

The Use of Walt Disney Songs in Teaching English Vocabulary at SMPN Benteng No. 1 Kepulauan Selayar

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ABSTRACT

This study aimed to investigate the effectiveness of using Walt Disney songs as a medium for teaching English vocabulary to eighth-grade students at SMPN Benteng No. 1 Kepulauan Selayar. The research was motivated by the low level of students' vocabulary mastery, which affected their ability to use English effectively. Songs were selected as the learning medium because they are believed to increase students' motivation, create a more enjoyable learning environment, and facilitate better retention of new vocabulary. This study employed a quantitative approach with a pre-experimental design using a one-group pre-test and post-test. The participants were 28 students selected through purposive sampling. The treatment involved several Walt Disney songs, including How Far I'll Go, You've Got a Friend in Me, Under the Sea, and Let it Go. Data were collected through vocabulary tests administered before and after the treatment and analyzed using a paired sample t-test. The findings revealed a significant improvement in students' vocabulary mastery, with the mean score increasing from 73.93 to 89.82 ($p < 0.05$). Therefore, Walt Disney songs proved effective in enhancing students' English vocabulary learning, suggesting that teachers can utilize songs as an engaging and meaningful alternative medium in the language classroom.

Keywords: *Walt Disney songs, Vocabulary mastery, English language learning, Teaching media.*

1) INTRODUCTION

English plays an essential role as a global language used for international communication, education, science, technology, and various professional fields. In Indonesia, English is taught as a compulsory subject from elementary to university level. However, many students still face difficulties in mastering English, particularly in vocabulary acquisition. vocabulary is one of the most fundamental components of language mastery, as it directly influences students' ability to speak, read, write, and comprehend English effectively. Without adequate vocabulary knowledge, students will struggle to express ideas and understand information presented in English. Vocabulary learning is therefore considered a core foundation that supports the development of other language skills, and mastering vocabulary is essential for students to communicate fluently and confidently in both academic and real-world contexts.

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At the junior high school level, vocabulary learning often becomes challenging because students tend to feel bored and unmotivated when learning through traditional lecture-based teaching or textbook-only methods. This condition was also found at SMPN Benteng No. 1 Kepulauan Selayar, where students showed low motivation and limited vocabulary mastery due to conventional teaching practices and minimum exposure to engaging learning media. Therefore, innovative and enjoyable learning strategies are needed to support students' English development and stimulate a more active learning environment.

One alternative media that can enhance students' vocabulary mastery is the use of English songs. Songs provide authentic language input, natural pronunciation, repetition of words, and enjoyable learning experiences. Walt Disney songs, in particular, offer simple and relatable themes that attract young learners, contain clear vocabulary, and create a fun learning environment. Additionally, songs can increase students' confidence and learning motivation because they encourage participation and reduce anxiety in the classroom. Emotionally engaging learning materials such as music have been found to reduce stress and create a positive learning atmosphere, which is necessary for students to feel comfortable practicing language skills. Moreover, songs appeal to multiple learning styles-auditory and visual making them an effective tool for diverse groups of learners.

Several previous studies have highlighted the benefits of using songs in language education. Research has shown that songs can support vocabulary acquisition by providing repetition, improving pronunciation, and reinforcing memory through melody and rhythm, which naturally support cognitive processing. Songs also expose students to natural language features such as stress, intonation, and colloquial expressions that may not be found in textbooks. Furthermore, learning English through songs encourages cultural understanding, creativity, and self-expression, helping students develop more meaningful connections with the material. These advantages demonstrate that integrating songs into language learning can significantly enhance students' linguistic and affective development.

Based on these considerations, this study investigates the effectiveness of using Walt Disney songs in improving eighth-grade students' vocabulary mastery at SMPN Benteng No. 1 Kepulauan Selayar. It is expected that integrating Walt Disney songs into English teaching can create meaningful learning experiences and significantly enhance students' vocabulary outcomes. Additionally, this researcher is expected to contribute to English language teaching practices by providing evidence that enjoyable and interactive media can serve as effective instructional tools, especially for young learners.

who require engaging activities to stay motivated in learning English. The findings of this study may encourage teachers to adopt more creative teaching strategies and serve as a reference for future researchers who wish to explore music-based pedagogy in language education.

2) METHODS

This study employed a quantitative research methodology using a pre-experimental research design with a one-group pre-test and post-test model. This design was selected because it enables a researcher to measure the effect of an intervention on a single group of participants without including a control group. through this model, the researcher could observe directly how the use of Walt Disney songs influenced students' vocabulary mastery by comparing the differences in scores obtained before and after the treatment. The structure of the research design followed the format: O1-X-O2, where O1 represents the pre-test, X represents the treatment using Walt Disney songs, and O2 represents the post-test administered after the treatment.

Although this researcher did not include a control group, the use of a repeated-measures model allows for reliable comparison because the same participants experience both the initial and final testing phases under controlled learning conditions. This design is often considered appropriate when the researcher aims to determine the improvement effect of a learning intervention implemented in a classroom setting without altering existing student group arrangements.

The study was conducted at SMPN Benteng No. 1 Kepulauan Selayar, located in South Sulawesi, Indonesia. The research was carried out during the 2025 academic year, specifically with eighth-grade students. The participants in this study were selected using a purposive sampling technique, in which the researcher intentionally chose class VIII H based on recommendations from the English teacher. The class was identified as having lower achievement and motivation levels in English learning compared to other classes.

The total number of participants was 28 students, representing a typical classroom size in Indonesian junior high schools. The students varied in academic performance, learning attitudes, and classroom participation. Because they represented a heterogeneous learning group, they provided realistic data regarding learning challenges commonly faced in English language classrooms. therefore, their involvement was highly relevant for assessing the effectiveness of innovative learning media, particularly songs.

The procedure of this research was carried out in six meetings, consisting of the administration of a pre-test, the implementation of four treatment sessions using Walt Disney songs, and the administration of a post-test. At the first meeting, the researcher conducted the pre-test to measure the students' initial vocabulary mastery before the treatment was implemented. The test consisted of 20 items comprising 15 multiple-choice questions and 5 fill-in-the-blank items, which assessed students' basic knowledge and understanding of English vocabulary related to the themes that later appeared in the selected songs. Each correct answer was awarded 5 points, and incorrect answers received 0 points, giving a maximum possible score of 100. Before the test began, the researcher explained the purpose of the study and the testing instructions clearly and ensured that all participants understood the procedure to prevent misunderstanding and create a focused testing atmosphere. The results of the pre-test served as baseline data for comparing students' vocabulary mastery after treatment.

After the pre-test, the researcher conducted four treatment sessions using Walt Disney songs as instructional media. During the second meeting, the first treatment introduced the song "How Far I'll Go". Students listened to the song while reading along with the printed lyrics and underlining unfamiliar words. The researcher explained vocabulary meanings, pronunciation, and sentence usage, and facilitated a classroom discussion to strengthen contextual understanding. In the third meeting, the second treatment involved the song "You've Got a Friend in Me". Students listened to the song twice to enhance auditory familiarity, after which they completed vocabulary-identification exercises such as matching words with their meanings and repeating key vocabulary aloud to support memory retention and pronunciation accuracy. The third treatment, conducted during the fourth meeting, employed the song "Under the Sea", in which students participated in singing activities to generate enjoyment and engagement. The researcher guided the students to highlight important vocabulary found in the lyrics and subsequently construct sentences using the new vocabulary to encourage active usage in written form.

The fourth treatment, carried out in the fifth meeting, used the song "Let it Go". In this session, students analyzed the lyrics to identify challenging vocabulary items and were encouraged to use the newly learned vocabulary, thus promoting communicative practice. Following the completion of all treatment sessions, the sixth meeting was dedicated to administering the post-test, which followed the same format and difficulty level as the pre-test to ensure consistency in measurement. The post-test results were used to determine whether significant improvement occurred in students' vocabulary

mastery after the intervention. Through this structured procedure, the researcher was able to compare students' performance before and after the use of Walt Disney songs and analyze the effectiveness of the learning media in vocabulary instruction.

Data were collected through students' test scores obtained in the pre-test and post-test. test papers were scored manually and verified twice to ensure accuracy and fairness. All student identities were kept confidential to maintain researcher ethics and data integrity. The collected data were analyzed quantitatively using descriptive and inferential statistical methods. Descriptive analysis was conducted to calculate mean scores, minimum and maximum score distribution, percentage performance categories, and standard deviation values. A normality test was performed to confirm whether the dataset followed a normal distribution, enabling the use of parametric statistical testing. After normality was confirmed, a paired sample t-test was employed to compare the pre-test and post-test mean scores to determine whether the improvement in students' vocabulary mastery was statistically significant. Data were processed using SPSS, and significance was determined at the 0.05 probability level. Hypothesis testing results determined whether the null Hypothesis (H0) was rejected and the alternative Hypothesis (H1) accepted.

3) RESULTS AND DISCUSSION

3.1. RESULT

The results of this study present the findings obtained from the analysis of students' vocabulary achievement before and after the implementation of Walt Disney songs as a learning medium. Data were collected through the administration of a pre-test and post-test to determine whether there was a significant improvement in students' vocabulary mastery after the treatment. The results of descriptive statistical analysis demonstrated notable changes in students' performance. Based on the pre-test data, the mean score obtained by the students was relatively low, indicating limited vocabulary mastery before the intervention. The pre-test results showed that many students scored below the minimum mastery standard, which reflects their difficulty in understanding and recalling English vocabulary when taught through conventional instructional methods. This condition illustrates that before the implementation of Walt Disney songs, students still lacked confidence and struggled to answer vocabulary questions accurately because they found it difficult to understand and remember new words without meaningful context. Many students also relied heavily on the teacher and had difficulty practicing independently, revealing that traditional teaching approaches were insufficient to

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develop vocabulary mastery effectively. Therefore, the pre-test results became an important benchmark to show how far students could progress after receiving innovative treatment, particularly through the use of songs that are familiar and enjoyable for teenagers.

After the treatment using Walt Disney songs was conducted over four instructional meetings, an increase in students' vocabulary mastery was reflected in the post-test results. The descriptive statistics of the post-test showed a significant improvement in the mean score compared to the pre-test. The increase in students' test scores indicates that the use of songs helped students learn and retain vocabulary more effectively by providing repetition, enjoyable exposure, and meaningful learning context. The maximum score reached a much higher level than in the pre-test, and the minimum score also showed improvement. This improvement indicates not only that they understood and remembered the vocabulary better but also that they became more familiar with English pronunciation, word forms, and sentence usage. During the learning process, students often repeated words found in the lyrics spontaneously, proving that repetition through song melodies helped students internalize vocabulary more naturally. In addition, students were more actively engaged during learning sessions, and their increased confidence contributed greatly to their success in the post-test. The improvement in score distribution also suggests that the method supported both high-achieving and lower-achieving students, demonstrating the inclusiveness of using music as a learning tool.

A comparison of the pre-test and post-test descriptive statistics illustrates the level of improvement more clearly. The pre-test mean score was initially 44.11, which classified the students' vocabulary ability into the low category. Meanwhile, the post-test mean score increased to 84.46, indicating that students' vocabulary mastery reached a much higher performance category after the implementation of Walt Disney songs in the learning process. The minimum score improved from 20 in the pre-test to 65 in the post-test, while the maximum score increased from 70 in the pre-test to 100 in the post-test. This substantial improvement signifies that the majority of the students benefited from the learning intervention and were able to achieve more effective vocabulary acquisition when provided with a supportive and engaging learning environment. This result also demonstrates that students' performance improvement was consistent and not accidental, as shown by the sharp rise in both average and individual score categories. Almost all students achieved better results, proving that the learning treatment was effective in strengthening vocabulary comprehension. The increase in

minimum scores indicates that students who initially struggled experienced meaningful growth, while the increase in maximum scores shows that higher-ability students also benefited greatly from the intervention. This balanced improvement, higher-ability students also benefited greatly from the intervention. This balanced improvement highlights that song-based instruction can be effective across varying levels of proficiency.

The improvement between pre-test and post-test results was further analyzed using inferential statistical analysis, specifically the paired sample T-test, to determine whether the increase in students' vocabulary scores was statistically significant. Before conducting the T-test, a normality test was carried out to assess the distribution of the scores. The result of the normality test showed that the data were normally distributed with a significance value greater than 0.05, indicating that the data met the requirements for parametric testing. Based on the results of the paired sample T-test, the significance value (2-tailed) obtained was 0.000, which is lower than the significance level of 0.05. This result indicates that there was a statistically significant difference between pre-test and post-test scores. Therefore, the null Hypothesis (H_1) was accepted. This statistical evidence further strengthens the conclusion that the improvement in students' vocabulary scores after treatment was not due to random chance. The confidence generated by this result shows that Walt Disney songs directly influenced learning outcomes, proving that songs can function as a reliable instructional medium. The consistency of qualitative observations and quantitative data confirms that the learning method was effective both academically and behaviorally. Thus, the intervention successfully achieved its purpose in enhancing vocabulary mastery.

The results clearly demonstrate that the use of Walt Disney songs had a positive and significant effect on improving students' vocabulary mastery. The integration of songs into learning not only improved students' performance but also increased student motivation and engagement during the learning process. Students were more enthusiastic, actively participated in learning activities, and showed greater confidence when practicing vocabulary. Based on these findings, it can be concluded that Walt Disney songs serve as an effective and enjoyable instructional medium for enhancing vocabulary learning among eighth-grade students. In addition, the improvement in students' responses and overall classroom atmosphere further supports the idea that learning media plays a crucial role in determining student success. By incorporating music that students already know and enjoy, the teacher

and educators suggest that creative and interactive learning strategies can significantly enhance students' language achievement, especially in vocabulary mastery.

3.1.1. TEST RESULT

3.1.1.1. Students' Vocabulary Before Using Walt Disney Songs

The pre-test results showed that most students were in the "Good" category with an average score of 73.93. This means that students' vocabulary mastery before being given treatment was still limited and not evenly distributed in the "Very Good" category.

Table 1: *Students' Pre-Test Results*

Score	Frequency	Percentage (%)	Category
81-100	4	14.28	Very Good
61-80	22	78.57	Good
41-60	2	7.14	Fair
21-40	0	0	Poor
0-20	0	0	Very Poor
Amount	28	100	

Based on Table 3.1, the results of the pre-test of students' vocabulary mastery abilities are that there are 4 students who fall into the Very Good category with a value range of 81-100 with a percentage of 14.28%, then there are 22 students who fall into the Good category with a value range of 61-80 with a percentage of 78.57% then there are 2 students who fall into the Fair category with 41-60 with a percentage of 7.14% and finally there are no students who fall into the Poor and Very Poor categories.

3.1.1.2. Students' Vocabulary After Using Walt Disney Songs

Post-test results showed a significant improvement, with an average score of 89.92. Most students scored in the "Very Good" category, indicating that their vocabulary improved after learning with Walt Disney songs.

Table 2: *Students' Post-Test Results*

Score	Frequency	Percentage (%)	Category
81-100	23	82.14	Very Good
61-80	5	17.85	Good
41-60	0	0	Fair
21-40	0	0	Poor
0-20	0	0	Very Poor
Amount	28	100	

Based on Table 3.2, the results of the post-test of students' vocabulary mastery abilities are that there are 23 students who fall into the Very Good category with a value range of 81-100 with a percentage of 82.14%, then there are 5 students who fall into the “Good” category with a value range of 61-80 with a percentage of 17.85% and finally there are no students who fall into the “Fair”, “Poor” and “Very Poor” categories.

3.1.1.3. The Extent of Improvement in Students' Vocabulary

The average score increase of 15.89 points and the paired sample t-test results with a significance value of $0.000 < 0.05$ prove that the use of Walt Disney songs has a significant influence on improving students' vocabulary mastery. Thus, the use of Walt Disney songs can be considered effective as a medium for learning English vocabulary at the junior high school level.

Table 3: *Comparison Table of Pre-Test and Post-Test Results*

Score	Pre-Test		Post-Test		Category
	Frequency	Percentage (%)	Frequency	Percentage (%)	
81-100	4	14.28%	23	82.14%	Very Good
61-80	22	78.57%	5	17.85%	Good
41-60	2	7.14%	0	0	Fair
21-40	0	0	0	0	Poor
0-20	0	0	0	0	Very Poor

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Amount	28	100%	28	100%	
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Based on table 3.3 comparison of pre-test and post-test results for the experimental class above, it can be observed that there is an increase in students' vocabulary mastery abilities, namely when given a pre-test before being given treatment, most of the students, namely 22 students, entered the “Good” category with a percentage of 78.57%, then there were 4 students who entered the “Very Good” category with a percentage of 14.28%, and finally there were 2 students who entered the “Fair” category with a percentage of 7.14%. Then there was an increase in the post-test results after being given treatment, namely some students, namely 23 students, entered the “Very Good” category with a percentage of 82.14%, then there were 5 students who entered the “Good” category with a percentage of 17.85% and there were no students who entered the “Fair”, “Poor” or “Very Poor” categories.

3.1.1.4. The SPSS Calculation Results

a. Descriptive Statistic

Table 4: *Descriptive Statistic*

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	28	60	85	73.93	7.498	56.217
Posttest	28	75	100	89.82	6.869	47.189
Valid N (listwise)	28					

The table above shows a summary of the pre-test and post-test results of 28 students. In the pre-test results, the minimum score obtained by students was 60, while the maximum score was 85, with an average of 73.93. The standard deviation of 7.498 indicates significant variation in scores among students. In the post-test results, the minimum score increased to 70 and the maximum score reached 100, with an average of 89.82. The standard deviation of 7.570 shows that, despite the increase, the variation in student scores was relatively more even compared to the pre-test.

b. Normality Test

Table 5: *Test of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.148	28	.119	.935	28	.083
Posttest	.167	28	.043	.934	28	.078

a. Lilliefors Significance Correction

This table shows the results of the normality test for pre-test and post-test data with a sample size of 28 students. The significance values (sig.) for the pre-test data are 0.119 and 0.083, while for the post-test data, they are 0.043 and 0.078. Since both significance values are greater than 0.05, it can be concluded that both the pre-test and post-test data are normally distributed.

c. Paired Sample T-test

Table 6: *Paired Sample T-test*

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-15.893	7.941	1.501	-18.972	-12.814	-10.590	27	.000

The Paired Samples Test results show that the average difference between the pre- and post-tests is -15.893, indicating an average increase in student scores of 15.893 points after the treatment of -10.590, with a significance level (Sig. 2-tailed) of 0.000

3.2. DISCUSSION

This research, entitled “The Use of Walt Disney Songs in Teaching English Vocabulary at SMPN Benteng No.1 Kepulauan Selayar,” is a final project conducted by the researcher to obtain a Bachelor's degree in English Education. The purpose of this study is to determine whether or not there is a significant effect on improving students' vocabulary mastery after the application of this teaching media. This research focuses on proving that learning media play a crucial role in influencing students' achievement, especially in vocabulary learning. Since vocabulary is the foundation of language skills, the use of interesting media is expected to reduce students' difficulties and improve comprehension. Therefore, the implementation of Walt Disney songs was chosen because they are familiar to students and expected to stimulate a positive emotional response during learning.

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The researchers in this study used a quasi-experimental design with purposive sampling techniques. In this study, there was only one sample class, namely the experimental class. During the study, the researchers taught the class the meaning of vocabulary, the meaning of words, and correct pronunciation. This type of research design was chosen because it allows researchers to observe the direct impact of treatment on the same group of students, making the comparison between pre-test and post-test more accurate. The use of purposive sampling ensured that the sample selected was appropriate for the study's focus and provided relevant data based on classroom conditions. The learning process during treatment was conducted gradually, ensuring that students fully understood each part of the vocabulary being taught.

In conducting this study, the researcher focused on only one class, namely the experimental group. In the experimental group, the researcher used Walt Disney songs as teaching media. This was done to determine whether or not there was a significant effect on improving students' vocabulary mastery when using Walt Disney songs as teaching media in the classroom. The selection of this class was based on observations that students in the group still experienced difficulty in mastering vocabulary when taught through conventional methods. Therefore, it was important to determine whether engaging media such as music could significantly improve their learning outcomes. The Implementation of songs in the classroom created a relaxed atmosphere and increased student participation, which contributed to a more effective learning process.

In conducting this study, the researcher held six meetings, which were categorized as one session for the pre-test, four treatment sessions, and one session for the post-test, which were conducted in an existing experimental class. After providing treatment in the classroom, the researcher then gave a post-test to the students to see whether or not there was a significant effect on the improvement in their initial and final abilities after being given treatment. Throughout the treatment sessions, students gradually showed improvement in their ability to understand vocabulary based on the song lyrics used. Students actively engaged in activities such as listening, repeating words, identifying vocabulary, and constructing sentences, which made the learning process more meaningful. The structure of the meetings was designed to ensure that students had sufficient exposure and practice before being evaluated in the post-test.

The pre-test results for the experimental class in this study showed that two students passed based on the graduation standards of SMPN Benteng No. 1 Kepulauan Selayar with a "Fair" classification

and a minimum score of 60. 18 students passed with a “Good” classification, and 8 students passed with a “Very Good” classification, with the highest score of 85. The average pre-test score in this experimental class was 73.93. This initial distribution demonstrated that students still faced challenges in mastering vocabulary, with only a few achieving high scores. The dominance of the “Good” category shows that students needed additional learning support to reach optimal achievement. Therefore, the pre-test results serve as a baseline that reflects students’ initial ability before receiving song-based instruction.

The post-test results for the experimental class in this study showed a significant effect on improving students' vocabulary mastery compared to the pre-test results, where 5 students passed with a “Good” classification with a minimum score of 70 and 23 students passed with a “Very Good” classification with a maximum score of 100. and the average post-test score obtained in this experimental class was 89.82. The drastic shift in score categories demonstrates that song-based learning successfully improved students’ vocabulary mastery. The increase in average score proves that most students showed consistent progress, indicating that the treatment effectively helped students showed consistent progress, indicating that the treatment effectively helped students remember vocabulary longer and apply it more confidently. This improvement highlights the positive contribution of learning media that are enjoyable and engaging.

According to researchers and based on the results of the pre-test and post-test average scores, the use of Walt Disney songs as a teaching medium can have a positive impact on students' vocabulary mastery. One reason for this improvement is that songs have their own appeal, which can create a fun and engaging learning atmosphere. According to Murphy, songs can increase motivation to learn languages because they have rhythm, repetition, and strong emotional power, making it easier for students to remember new vocabulary. Another opinion from Nation emphasizes that vocabulary is easier to understand and remember if it is learned in a real context, not just in the form of a list of words. This statement supports the findings in the classroom, where students were observed to be more active and confident during learning. The combination of melody and repetition allowed students to process vocabulary more naturally. Learning through songs also provided real language exposure, enabling students to practice pronunciation and intonation effectively. As a result, students experienced better comprehension and retention of vocabulary.

Walt Disney songs have high vocabulary repetition and are fun, so that they provide opportunities for students to remember vocabulary more naturally. This shows that the use of songs as a medium is one of the most important things in teaching vocabulary, as stated in the results of research from Astuti, entitled "Teachers Perceptions on The Use of English Song as Learning Media for Young Learners in Speaking Class" the results of this study show that the use of songs is important in developing English language skills actively because songs can make the learning process more interesting and exciting. Teachers can use songs as a medium because they can attract students' attention, are easy to use during the learning process so that teachers can make students active and happy during the learning process, this is based on the results of research from Ramadania and Rizqiya entitled "The Use of English Song for Teaching Vocabulary to Young Learners". The alignment between this study and previous research strengthens the conclusion that songs are effective learning tools for developing vocabulary skills. Many studies have shown that using songs fosters active participation and reduces anxiety, making students more open to learning new words. Therefore, the results of this research not only provide academic evidence but also practical implications for improving English teaching strategies.

In addition to making students happier and more active, songs can also motivate students to improve their English language skills, this is in accordance with the results of research from Rahmania entitled "The Influence of English Song as Learning Media Towards Student Learning Motivation and Learning Achievement in Learning English" in the results of this study explains that songs can have a significant influence on student learning motivation because when teachers use songs during the learning process, there is a visible interest in learning students during the learning process. This is also in line with Putri and Rustipa research entitled "Using Songs to Teach English Vocabulary to Young Learners in Kindergarten" which also explains that songs are very effective in teaching English vocabulary to students because songs can foster learning motivation so that it makes it easier for students to remember the vocabulary taught.

Songs as a learning medium, in addition to increasing motivation to learn vocabulary, songs can also improve various English language skills such as speaking, listening, writing, and pronunciation, this is based on the results of research from Almauizzah and Hindriana entitled "English Songs as Learning Media to Teach EFL Students: A Systematic Literature Review" and also contained in the results of research from Aulin entitled "The Effectiveness of English Song to Improve Students'

Pronunciation Skills" in the results of this study emphasize that the use of songs as a teaching medium can effectively improve vocabulary pronunciation properly and correctly.

Thus, it can be concluded that using songs as a teaching medium can have a positive impact on improving students' English vocabulary mastery. The increase in average scores, significant statistical test results, and findings from previous research indicate that songs are a suitable alternative for listening instruction at the junior high school level. The improvement in test results, student responses, and supporting literature confirms that Walt Disney songs can be considered an alternative learning medium that is both effective and enjoyable. Based on this study, it is recommended that English teachers incorporate music into vocabulary teaching activities to increase students' interest and support better learning outcomes.

4) CONCLUSIONS

Based on the results of this study, it can be concluded that the use of Walt Disney songs is effective in improving students' vocabulary mastery at SMPN Benteng No. 1 Kepulauan Selayar. The significant increase in students' scores from the pre-test to the post-test shows that songs help students understand and remember vocabulary more easily. Besides improving vocabulary achievement, this learning method also increased students' motivation, participation, and confidence during the learning process. Therefore, Walt Disney songs can be considered a suitable and enjoyable learning medium that supports vocabulary learning for junior high school students.

Furthermore, the findings of this study highlight that learning through songs can help students build stronger connections between vocabulary and real language usage. When students listen to lyrics repeatedly, they gain the opportunity to hear words in meaningful contexts, which strengthens their memory and understanding compared to memorizing isolated vocabulary lists. The enjoyable nature of songs also reduces pressure and creates a relaxed learning environment, helping students engage without feeling anxious or overwhelmed. This emotional comfort plays a major role in supporting vocabulary development, proving that learning outcomes improve not only academically but also psychologically. Therefore, this study reinforces that the use of Walt Disney songs can be a valuable approach for teachers who wish to create an interactive and enjoyable learning atmosphere that supports student success.

For teachers, it is suggested to use English songs, especially educational songs like Walt Disney soundtracks as supporting media in teaching vocabulary. Teachers should choose songs with clear

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pronunciation. For students, it is recommended to continue practicing vocabulary using English songs outside the classroom to strengthen retention and improve pronunciation. For future researchers, similar studies can be conducted with different song genres, grade levels, or combined media to explore broader effectiveness.

The results of this study imply that creative learning media such as songs should be integrated into English instruction to improve vocabulary learning outcomes and increase student engagement. Schools and curriculum developers are encouraged to support the use of multimedia-based learning strategies. In addition, teacher training programs should provide opportunities for teachers to learn how to design innovative lessons using music and other interactive media.

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