

ABSTRACT

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The objectives of this study are to investigate the effect of using English songs and English television program on students' vocabulary mastery and to discover which of these instructional media is more effective. An experimental design was carried out to achieve the objectives of the study. Ninety students of the State Senior High School I Salak Grade 11 were taken as the sample of this research with clustering technique. The students were divided into three groups. Before giving them the treatments, they were given the pre test. The first group was treated by using English songs, the second was treated by English television program, and the third was not given any treatment or they were taught as usual. The post test was given to all of the groups after the treatment was applied. The data were analyzed by applying one-way ANOVA. The result of testing the first hypothesis showed that the F observed is grater than T table ($75,20 > 3,11$ (df. 0.02)). When the Scheffe Test was applied to find out which of the two media is more effective, using English song is more effective followed by watching **Fun with English** (English Television Program). Finally, from the statistical analysis the writer concluded that using English songs and watching **Fun with English** significantly affected the students' vocabulary mastery. The use of English songs and watching **Fun with English** can offer varieties in teaching English.