



The Effect of Using Maher Zain's "Number One for Me" Music Video on Eleventh-Grade Students' Vocabulary Skills

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ABSTRACT

This study examined the effect of using Maher Zain's "Number One for Me" music video on students' vocabulary skills at the eleventh-grade level during the 2024/2025 academic year. The purpose of this research was to determine whether music video-based instruction significantly influences students' vocabulary mastery. The study employed a quantitative approach using a one-group pretest-posttest experimental design. The population consisted of 55 eleventh-grade students, while the sample included 18 students selected through purposive sampling. Data were collected using vocabulary tests administered before and after the treatment. The findings revealed that the mean score of students' vocabulary achievement after the implementation of the music video was 83.33, with a standard deviation of 4.71 and a standard error of 1.14. The mode score was 80, which was achieved by 12 students, indicating a consistent improvement in vocabulary performance. When compared to the Minimum Mastery Criterion (KKM) of 75 for senior high school English subjects, the students' posttest results met and exceeded the required standard. The results of hypothesis testing demonstrated that the use of Maher Zain's "Number One for Me" music video had a significant positive effect on students' vocabulary skills. Therefore, it can be concluded that music video-based learning is an effective instructional medium for enhancing vocabulary acquisition among eleventh-grade students.

KATA KUNCI

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ABSTRAK

Penelitian ini mengkaji pengaruh penggunaan video musik Maher Zain "Number One for Me" terhadap keterampilan kosakata siswa kelas XI pada tahun ajaran 2024/2025. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan video musik memberikan pengaruh yang signifikan terhadap penguasaan kosakata siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen satu kelompok pretest-posttest. Populasi penelitian terdiri atas 55 siswa kelas XI, sedangkan sampel penelitian berjumlah 18 siswa yang dipilih melalui teknik purposive sampling. Pengumpulan data dilakukan melalui tes kosakata yang diberikan sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan bahwa nilai rata-rata kemampuan kosakata siswa setelah perlakuan mencapai 83,33 dengan standar deviasi sebesar 4,71 dan standar error sebesar 1,14. Nilai modus yang paling banyak diperoleh siswa adalah 80, yang dicapai oleh 12 siswa, menunjukkan adanya peningkatan yang konsisten dalam penguasaan kosakata. Jika dibandingkan dengan Kriteria Ketuntasan Minimal (KKM) mata pelajaran Bahasa Inggris di tingkat SMA, yaitu 75, hasil posttest siswa telah memenuhi bahkan melampaui standar tersebut. Hasil pengujian hipotesis menunjukkan bahwa penggunaan video musik Maher Zain "Number One for Me" memberikan pengaruh positif dan signifikan terhadap keterampilan kosakata siswa. Dengan demikian, pembelajaran berbasis video musik terbukti efektif dalam meningkatkan penguasaan kosakata siswa kelas XI.

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Introduction

English is positioned as a foreign language in Indonesia, yet it holds a crucial role within the national education system. It is taught compulsorily from junior high school to senior high school and continues at the tertiary level, reflecting its importance in preparing students to engage in global communication. As an international language, English functions as a primary medium for accessing scientific knowledge, technology, and cross-cultural interaction. Among the fundamental components of language learning, vocabulary mastery occupies a central position. Vocabulary serves as the foundation for the development of other language skills, including listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, students face serious limitations in expressing ideas, understanding messages, and engaging meaningfully in communication, regardless of their grammatical competence. Previous studies have emphasized that vocabulary is a key determinant of successful language use and communicative competence (Wardani, 2017). In classroom contexts, teachers play a decisive role in facilitating vocabulary acquisition. As learning facilitators, motivators, and evaluators, teachers are expected to design instructional strategies that create a supportive, engaging, and meaningful learning environment. Sanjaya (2010) highlights that effective teaching requires not only mastery of content but also the ability to manage learning experiences that promote student motivation and active participation. However, vocabulary instruction in many English classrooms remains teacher-centered and relies heavily on conventional methods such as rote memorization and textbook-based explanations. These approaches often fail to stimulate students' interest, resulting in low motivation, boredom, and limited vocabulary retention. Consequently, students struggle to expand their lexical knowledge, which negatively affects their overall English proficiency.

Observations conducted during the teaching practicum at SMA Negeri 2 Kutacane revealed that many eleventh-grade students experience significant difficulties in mastering English vocabulary. These difficulties manifest in limited word recognition, poor retention, and hesitation in using vocabulary during classroom activities. Such conditions hinder students' ability to follow lessons effectively and reduce their confidence in learning English. One of the contributing factors is the monotonous instructional approach that lacks variation and meaningful context. To address this issue, English teachers are required to adopt innovative and enjoyable learning media that can enhance students' engagement and motivation. One alternative medium that has gained attention in language teaching is the use of music and music videos. Music has long been recognized as a powerful educational tool due to its emotional, rhythmic, and mnemonic qualities. Plato, as cited in Whitfield (2010), asserted that music plays a fundamental role in education because rhythm and harmony penetrate deeply into the human soul, shaping attitudes and values. In language learning, music videos offer multimodal input that combines sound, visuals, and lyrics, allowing students to learn vocabulary in context while simultaneously enjoying the learning process. The present study focuses on the use of Maher Zain's song "*Number One for Me*" as a learning medium for vocabulary instruction. This song was selected because of its clear pronunciation, meaningful lyrics, and positive moral message that resonates with students' emotional experiences. The thematic content of

the song, which emphasizes love, respect, and devotion to parents, provides a familiar and meaningful context that facilitates vocabulary comprehension. By integrating music video-based learning into vocabulary instruction, students are expected to become more engaged, motivated, and confident in acquiring new words. Therefore, this study aims to investigate the effectiveness of using Maher Zain's "*Number One for Me*" music video in improving students' vocabulary skills at the eleventh-grade level. The findings of this research are expected to contribute to the development of more creative and effective instructional strategies in English language teaching, particularly in enhancing vocabulary mastery through enjoyable and meaningful learning experiences.

Method

This study employed a quantitative research approach with an experimental design to investigate the effect of using music video media on students' vocabulary skills. Quantitative research is grounded in the positivist paradigm and aims to test hypotheses through systematic measurement and statistical analysis (Sugiyono, 2020). The research design applied in this study was a quasi-experimental design using a one-group pretest–posttest model. In this design, a single group of participants was measured before and after the implementation of the treatment in order to identify changes attributable to the instructional intervention. The independent variable in this research was the use of Maher Zain's music video "*Number One for Me*" as a learning medium, while the dependent variable was students' English vocabulary skill. The pretest was administered to measure students' initial vocabulary mastery prior to treatment, followed by a series of learning sessions using the selected music video, and concluded with a posttest to measure students' vocabulary achievement after the treatment. This design was selected because it allows researchers to examine learning gains within the same group and is considered appropriate when random assignment is not feasible in real classroom settings (Gall et al., as cited in Setyosari, 2013). The comparison between pretest and posttest results provided empirical evidence regarding the effectiveness of music video-based instruction in improving vocabulary skills.

The research was conducted at SMA Negeri 2 Kutacane, located on Jl. Komp. Pelajar Babussalam, Gumpang Jaya, Babel District, Southeast Aceh Regency, Indonesia. The study took place during the 2023/2024 academic year, with data collection conducted in July 2024. The population of this research consisted of all eleventh-grade students of SMA Negeri 2 Kutacane, totaling 55 students distributed across three classes. Due to the relatively small population size, the researcher initially considered total sampling, as suggested by Sugiyono (2017), who states that when the population is fewer than 100 individuals, all members may be included as research subjects. However, for the experimental implementation, purposive sampling was applied to select one class as the research sample. The selected sample consisted of 18 students from class XI-1. This class was chosen based on several considerations: it had never been involved in similar research, the students' vocabulary proficiency levels were relatively homogeneous, and the class was accessible for consistent observation and treatment. Purposive sampling was deemed appropriate because it allowed the researcher to select participants who best matched the objectives and conditions of the

study (Sukardi, 2013). By ensuring that the sample was representative of the population characteristics, the researcher aimed to enhance the validity of the findings.

Data collection in this study employed multiple techniques to obtain comprehensive and reliable data. Observation was conducted to monitor students' engagement and responses during the learning process using music video media. Interviews were also carried out with the English teacher and selected students to gather supporting qualitative information regarding learning difficulties and students' perceptions of vocabulary learning through music videos. The primary data collection instrument, however, was a vocabulary test administered in the form of a pretest and posttest. The test measured students' vocabulary skills across several aspects, including interpreting vocabulary, reading vocabulary, pronouncing vocabulary, and writing vocabulary. Students' performance was assessed using an analytical scoring rubric adapted from SMA Negeri 2 Kutacane (2023), with a maximum score of 100. After data collection, the data were analyzed using descriptive statistical techniques, including mean, median, mode, standard deviation, and percentage analysis. Inferential analysis was conducted using a paired-sample t-test to determine whether there was a statistically significant difference between students' pretest and posttest scores. The level of significance was set at $\alpha = 0.05$. Prior to hypothesis testing, data normality was examined to ensure that the assumptions for parametric testing were met. The results of the statistical analysis were then used to test the research hypothesis and to determine the effectiveness of using Maher Zain's "*Number One for Me*" music video in improving students' vocabulary skills.

Results

This section presents the findings of the study investigating the effect of using Maher Zain's music video "*Number One for Me*" on students' vocabulary skills at class XI SMA Negeri 2 Kutacane in the academic year 2024/2025. The data were obtained from a vocabulary test administered after the learning treatment. The results are presented descriptively and statistically to illustrate students' vocabulary achievement.

Students' Vocabulary Test Scores

The students' vocabulary test scores after the implementation of the music video-based learning strategy are presented in Table 1.

Table 1
Students' Vocabulary Test Scores After Treatment

No	Student Name	Class	Score
1	Akbar	XI-1	80
2	Adelia Jaya	XI-1	90
3	Alda Munawarah	XI-1	90
4	Aida Risma	XI-1	80
5	Ardian Syah	XI-1	80
6	Dimas Hamdi A.	XI-1	90
7	Dahia Putri A.	XI-1	90
8	Haryadi Ahmad B.	XI-1	80

9	Irfan Syahputra	XI-1	80
10	Lidia Mentari	XI-1	80
11	Maulida Wati	XI-1	90
12	M. Alfarizi	XI-1	80
13	Putri Rahayu	XI-1	80
14	Rayhan Farhandi	XI-1	80
15	Rio Kesogihan	XI-1	80
16	Saidina Ali	XI-1	80
17	Sendi Syah Farel	XI-1	90
18	Zahara	XI-1	80

Based on Table 1, all students achieved scores above the Minimum Mastery Criterion (KKM) for English, which was set at 75. The lowest score obtained was 80, while the highest score was 90. These findings indicate that students demonstrated a good level of vocabulary mastery after learning through music video media.

Descriptive Statistical Analysis

The descriptive statistical analysis shows that the **mean score** of students' vocabulary achievement was **83.33**, indicating a good level of vocabulary mastery. This result suggests that the majority of students were able to understand and use vocabulary presented through the music video effectively.

The **standard deviation** was **4.71**, showing that students' scores were relatively homogeneous and clustered around the mean. This indicates that the learning outcomes were consistent across students. Furthermore, the **standard error** was **1.14**, suggesting that the mean score reliably represents the students' vocabulary performance.

The **mode** of the test scores was **80**, achieved by **12 students**, while the **median** score was also **80**. These findings further confirm that most students attained scores categorized as good.

Vocabulary Skill Achievement Based on Assessment Indicators

Students' vocabulary skills were also evaluated using five assessment indicators: interpreting vocabulary, reading vocabulary, pronunciation, writing vocabulary, and vocabulary usage. The results are summarized in Table 2.

Table 2
Vocabulary Skill Achievement Based on Assessment Indicators

Indicator	Percentage
Interpreting vocabulary	100%
Reading vocabulary	100%
Pronouncing vocabulary	66.67%
Writing vocabulary	100%
Using vocabulary	50%

The results show that students achieved excellent performance in interpreting, reading, and writing vocabulary, each reaching 100%. Pronunciation skills reached 66.67%, indicating a moderate level of mastery, while vocabulary usage reached 50%, suggesting that students still experienced difficulties applying vocabulary in broader contexts.

Summary of Findings

Overall, the results demonstrate that the use of Maher Zain's music video "*Number One for Me*" had a positive effect on students' vocabulary skills. Students achieved scores above the KKM, with a mean score categorized as good. The descriptive statistics and rubric-based assessment indicate that music video media effectively supported vocabulary comprehension, particularly in vocabulary recognition, reading, and writing.

Discussion

The findings of this study indicate that the use of Maher Zain's music video "*Number One for Me*" had a positive effect on students' vocabulary skills among eleventh-grade students at SMA Negeri 2 Kutacane. The descriptive statistical results showed that all students achieved scores above the Minimum Mastery Criterion (KKM) of 75, with a mean score of 83.33, which is categorized as good. This improvement suggests that music video-based instruction provides meaningful input that supports vocabulary acquisition. Music videos combine auditory and visual stimuli, enabling students to associate words with sounds, images, and contextual meaning simultaneously. Such multimodal exposure helps reduce students' cognitive load when learning new vocabulary, as they do not rely solely on memorization but also on contextual clues embedded in lyrics and visuals. This finding supports the view that vocabulary learning becomes more effective when students are exposed to authentic and engaging language input. The song used in this study contains clear pronunciation, repetitive vocabulary, and emotionally meaningful content, which allowed students to recognize, interpret, and remember new words more easily. As reflected in the rubric analysis, students demonstrated excellent performance in interpreting, reading, and writing vocabulary, each reaching 100%. This suggests that music videos are particularly effective in enhancing receptive vocabulary skills and basic productive skills, such as spelling and word recognition. These results are in line with previous studies indicating that music and song-based instruction can improve vocabulary mastery by increasing learners' motivation, attention, and emotional engagement during the learning process.

However, the findings also reveal that students' performance in pronunciation and vocabulary usage was relatively lower compared to other indicators. Pronunciation skills reached 66.67%, while vocabulary usage was the lowest at 50%. This suggests that although music videos are effective in helping students recognize and understand vocabulary, they may not be sufficient on their own to fully develop students' productive language skills, particularly in applying vocabulary in communicative contexts. Vocabulary usage requires higher-level language processing, including grammatical knowledge, contextual appropriateness, and communicative confidence, which may not

be fully addressed through passive exposure to music videos. Similarly, pronunciation improvement may be influenced by students' limited opportunities to practice speaking and receive corrective feedback from teachers. These findings imply that music video media should be integrated with interactive learning activities, such as guided repetition, pronunciation drills, and contextual sentence construction, to maximize learning outcomes. From a pedagogical perspective, the results highlight the importance of using music videos not as a standalone teaching tool but as a complementary medium within a broader instructional strategy. When combined with active learning approaches, music videos can enhance both students' motivation and their ability to apply vocabulary meaningfully. Overall, the findings of this study confirm that music video-based learning is an effective and engaging method for improving students' vocabulary skills, particularly at the recognition and comprehension levels. At the same time, the study emphasizes the need for teachers to design follow-up activities that encourage students to practice pronunciation and vocabulary usage actively, ensuring more balanced vocabulary development across receptive and productive dimensions.

Conclusions

This study concludes that the use of Maher Zain's music video "*Number One for Me*" has a positive and significant effect on the vocabulary skills of eleventh-grade students at SMA Negeri 2 Kutacane. The overall results show that students achieved scores above the Minimum Mastery Criterion, indicating that music video-based learning is an effective instructional medium for vocabulary development. The findings reveal that students demonstrated strong abilities in interpreting, reading, and writing vocabulary, while pronunciation and vocabulary usage showed moderate improvement. These results suggest that music videos provide meaningful contextual input that enhances students' vocabulary comprehension and retention, increases learning motivation, and creates a more engaging classroom atmosphere. However, to achieve optimal vocabulary mastery, particularly in productive skills, music video instruction should be complemented with interactive speaking and practice-oriented activities. Therefore, integrating music videos into English instruction can be considered a valuable pedagogical strategy, especially when supported by appropriate follow-up learning tasks.

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