vocabulary was the pointer to arrive at the progress, in language education of the students, who study language well, will understand the vocabulary well. In this chapter has shown four sections for the discussions of the study including of discussion of the objectives of the study, discussion of the research instruments, discussion of the research procedure, and summary of this discussion. The next chapter will present the conclusions and suggestions.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study for the achievement of English vocabulary instruction using songs for grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok. The conclusions and suggestions from this study as follows: conclusion of the study and recommendation for further study.

Conclusion of the Study

This analysis study was needed to find out the differences in understanding the fifty English words from songs to students of Group A and the students of Group B before the study. To investigate the achievement of the students Group A, who studied the meaning of the fifty English words with instruction songs. To find out the achievement of the students of group B, who studied the meaning of the fifty English words without instruction songs, the differences in results between the pretest and the post-test. To compare the achievement scores of the students Group A, who studied on the meaning of the fifty English words by using songs, with the students of Group B, who were not instructed by using songs. To find out the opinion of the students whether or not, they found the instruction of English vocabulary interesting.

Conclusion

The results indicate that the finding of the study were as follows:

1. There are no differences before the study in the English ability between the students of Group A and Group B.

2. The achievement of the students in Group A, after studying the meaning of the fifty English vocabularies with instruction songs, the score higher than before studying confirmed. The results of the posttest score from the students of Group A was 95.76 percent. The mean score of the change from the pretest to the posttest was 30.65 and the standard deviation was 1.97.

3. The achievement of the students in Group B, after studying the meaning of the fifty English vocabularies through instruction without using song, the score higher than before studying, but not as high as the score of Group A. The results of the posttest score from the students of Group B was 62.12 percent. The mean score of the change from the pretest to the posttest was 14.00 and the standard deviation was 3.89.

4. The achievement of the students in Group A was superior to the achievement of the students in Group B. The results from t-test for the students of Group A, who studied the meaning of the fifty English words by using songs with teacher $t = 64.25$, the degree of freedom was 16 and $p < .001$. The results from t-test for the students of Group B, who studied the meaning of the fifty English words without using songs with teacher $t = 14.84$, the degree of freedom was 16 and $p < .001$.

5. The students have more positive opinions toward the English vocabulary instruction and their learning experiences.

The results indicate that the finding of the study will be useful for further studies. There were no differences before the study in the English ability between the students of Group A and Group B. The research found that the English achievement of the students of Group A, who studied the meaning of the fifty English words by using songs with teacher, as the results of the post-test was higher than the pretest, so that English vocabulary proficiency of the students increases. The researcher found that the study improved and the English achievement of students of Group A was superior to the achievement of the students of Group B. The researcher found that the students have more positive opinions toward the English vocabulary instruction and their learning experiences.

Therefore, the analysis of data agreed with the hypothesis of the study that the achievement of the students group A, who studied the meaning of the fifty English words by using songs with teacher were superior to the achievement of the students group B, who studied the

meaning of the fifty English words without using songs. So, the students learnt the meaning of the fifty English vocabulary better through instruction by using songs is confirmed.

Recommendations

1. Recommendations for the Research Instruments

1.1 English vocabulary instruction by using songs suggestions for choosing the different type of songs from the present English Music Compact Disc, for example, English popular song, Carol song, Folk song and popular Rock.

1.2 Pretest and Post-test for testing English vocabulary meaning suggestions for using one hundred words take from the ten songs.

1.3 Questions of the questionnaire intend to find information concerning student' opinions toward the instruction of English vocabulary. The questions use simple clear language. The questions related teaching activities stimulated students to be interested in and able to learn enjoyably.

2. Problems with Students and Suggestions

At the beginning the students, especially, grade IX students, Group B, at Lertlah School, they found this study a strange method of the instruction, as it is totally different from the way they had studied in the past. As they learnt a large amount of English grammar and structure but only a very limited amount of English vocabulary and word meanings. Some students performed activities in the English writing very slowly and without knowledge of some basic words. The researcher repeated English vocabulary and helped them understand the word meanings as a response to the fact their basic English was not good as well as lacking interest.

However, in the case of low proficiency students the teacher needs to improve motivation and the opinion of the students first, by intervening, helping them as much as possible and spending more time to explain how to write and the meaning of vocabulary.

3. Recommendation for Teachers

3.1 Before creating the selected English vocabulary by using songs the teacher should study the detail of the contents, words meaning and clear in English pronunciation which students are interested in.

3.2 Teachers should consulted the foreign academic section for planning to develop the students achievement.

3.3 Teachers should teach students more vocabularies from time to time until students can develop their writing.

Recommendations for Further Studies

1. Students could participate in selecting the songs as well as in all learning and teaching activities.

2. The comparative study of the teaching and learning achievement should be done with a control group and a pilot group in future studies.

3. It is suggested that the achievement of English vocabulary instruction with songs should constructed for other levels.

4. Enhance the achievement of English vocabulary instruction with songs should have various activities such as, writing the short story, reading fast speed from songs and communication.

5. Educational institutions may try to use this finding to provide appropriate English curriculum.

6. The researcher was supposed to mass media development multimedia.

Therefore, it is recommended that achievement of English vocabulary instruction using songs for grade IX students : A Case Study of Lertlah School, Kanchanaphisek Road in Bangkok. The results would help to show how successful their methods are.

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APPENDIX A

Five Popular English Songs

Song. No.1 Sailing

Song. No.2 Sowing the Seeds of Love

Song. No.3 Shape of My Heart

Song. No.4 Summer Breeze

Song. No.5 Back at One

Christian University of Thailand

Song No. 1

Sailing

Well, it's far down to paradise, at least it's not for me.
And if the wind is right you can sail away and find tranquility.
Oh, the canvas can do miracles, just you wait and see.
Believe me.

It's not far to never-never land, do reason to pretend.
And if the wind is right you can find the joy of innocence again.
Oh' the canvas can do miracles, just you wait and see.
Believe me.

Sailing takes me away to where I've always heard it could be.
Just a dream and the wind to carry me.
And soon I will be free.

Fantasy, it gets the best of me.
When I'm sailing,
All caught up in the reverie, every word is a symphony.
Won't you believe me?

Well it's not far back to sanity, at least it's not for me.
And if the wind is right you can sail away and find serenity.
Oh' the canvas can do miracles, just you wait and see.
Believe me.

Song No.2

Sowing the Seeds of Love

High time we made a stand and shook up the common man

And the love train rides from coast to coast

DJ's the man we love the most

Could you be, could you be squeaky clean?

And mash any hope of democracy?

As the headline says you're free to choose

There's egg on your face and mud on your shoes

One of these days they're gonna call it the blues

And anything is possible when you're sowing the seeds of love

Anything is possible - sowing the seeds of love

I spy tears in their eyes

They look to the skies for some kind of divine intervention

Food goes to waste!

So nice to eat, so nice to taste

Politician grannies with your high ideals

Have you no idea how the majority feels?

So without love and a promise land

Were fools to the rules of a government plan

Kick out the style, bring back the jam?

Sowing the seeds of the love

(continuation of song No. 2)

Sowing the seeds

The birds and the bees

My girlfriend and me in love

Feel the pain

Talk about it

If you're a worried man – then shout about it

Open hearts, feel about it

Open minds, think about it

Everyone, read about it

Everyone, scream about it

Everyone, read about it, read about it

Read in the books in the crannies and the nooks there are books to read

Chorus!

(Mr. England sowing the seeds of love)

Time to eat all your pride

Swallow your pride

Open your eyes

High time we made a stand and shook up the views of the common man

And the love train rides from coast to coast

Every minute of ever hour – I love a sunflower

And I believe in love power, love power, love power!

Sowing the seeds of love

Sowing the seeds

An end to needs

And the politics of greed with love

Song No.3

Shape of My Heart

He deals the cards as a meditation
And those he plays never suspect
He doesn't play for the money he wins
He doesn't play for the respect
He deals the cards to find the answer
The sacred geometry of chance
The hidden law of probable outcome
The number lead a dance

I know that the spades are the swords of a soldier
I know that the clubs are weapons of war
I know that diamonds mean money for this art
But that's not the shape of my heart

He may play the jack of diamonds
He may lay the queen of spades
He may conceal a king in his hand
While the memory of it fades

I know that the spades are the swords of a soldier
I know that the clubs are weapons of war
I know that diamonds mean money for this art
But that's not the shape of my heart
That's not the shape, of my heart

(continuation of song No. 3)

And if told you that I loved you
You'd maybe think there's something wrong

I'm not a man of too many faces
The mask I wear is one
Those who speak know nothing
And find out to their luck in too many places
And those who face are lost

I know that the spades are the swords of a soldier
I know that the clubs are weapons of war
I know that diamonds mean money for this art
But that's not the shape of my heart
That's not the shape, of my heart

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Song No. 4

Summer Breeze

See the curtain hanging in the window.
In the evening on a Friday night.
A little light a-shining through the window.
Lets me know everything alright.

Summer breeze makes me feel fine.
Blowing through the jasmine in my mind.
Summer breeze makes me feel fine.
Blowing through the jasmine in my mind.

See the paper lying on the sidewalk.
A little music from the house next door.
So I walk on up to the door step.

Through the screen and a cross the floor.

Sweet days of summer, the jasmine's in bloom.
July is dressed up and playing her tune.
When I come home from a hard days work.
And you're waiting there, not a care in the world.

See the smile a-waiting in the kitchen.
Food cooking and the plates for two.
Feel the arms that reach out to hold me.
In the evening when the day is through.

Song No.5

Back at One

It's undeniable that we should be together It's undeniable how I
use to say that I'd fall never

The basis you need to know, if you don't know just how I feel

Then let me show you now that I'm for real

If all things in time, will reveal...

Yeah...

One... you're like a dream come true

Two... just wanna be with you

Three... girl it's plain to see that you're the only one for me

Four... repeat steps one through three

Five... make me fall in love with me

If never I believe my work is done then I start back at one (yeah)

So incredible the way things work themselves out

And or emotional, once you know what it's all about babe

And undesirable for us to be apart

Never would of made it very fat

'Cause you know that you got the keys of my heart

'Cause One... you're like a dream come true

Two... just wanna be with you

Three... girl it's plain to see that you're the only one for me

Four... repeat steps one through three

Five... make me fall in love with me

If never I believe my work is done then I start back at one

(Continuation of song 5)

Say farewell to the dark night

I see the coming of the sun

I feel like a little child whose life has just begun

You came and breathed new life

Into this lonely heart of mine

You threw out the life line lust in the nick of time...

One... you're like a dream come true

Two... just wanna be with you

Three... girl it's plain to see that you're the only one for me

Four... repeat steps one through three

Five... make me fall in love with me

If never I believe my work is done then I start back at one...

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APPENDIX B

CTU Details of Five Popular English Songs



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Details of Five English Popular Songs

Songs	Details
No.1 Sailing	Remember 2 (2006). English Music CD. Warner Music International for the World And distributed by Warner Music Thailand Ltd.
No.2 Sowing the Seeds of Love	Diamonds (2006). English Music CD. Universal Music Thailand Ltd.
No.3 Sharp of My Heart	Diamonds (2006). English Music CD. Universal Music Thailand Ltd.
No.4 Summer Breeze	Remember 2 (2006). English Music CD. Warner Music International for the World And distributed by Warner Music Thailand Ltd.
No.5 Back at One	Diamonds (2006). English Music CD. Universal Music Thailand Ltd.

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APPENDIX C



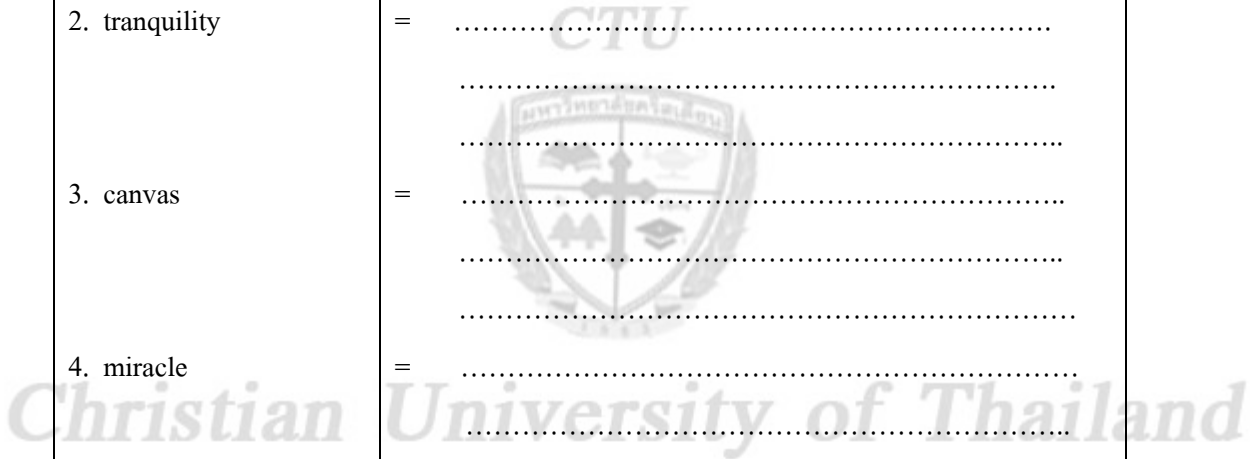
Test

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Test

Direction: Write the meanings of the given words in English.

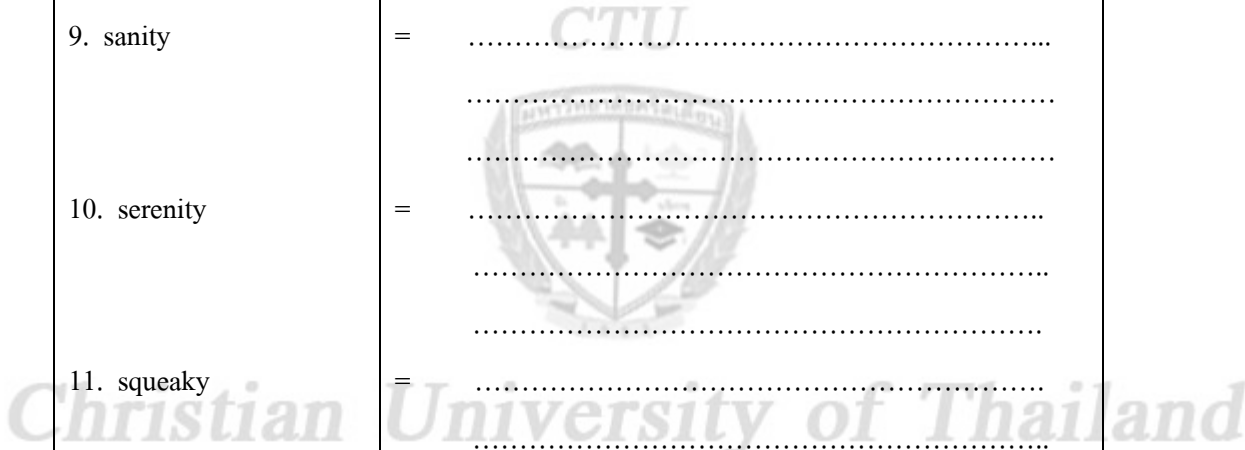
Vocabulary	Meaning in English
1. paradise	=
2. tranquility	=
3. canvas	=
4. miracle	=
5. innocence	=
6. fantasy	=
7. reverie	=



Test

Direction: Write the meanings of the given words in English.

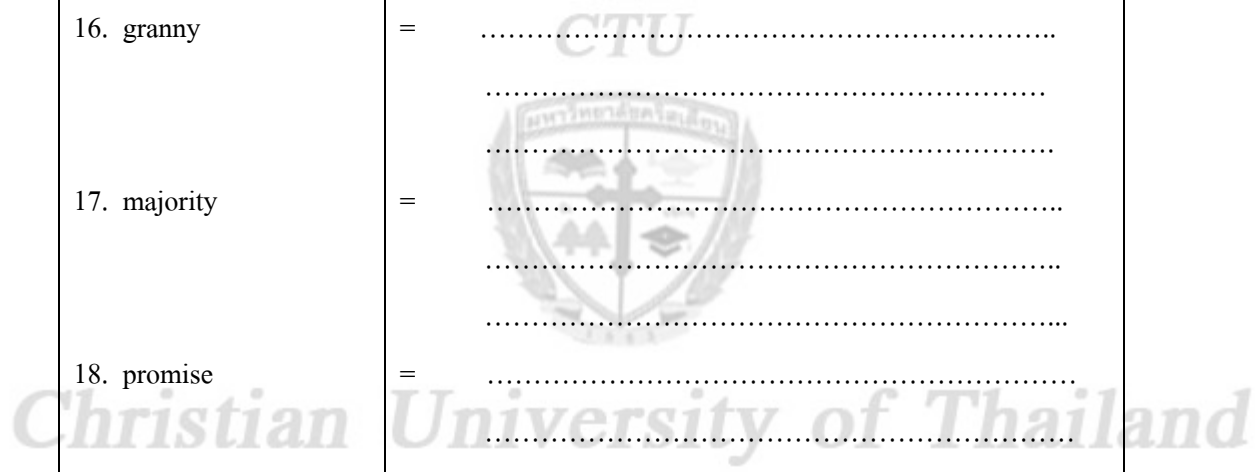
Vocabulary	Meaning in English
8. symphony	=
9. sanity	=
10. serenity	=
11. squeaky	=
12. mash	=
13. democracy	=
14. intervention	=



Test

Direction: Write the meanings of the given words in English.

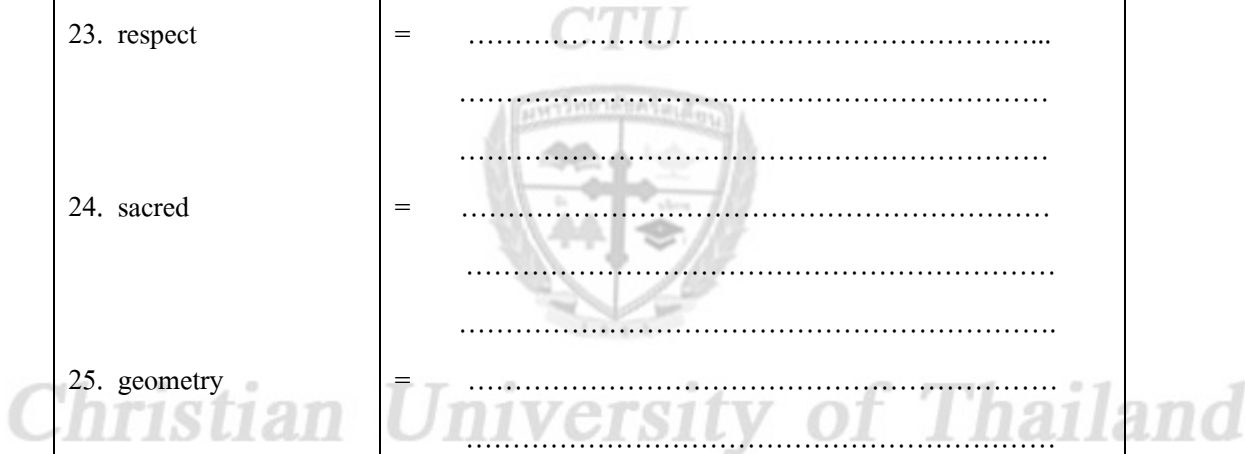
Vocabulary	Meaning in English
15. politician	=
16. granny	=
17. majority	=
18. promise	=
19. scream	=
20. cranny	=
21. card	=



Test

Direction: Write the meanings of the given words in English.

Vocabulary	Meaning in English
22. meditation	=
23. respect	=
24. sacred	=
25. geometry	=
26. shape	=
27. soldier	=
28. sword	=



Test

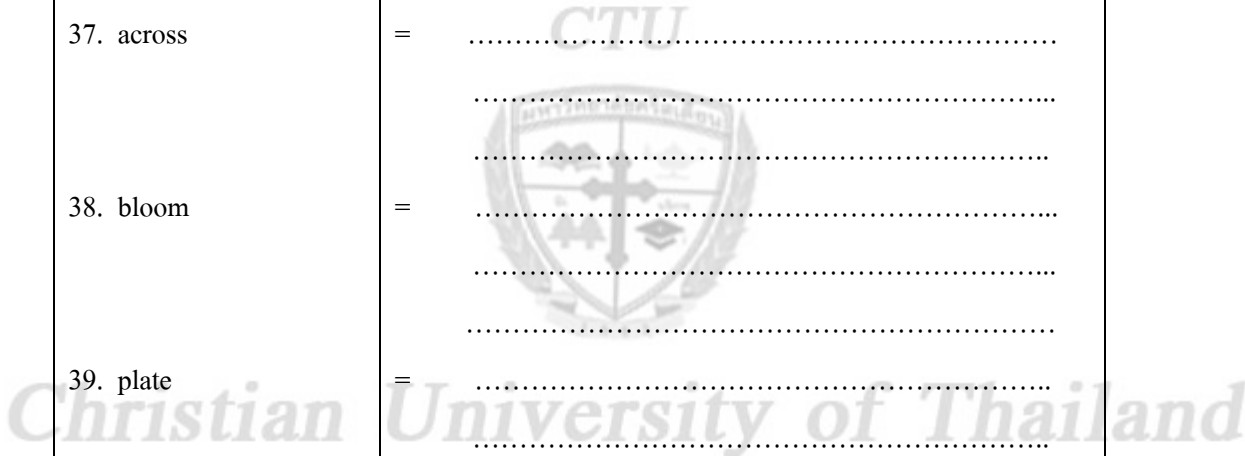
Direction: Write the meanings of the given words in English.

Vocabulary	Meaning in English
29. luck	=
30. weapon	=
31. curtain	=
32. alright	=
33. breeze	=
34. jasmine	=
35. sidewalk	=

Test

Direction: Write the meanings of the given words in English.

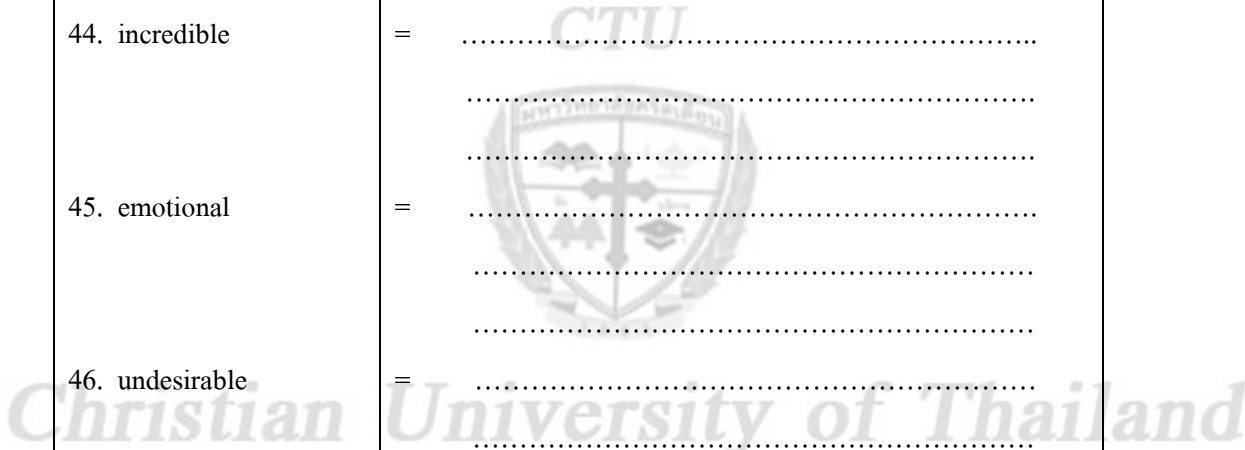
Vocabulary	Meaning in English
36. screen	=
37. across	=
38. bloom	=
39. plate	=
40. reach	=
41. undeniable	=
42. unbelievable	=



Test

Direction: Write the meanings of the given words in English.

Vocabulary	Meaning in English
43. reveal	=
44. incredible	=
45. emotional	=
46. undesirable	=
47. farewell	=
48. breath	=
49. repeat	=
50. plain	=



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APPENDIX D

Questionnaire

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Questionnaire

Direction: Answer the following questions with a tick (/) as to your opinion. Use the best choice available. Only tick one choice. The rating scales of the students' opinions, when the students choose.

- Very extensively = 5
 Extensively = 4
 Moderately = 3
 Rarely = 2
 Never = 1

Items	content	5	4	3	2	1
1.	I find English vocabulary is interesting.					
2.	English vocabulary is necessary for me in the present.					
3.	I can write the meaning of the fifty words in English.					
4.	I can understand the English vocabulary that I study.					
5.	I feel happy when I study the meaning of fifty English words.					
6.	English vocabulary helps me to understand other subjects.					
7.	English songs enhance studying.					
8.	Post -test helps me to better summarize my understanding					
9.	My English vocabulary proficiency increases.					
10.	I have a good opportunity to study with the teacher.					
	Total					