

**THE CORRELATION BETWEEN STUDENTS' HABIT IN
LISTENING TO ENGLISH SONG AND VOCABULARY
MASTERY AT IAIN PALANGKA RAYA**

THESIS



**BY
DEWI APRILA KARTIKA
NIM 1501121012**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHING TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAMS OF ENGLISH EDUCATION
2019 M / 1440 H**

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THESIS

Presented to State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



**BY
DEWI APRILA KARTIKA
NIM 1501121012**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHING TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAMS OF ENGLISH EDUCATION
2019 M / 1440 H**

ADVISOR APPROVAL

Thesis Title : The Correlation Between Students' Habit In Listening
To English Song And Vocabulary Mastery At Iain
Palangka Raya
Name : Dewi Aprila Kartika
SRN : 1501121012
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for
Thesis Examination/Munaqasah by the Board of Examiners of the Faculty of
Teacher and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, September 2019

Advisor I,



Hj. Apni Ranti, M.Hum
ORN. 198101182008012013

Advisor II,



Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

Acknowledged by:

Vice Dean in Academic Affairs,



Dr. Nurul Wahdah, M.Pd
ORN. 198003072006042004

Secretary of Language Education
Department,



Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

PERSETUJUAN PEMBIMBING

Judul Skripsi : Korelasi Antara Kebiasaan Mahasiswa dalam Mendengarkan Musik berbahasa Inggris dan Kosakata yang dimiliki di IAIN Palangkaraya.

Nama : Dewi Aprila Kartika

NIM : 1501121012

Fakultas : Fakultas Tarbiyah dan Ilmu keguruan

Jurusan : Jurusan Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, Juli 2019

Pembimbing I,

Pembimbing II,



Hj. Apni Ranti, M.Hum
NIP. 198101182008012013



Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

Mengetahui:

Wakil Dekan Bidang Akademik,

Sekretaris Jurusan Pendidikan Bahasa,



Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004



Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

THESIS APPROVAL

Thesis Title : The Correlation Between Students' Habit In Listening
To English Song And Vocabulary Mastery At Iain
Palangka Raya

Name : Dewi Aprila Kartika
SRN : 1501121012
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/*Munaqasah* on:

Day : Thursday
Date : October, 3rd 2019

BOARD OF EXAMINERS

Zaitun Qamariah, M.Pd
(Chair/Examiner)

Dr. Imam Qalyubi, M.Hum
(Main Examiner)

Hj. Apni Ranti, M.Hum
(Examiner)

Akhmad Ali Mirza, M.Pd
(Secretary/Examiner)


.....

.....

.....

.....

Approved by :
Dean Faculty of Teacher Training
and Education,




Dr. Hj. Rodhatul Jennah, M.Pd
ORN 196710031993032001

OFFICIAL NOTE

Palangka Raya, September 2019

**Cases: Examination of
Dewi Aprila Kartika Thesis**

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka
Raya

In-
Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis in the name of:

Name : Dewi Aprila Kartika
SRN : 1501121012
Thesis Title : THE CORRELATION BETWEEN STUDENTS'
HABIT IN LISTENING TO ENGLISH SONG AND
VOCABULARY MASTERY AT IAIN PALANGKA
RAYA

Can be examined in partial fulfillment of the requirement of the Degree of
Sarjana Pendidikan in the study program of English Education of the language
Education of the Faculty of Training and Education of the State Islamic Institute
of Palangka Raya.

Thank you for attention,

Wassalamualaikum Wr. Wb

Acknowledged by:

Advisor I,

Advisor II,



Hj. Apni Ranti, M.Hum
ORN. 198101182008012013



Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

NOTA DINAS

Palangka Raya, September 2019

Hal : Permohonan Ujian Skripsi

Dewi Aprila Kartika

Kepada

Yth. Dekan Fakultas Tarbiyah dan
Ilmu Keguruan Institut Agama Islam
Negeri Palangka Raya

Di –

Palangka Raya

Assalamualaikum Wr. Wb

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Dewi Aprila Kartika
NIM : 1501121012
Judul Skripsi : KORELASI ANTARA KEBIASAAN MAHASISWA
DALAM MENDENGARKAN MUSIK BERBAHASA
INGGRIS DAN KOSAKATA YANG DIMILIKI DI
IAIN PALANGKARAYA.

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima kasih atas perhatiannya.

Wassalamualaikum Wr. Wb

Mengetahui :

Pembimbing I,

Pembimbing II,



Hj. Apni Ranti, M.Hum
NIP. 198101182008012013

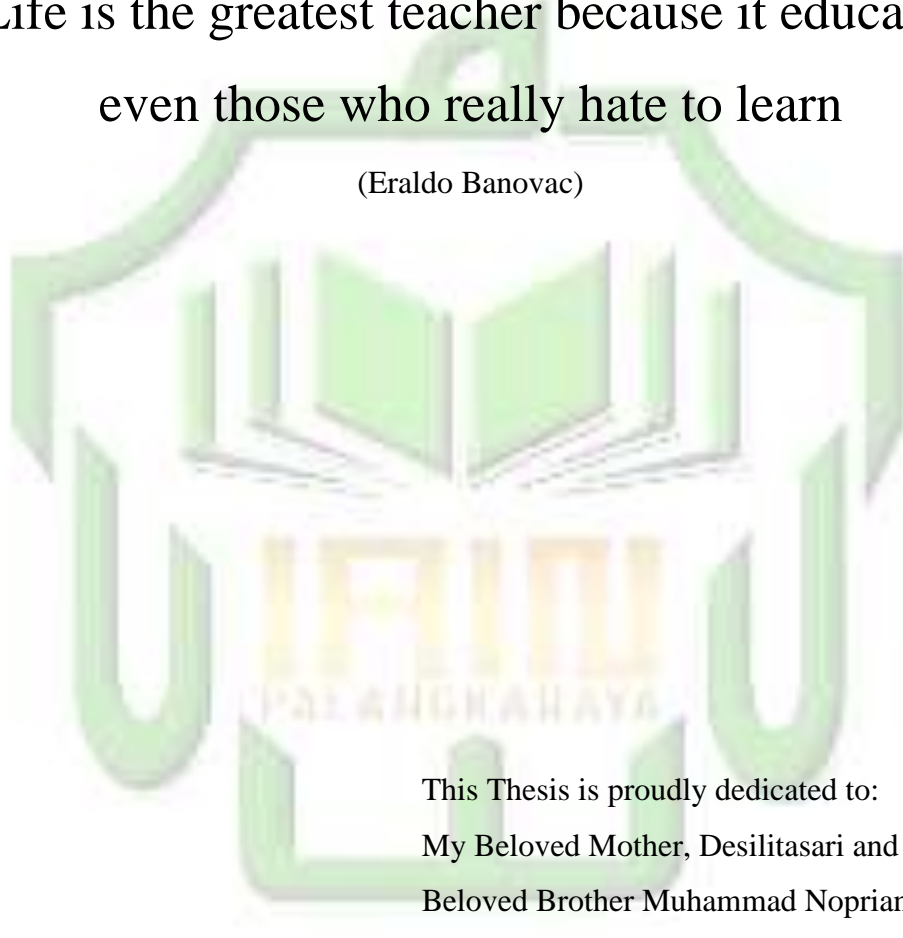


Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

MOTTO AND DEDICATION

Life is the greatest teacher because it educates
even those who really hate to learn

(Eraldo Banovac)



This Thesis is proudly dedicated to:
My Beloved Mother, Desilitasari and My
Beloved Brother Muhammad Nopriandana
for their unconditional love.

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Dewi Aprila Kartika
SRN : 1501121012
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

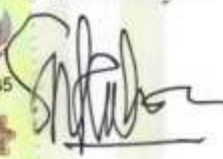
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Palangka Raya, September 2019

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Dewi Aprila Kartika
SRN.1501121012

ABSTRACT

Aprila K. Dewi. 2019. *The Correlation Between Students' Habit In Listening To English Song And Vocabulary Mastery at IAIN Palangka Raya*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palngka Raya. Advisor (I) Hj. Apni Ranti, M. Hum; (II) Akhmad Ali Mirza, M.Pd.

Key Words: Correlation, Listening Song, Vocabulary.

The aim of this research was to find out the correlation between students' habit in listening to English songs habit and their vocabulary mastery. This researcher employed correlational method by using quantitative approach. There are two variables in this research. Students' listening to English song habit as *independent variable* (variable X) and Students' Vocabulary Mastery as *dependent variable* (variable Y). The students' habit in listening to English songs was obtained from the questionnaire while the students' vocabulary mastery was obtained from a test result. The population of this research involved all the eighth semester students at Study Program of English Education at IAIN Palangkaraya in the academic year of 2018/2019 which consists of 45 students. The sample was taken by using random sampling technique.

From the result, it was found out that the mean of the scores of the listening to English songs habit is 112.17. The mean of the scores of the students' vocabulary mastery test is 74.3. From the result of correlation calculation by SPSS 20, it can be seen that the value of correlation is 0.506 which interpreted as positive correlation in moderate level. The relative contribution of students' habit in listening English songs (X) to students' vocabulary mastery (Y) was 25.6036%.

ABSTRAK

Aprila K. Dewi. 2019. *Hubungan Antara Kebiasaan Siswa dalam Mendengarkan Lagu Bahasa Inggris dan Penguasaan Kosakata di IAIN Palangka Raya*. Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum; (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: Korelasi, Mendengarkan Lagu, Kosa Kata.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kebiasaan siswa dalam kebiasaan mendengarkan lagu-lagu bahasa Inggris dan penguasaan kosakata. Peneliti menggunakan metode korelasional dengan menggunakan pendekatan kuantitatif. Ada dua variabel dalam penelitian ini. Kebiasaan siswa dalam mendengarkan lagu bahasa Inggris sebagai variabel independen (variabel X) dan Penguasaan Kosakata Siswa sebagai variabel dependen (variabel Y). Kebiasaan siswa dalam mendengarkan lagu-lagu bahasa Inggris diperoleh dari kuesioner sementara penguasaan kosakata siswa diperoleh dari hasil tes. Populasi penelitian ini melibatkan semua siswa semester delapan di Program Studi Pendidikan Bahasa Inggris di IAIN Palangkaraya pada tahun akademik 2018/2019 yang terdiri dari 45 siswa. Sampel diambil dengan menggunakan teknik random sampling.

Dari hasil penelitian, diketahui bahwa rata-rata skor kebiasaan mendengarkan lagu berbahasa Inggris adalah 112,17. Nilai rata-rata dari tes penguasaan kosakata mahasiswa adalah 74,3. Dari hasil perhitungan korelasi dengan SPSS 20, dapat dilihat bahwa nilai korelasinya adalah 0,506 yang diartikan sebagai korelasi positif pada level sedang. Kontribusi relatif dari kebiasaan siswa dalam mendengarkan lagu-lagu bahasa Inggris (X) untuk penguasaan kosakata siswa (Y) adalah 25,6036%.



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11. Last, all of her friends who have helped the accomplishment of the thesis.

The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

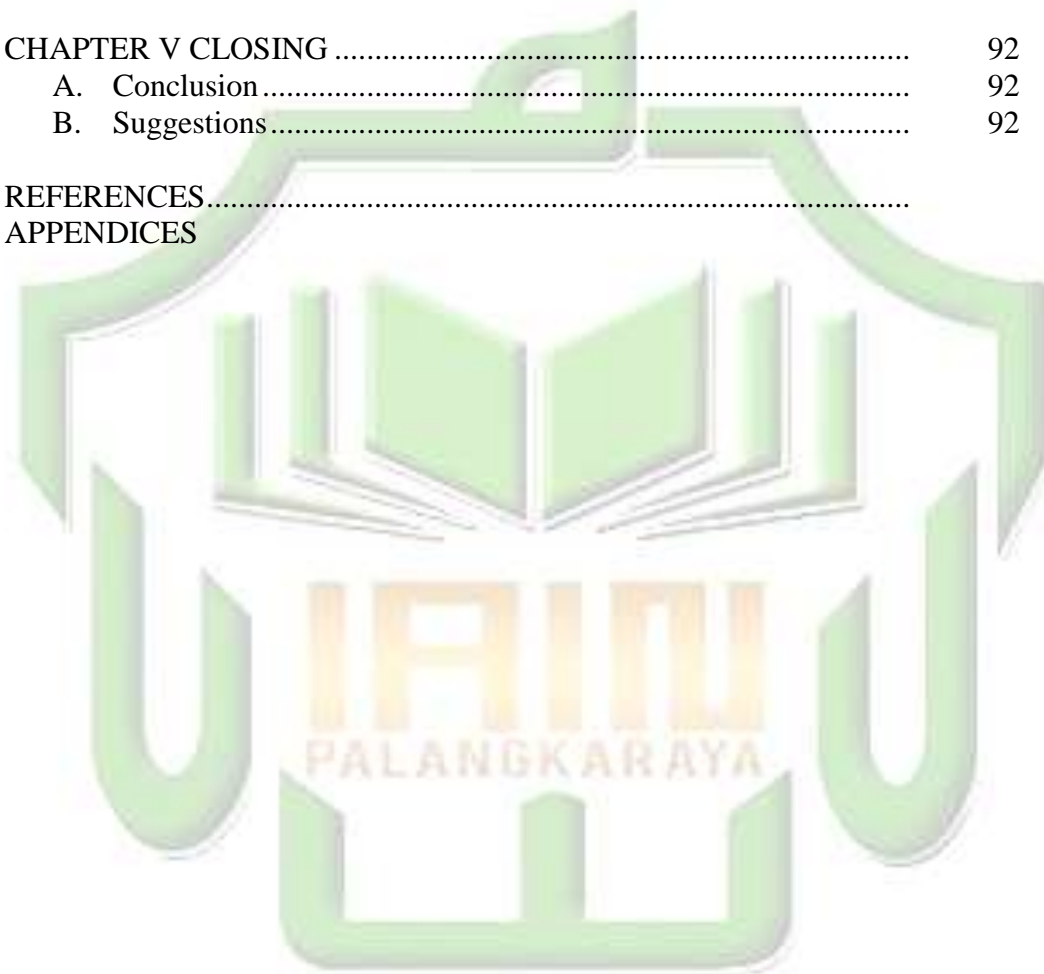
Palangka Raya, September 2019
Yours Faithfully

Dewi Aprila Kartika
SRN.1501121012

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of study, objective of the study, hypothesis of the study, assumption of the study, scope and limitation, significance of the study and definition of the key terms.

A. Background Of The Study

English is an international language that used by people around the world to communicate each other. As a universal language, English is very important. In Indonesia, English considered as a foreign language or second language and taught formally in elementary up to university level.

To enable students to communicate well in English, they must be able to listen, speak, read, and write in English. To achieve these aims, students must master a number of vocabularies. By mastering vocabulary, we are able to understand what we hear and read, and we are able to say what we want to speak or read. Nunan (2009:149) stated The vocabulary is essential for success to comprehend the language well, speak better, or compose a good writing; it is expected that learners have to increase their vocabulary around 1000 words a year. Similarly, on the Competency-Based Curriculum, the students are required to increase their vocabulary 1000 - 1500 words every year so that in three years students have increased their vocabulary around 4000 words.

There are several problems that obstruct the students to memorize vocabulary and words. So, many students are not interesting in learning English. Therefore, the English teacher is suggested in order to be able mastering of method, such as, Nababan (1991: 4) notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught. Some students are confused and hard to memorize vocabulary well.

Listening English Songs is an alternative way to learn vocabulary. Listening is very important skill. Based on Cross (1998) Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. We have to listen and comprehend what people say in English well to get a good and successful communication.

According to Underwood (1989), there are several ways of improving students' listening ability such as: listening to the news, listening to the stories, listening to the music and song in English. Learning English with song can make the students enjoy themselves and decrease their mental blocks. Griffie (1992:4) says that "songs have personal quality that make listener react to the songs". By listening song,

students collect new vocabularies and know how to pronounce them well. Usually they will find new words in the song then search for the meaning and its spelling immediately. Harmer (2002:228) states that improving students listening skills is important since it helps students to gain many valuable language inputs.

Based on the experts' opinion above, the researcher concludes that by listening a western music or English songs, we will get a new ideas and also develop our vocabulary. If the students listen to English songs in their daily life, it will be a habitual for them in order to gain or develop vocabularies. Habit is a usual behavior (Hornby, 1987). By having habitual in listening to English songs, the students will be able to improve their vocabulary constantly because when we listen a new vocabulary, our brain will automatically save it and if we do not understand the meaning we have a reason to search it in dictionary. That is why having habit of listening English songs can develop our vocabulary.

Based on the researcher's observation and experience, listening English song is a fun way to master vocabulary. It would be an alternative for students to memorize, find the meaning, and also pronounce the word easily. Basically, people should master noun, verb and adjective words because these words are the most used in English. So, based on the discussion above, the researcher is interested in conducting a research to know the extent of the correlation between students' habit in Listening English songs and their vocabulary at IAIN Palangkaraya.

B. Problem of the Study :

Based on the background of study above, the problem of the study is as the follow **“Is there any significant correlation between students’ habit in Listening English songs and their vocabulary at IAIN Palangkaraya?”**

C. Objective of the Study :

Based on the statement of the problem above, the aim of this study is **to find out the correlation between students’ habit in Listening English songs and their vocabulary at IAIN Palangkaraya.**

D. Hypothesis of the Study :

H_a : There is significant correlation between students’ habit listening English songs and their vocabulary mastery

H_o : There is no significant correlation between students’ habit listening English songs and their vocabulary mastery.

E. Assumption of the Study :

The assumption of this research is if students have good habit listening English songs, they will have good vocabulary mastery.

F. Scope and Limitation of Study :

In this research, the researcher only focus on students’ habit listening English song and students’ vocabulary mastery of English Education Study Program 8th Semester at IAIN Palangkaraya in Academic Year 2018/2019. The researcher limits the vocabulary in noun, verb and adjective because they are the lexical word classes that usually used in

daily conversation. The researcher also limits the English song in some genres. They are pop, rock, jazz and metal.

G. Significance of the Study :

The result of the study is expected to be used theoretically and practically :

1. Theoritcally

The result of this study is expected to be able to help the teachers to persuade their students to listen English songs in their free time to master vocabulary and also as a reference to other researchers who want to discuss about this topic more intensively.

2. Practically

Listening English songs can be chosen as an alternative and interesting media to help students in learning vocabulary.

H. Definition Of Key Terms :

In order to clarify the key terms used in this study, some definition are put forward :

1. **Listening** is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.
2. **Listening habit** as the time we spent to listen, therefore, listening habit is an activity in listening perform repeatedly that done early with the goal of

understanding and can provide a reciprocal response in a conversation which is become almost as a result of repetition.

3. **Song** is a single (and often stand alone) work of music intended to be sung by the human voice with distinct and fixes pitches and patterns using sound and silence and a variety of forms that often include the repetition of section.
4. **Habit of Listening English Song** is repetitive action of producing English words and music with their voice, paying attention, and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced.
5. **Vocabulary** is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge.
6. **Vocabulary mastery** means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning.

1.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the related study, listening, listening habit, habit in listening to English songs, vocabulary mastery and correlational design.

A. Review of Previous Research

In order to provide strong foundation of the present study, in this section the researcher presents some studies those closely related to the study.

First of all, there is The Correlation between English Education Department Of Universitas Muhammadiyah Yogyakarta Students' Habit Of Listening To English Songs And Their Motivation In Learning English from Sari Ramadhani (2017). This research used questionnaire for accessing students' habit of listening to English songs (15 items) and students' motivation in learning English (20 items). The mean score of the EED of UMY students' habit of listening to English songs was 2.72 which meant that students batch 2016 generally often listen to English songs when they learnt English. In the other hand, the mean score of the EED of UMY students' motivation in learning English was 3.35 which meant that student's batch 2016 had high motivation in learning English. The r value of the correlation between students' habit of listening to English song and

students' motivation were 0.386. The r value is higher than r table which is 0.220. Therefore, it can be concluded that there is a moderate correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. Therefore, the null hypothesis was rejected which is there is no correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

The similarities of current study and this previous study is similar to correlational study and focus on listening to English songs habit in university level. But there is also difference from the previous researcher. This previous study is correlated among students' motivation in learning English.

The second is Lora Marina, Lailatul Husna, and Fatimah Tanjung (2015) from English Departement, The Faculty of Teacher Training and Education Bung Hatta University tried to find out the correlation between listening habit of the first year students of English Departement of Bung Hatta University and their vocabulary mastery who register in 2015/2016 academic year. Based on the result of data analysis, it was found that $r_{\text{calculated}}$ 0.72. The value of r_{table} with level of significance 0.05 and degree of freedom ($df = n-2$) was 0.31. It means that $r_{\text{calculated}}$ was bigger than r_{table} ($0.72 > 0.31$). The hypothesis "there is a significant correlation between listening habit of the first year students at Bung Hatta university and their vocabulary mastery" was accepted. From the result of data analysis, it can be concluded that there was a significant correlation

between listening habit of the first year English students of Bung hatta university and their vocabulary mastery. It means that if the students' listening habit is good, their vocabulary mastery is good too.

The similarities of current study and this previous study is similar to correlational study and focus on listening habit and vocabulary mastery in university level. But there is also difference from the previous researcher. Listening habit in this previous study is only focus on listening habit in general.

The third related study is Erisa Kurniati (2016) tried to find out the correlation of students' listening habit in English conversation with vocabulary mastery of the second semester students' English education at teacher training and education faculty at Batanghari University Academic Year 2015/2016. Based on the result there is a correlation of students' listening habit in English conversation with students' vocabulary mastery. The result of correlation analysis show there is correlation with very low correlation (0.000 – 0.199) of variable X and variable Y. This research uses Spearman Rank formula which is the rank calculate by using Microsoft Excel program and the calculation of spearman rank shows that there is positive correlation with the value coefficient correlation is 0.075, the value of Z_{count} is 0.570 and the Z_{table} is 1.96 with 5% , it can be concluded that $Z_{count} 0.570 < Z_{table} 1.96$ so H_0 is accepted and H_a is rejected that's mean there is no significant correlation between students listening habit in English conversation and students vocabulary mastery.

The similarities of current study and this previous study is similar to correlational study and focus on listening habit and vocabulary mastery in university level. But there is also difference from the previous researcher. Listening habit in this previous study is only focus on listening habit in English conversation.

The fourth is Nurjanah, Ira Miranti, and Nina Dwiastuty (2017) tried to find out the correlation between students' habit in listening song and students' English listening skill. The research conducted at the senior high school of Trampil for the twelve grade students. The school is located in East Jakarta. The method used is a survey with correlational analysis. The result of the research are there is positive and significant correlation between students' habit in listening song and English listening skill. It is shown in the score of F_{observed} is 39.286 and Sig is 0.000. The score of F_{observed} is more than F_{table} (> 3.25), and the score of Sig is less than 0.05 (< 0.05). Based on that, we can conclude that the better of students' habit in listening song, the better students' listening skill.

The similarities of current study and this previous study is similar to correlational study and focus on students' habit in listening to English songs. But there are also differences such as this previous study used senior high school students as the population and it focus on students' English listening skill.

The fifth related study is by Nurkholis Solehudin (2016) who tried to find out the correlation between students' listening English songs habit

and their listening skill at the second semester of the eleventh grade of MA Al-Islam Bunut Pesawaran in the Academic Year of 2016/2017. The results of the study showed that there is a positive correlation between students' habit in English song (X) and listening skill (Y) the correlation score $r_{xy} = 0.84$; the relative contribution of students' habit in English song (X) and listening skill (Y) is 71%. Regarding the result of the research, it can be concluded that the students' habit in English song and English song has positive correlation with Listening skill. Therefore, students' habit in English song should be considered in improving listening skill.

The similarities of current study and this previous study is similar to correlational study and focus on listening to English songs habit. But there are also differences from the previous researcher. This previous study is correlated among students' listening skill and used MA students as the population.

The next is by Jiati Endah Sari, Nuhung B., and Hastini (2013) who tried to find out the correlation between students' ability in listening to the English songs and their vocabulary mastery. This research was conducted at SMA Negeri 1 Palu. The population was the eleventh grade students consisting of 202 students. The sample was 20 students taken randomly. The instruments were tests which consisted of listening and vocabulary, and non-test of questionnaire. The two tests were used to get data about students' ability in listening to the English songs, and their vocabulary mastery. The questionnaire was used to acquire additional data about

their difficulties in doing the tests. The result of both tests showed that r_{xy} was 0.269, df was 18, and r_{table} was 0.468. In other words, $r_{counted}$ was lower than r_{table} . It means that the correlation between students' ability in listening to the English songs and their vocabulary mastery was not significant. Moreover, there was a positive correlation between the two variables, since the $r_{counted}$ value was positive.

The last related study is by Sarining Setyo Mubarak who tried to find out the correlation between vocabulary mastery and habit of listening to English song toward speaking skill of eleventh grade students of SMA N 1 Nogosari. For the first hypothesis is known that the correlation between vocabulary mastery and the speaking skill is positive because the result of the computation showed that the correlation coefficient (r) between vocabulary mastery (X_1) and the speaking skill (Y) is 0.791. It means there is a correlation between vocabulary mastery and the speaking skill at the eleventh grade students' of SMA N Nogosari in academic years 2016/2017. For the second hypothesis is known that the correlation between habit of listening to English song (X_2) and the speaking skill (Y) is positive because the result of the computation showed that the correlation coefficient (r) between habit of listening to English song and speaking skill is 1.389. It means there is a correlation between habit of listening to English song and the speaking skill at the eleventh grade students' of SMA N 1 Nogosari in academic years 2016/2017. For the third hypothesis is known that the correlation between vocabulary mastery,

habit of listening to English song and speaking skill is positive because the correlation coefficient (r) between vocabulary mastery (X_1) ,habit of listening to English song (X_2) and speaking skill (Y) is 5.449.

The similarities of current study and this previous study is similar to correlational study and focus on listening to English songs habit and vocabulary mastery. But there are also differences from the previous researcher. This previous study used 3 variables which are speaking skill, listening English songs habit and vocabulary mastery. It also used Senior High School students as the population.

B. Listening

1. Definition of Listening

According to Tarigan (2008:31) listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content or message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language.

Steven Brown (2006:4), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Buck (1995:24) stated that when we listen to something, we have a purpose in doing so. It may mean that we do not listen to a word but we listen to the meaning behind the words.

Howatt and Dakin in Fan Yagang (2010), listening is the ability to identify and understand what others are saying. This involves

understanding a speakers' accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance defines listening. Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know.

Based on definition above, it can conclude that listening is hearing activity with purposed to understand what the utterances. So, listening is part of activity in life to get the meaning of what has been said.

2. Types of Listening

In Tarigan (2008:37), the purpose of listening is to obtain information, capturing the content, as well as to understand the meaning of communication to be delivered by the speaker of the speech, This is a common goal. In addition to general purpose there are various special purpose which led to diverse listening, there are:

a. Extensive Listening

Extensive listening is type listening activities on matters that are more common and more freely against an utterance, no need under the direct guidance of a teacher. According to Douglas (2000:257) extensive listening may require the student to invoke other interactive skills (e.g., note-taking and/or discussion) for full comprehension. Basic us ability extensive listening is capturing or recall of materials known or unknown in

a new environment in a new way. One goal is the extensive listening restates old material in a new way. Extensive listening give students the opportunity and freedom to hear and listen the vocabulary and structures that are unfamiliar or new to them contained in the flow of speech that are within the reach and capacity to handle it.

In extensive listening, the student are allowed to listen or pleasure or interest without having to make great effort to overcome linguistic difficulties and those in which they need to pay more attention to the content and language.

b. Intensive Listening

In contrast, intensive listening directed to an activity that is much more supervised, controlled to a certain something. In intensive listening, the students are asked to listen to a passage with the aim of collection and organizing the information and often it is not easy for students to understand on first hearing. This is because the aim's is to give a challenge, to allow them to develop listening skill or knowledge of the language though the efforts they make guided by exercises or activities related to passage. For instance, students listen to the teacher's explanation.

In Douglas (2000:255), intensive purpose is to focus component (phonemes, words, intonation, discourse markers, etc. In Tarigan (2008:46), types that belong to the group of intensive listening is critical

listening, listening concentrative, creative listening, listening explorative, listening interrogative and selective listening.

C. Listening Habit

According to Andi Mappiare in Djaali (2009:127), Habit is an acquired way of acting which is persistent, uniform, and fairly automatic. In Richard (2010:258), a pattern of behavior that is regular and which has become almost automatic as a result of repetition.

In Worden (1970:30), most of us spend about 45 per cent of our time listening. To be effective communicators, we must be effective listeners. We remember only half of what we hear immediately after listening. we can learn by listening. It gives us time to think, it can solve problems, it can help us make better decision and give us self-confidence, it can help persuade other. With conscious practice of good listening habits, the time we spend listening can be productive and creative, that's mean the listening habits is formed from the time we spend to listen. In Gfeller et. al (2000:393), they indicate the amount by selecting one of five categories of listening time per week it is 0 – 2 hours weekly, 3 – 5 hours weekly, 6 – 8 hours weekly, 9 hours weekly, 9 or more hour weekly.

If an activity or attitude, whether physical or mental, has been ingrained in a person, it is said that the activity or attitude that has a habit of it. It is understood that the formation of a habit is not contain in a short time but the formation is a developmental process that takes a long time. Similarly with listening, listening is an activity that is becoming a habit for

everyone, because by listening to someone can understand what has been presented by others.

Based on the explanation above, it can be concluded that listening habit as the time we spent to listen, therefore, listening habit is an activity in listening perform repeatedly that done early with the goal of understanding and can provide a reciprocal response in a conversation which is become almost as a result of repetition. In the listening habits we must have a sense of desire and willingness to take advantage of someone speech or another.

Learning habits can be interpreted as a method or technique that settle on students at a time to accept the lesson, read a book, tasks and timing for completing the activities. Brown and Holtzman (1955) stated that the habits of learning are divided into two part, there are Delay Avoidan (DA) and Working Methods (WM). Delay Avoidan shows the timeliness of completion of academic tasks, avoid the things that allows a delay in the completion of the task, and removes incentives that would interfere with concentration in learning. While Work Methods refers to the use of method (procedure) effective learning, and efficiency in doing academic and learning skills. Habit can be defined as psychological dispositions to repeat behavior. They are acquired gradually as people repeatedly respond in a recurring context. Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind.

Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions. Behaviorist theory from Pavlov's experiment (1902) which indicated that stimulus and response work together. Pavlov's finding the theory behaviorism and adopted Classical Conditioning theory to explain all types of learning and B. F. Skinner's with the Operant Conditioning which is both of theory stated that learning is a mechanical habit formation and proceeds by means of the frequent reinforcement of a stimulus and response sequence has enormous impact on language.

In Hadis (2008:67), according to behaviorism theory that learning occurs when a change in the form of behavior can be observed, when the habit of behaving form under the influence of the events that occur in the neighborhood.

Behaviorism theory holds that the learning experience occurs through operant conditioning. In Ludescher (2001), behaviouristic view of language acquisition simply claims that language development is the result of a set of habits. This view has normally been influenced by the general theory of learning described by the psychologist John B. Watson in 1923, and termed behaviorism. Behaviorism denies natives accounts of innate knowledge as they are viewed as inherently irrational and thus unscientific. Knowledge is the product of interaction with the environment through stimulus-response conditioning.

Based on the discussion above we can conclude that listening habit as the time we usually spend to listen something repeatedly which is become almost as a result of repeatation.

D. Habit in Listening to English Songs

Watson, as behaviorism psychologist defines habit as a regular behavior (1924). This idea supported by Butler (1995:61) who believes that habits are automatic routine behavior that is repeated regularly without thinking. Similarly, Wood and Neal define habit as psychological dispositions to repeat past behavior. They are acquired gradually as people repeatedly respond in a recurring context (2007).

Listening is the activity of paying attention to and trying to get meaning from something that we hear (Underwood:1989:1). Cameron (2001:40) argues that listening is seen as (primarily) active use of language to access other people's meaning. Therefore, we may conclude that habit in listening to English songs is the routine and automatic activity of paying attention to get meaning by listening songs which have words, melody, rhythm sung by a singer in English words by person in daily life.

Betsy B. Lee (2001 : 32), the author of *Learning Abilities Book*, stated that by singing and listening a song, someone can develop their ability to learn something and also at the same time can build their activity.

Songs are not only good for language learners, but for language teachers songs offer an interesting techniques in presenting the language focus because it provides enjoyment especially in rising excitement and

self-confidence for both learners and teachers. Through song, students can learn a set of vocabularies and pronounce or read it correctly, so they can use it to communicate with others. Song take them to the other side of teaching-learning process, but still, there is the material included.

For variety of reason, songs are “stick in the head” or enjoyable and highly memorable. The provide language learning on the focus of:

1. Listening

Songs provide a good form of listening because the students are generally very much concerned to make out the words (Byrne, 1997: 78). Songs contain words that are performed with music, so they will raise students’ excitement and makes them want to catch the words contained in the song.

2. Language

Songs can be used to focus on the form of language including grammar, vocabulary, and pronunciation. Songs in general use simple, conventional language, with a lot of repetition, so they are effective although there are some songs that can be quite syntactically and lexically complex.

3. Topic

Songs provide topics for discussion and extension activities because each song has its own theme, which contains the description, story, and purpose of certain topic. Wide range of pop and folk songs also can be

used to explore theme by analyzing the story contains them. Beside bring about some advantages for the listeners; songs can also give advantages if they are used in the classroom. It means that in presenting the materials, a language teacher uses songs. Murphey (1992:14) states the advantages using songs in the classroom as follow:

- a. Music and songs are “tools for living”, and the topic holds great value that can be explored as a material in learning language focus.
- b. By looking at music and songs critically, the teacher can also help the students to develop the means to sort out the good from the bad based on the content of the songs.
- c. For the teacher, it can be a tremendous learning experience where he is a source for the language.

The habit of listening to English songs brings some advantages for English learner. Beside the advantages mentioned before, the learners can also the performance of their favorite singers who perform the songs. People love songs, usually, because of the singers, and vice versa.

The habit of singing and listening to English songs is repetitive action of producing English words and music with their voice, paying attention, and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced. According to Murphey (1992:14) there are three indicators of the Habit of Listening English Song:

a. Repetitive action

Repetitive action is an aspect which shows how often the listener listens to the English songs and repeats the activity.

b. Attention

Attention is the aspect which shows someone's attention for the objects, in this research is English songs.

c. Getting the meaning

Getting the meaning is an aspect which listeners produce will to know and are curious to the words they have listened to know the whole song's meaning.

E. Vocabulary Mastery

According to Cameron (2001:72), vocabulary is central to the learning of a foreign language at primary level. Vocabulary has moved to centre stage in foreign language teaching in recent years, backed by substantial and increasing research.

According to McCarten (2007:18), learning vocabulary is a challenge for learners, because partly of the size of the task, and because partly of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary.

In Hornby (2010:1722), Vocabulary is all the words that a person knows or uses. It is also a list of words with their meaning, especially in a book for learning a foreign language.

Wallace (1982 : 144) stated that learning vocabulary is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use them correctly. It means it is not only memorizing lists of words and knowing it without understanding it.

Haycraft (1997:44) distinguishes the kinds of vocabulary in to two parts. They are:

1. **Active vocabulary:** The words which students can understand, pronounce correctly, and use constructively in speaking and writing. Harmer (1991:159) add that active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to able to use. Active vocabulary is productive learning referring to speaking and writing.
2. **Passive vocabulary:** words which the students recognize and understand when they occur in context, but which learner himself cannot produce correctly. Harmer (1991:159) also add that passive vocabulary refers to words which the students will recognize when they meet them but they will probably not be able to produce.

Vocabulary is recognized from group of letters that stand for or represent builds a word; this word has meaning. Another states combining a letter into a word, it will build a new vocabulary. According to Crystal, (1999:206) there are some indicators of vocabulary mastery:

- a. Part of Speech

- 1) Noun
- 2) Pronoun
- 3) Adjective
- 4) Verb
- 5) Adverb
- 6) Preposition

This research is only focus on 3 part of speech. They are noun, verb, and adjective.

a) Noun

Noun is a word that is the name of person, a place a thing or a quality or idea; noun can be used as subject or object of a verb.

The Example of Word	The Example of Sentence
Devon	I love Devon .
Elanor	Elanor will arrive tomorrow.
Walking stick	I dont need a walking stick .

b) Adjective

Adjective is a word that gives more information about a noun or pronoun.

The example of word	The example of sentence
Kind	What a kind man!

Better	We all want a better life.
Best	That's the best thing about her.
Beautiful	She is very beautiful.

c) Verb

Verb is a word which is used in describing an action, experience, or state.

The example of word	The example of sentence
Write	She writes a poem.
Walk	The dogs walk in front of my house.
Go	I go to school everyday.
Sleep	My mom sleeps at 9 PM.

b. Word Building`

Gairns and Redman (1998 : 47) state that there are three main froms of word building which characterize English, namely:

1) Affixation

Affixation is the process of adding prefixes to the base item; in this way items can be modified in meaning and/ or changed from one part of speech to another to another. For instance, to the base from 'man', prefixes and affixes can be added in the following way :

Man

Man + ly

Un + man + ly

Un + man + ly + ness

a) Compounding

Compounding is the formation of words which can independently in other circumstances.

b) Conversation

Conversation is the process by which an item may be used in different parts of speech, yet does not change its form.

2) Word Meaning

The meaning of a word can only be understood and learnt in terms of its relationship with other words in the language called as sense relation (Gairns and Redman; 1998: 22). Sense relation consists of:

a) Synonym

Synonymy means that two or more words have the same meaning (McCarthy, 1990: 14). Synonymy refers to groups of words that share a general sense and so may be interchangeable in a limited number of contexts, but which on closer inspection reveal conceptual differences (Gairns and Redman; 1998: 15). In other words, synonymy refers to a word having the same or nearly the same meaning as another word.

For example :

- Flat = apartmen - Sofa = settee
- Kid = child

b) Antonym

According to Crystal (1999: 165), antonym can be defined as lexemes which are opposite in meaning. It refers to relation of oppositeness of meaning.

For example :

- Alive >< dead
- Wife >< husband
- Female >< male

c) Hyponymy

Crystal (1999: 165) said that hyponym is less familiar term to most people than either synonymy or antonym, but it refers to a much more important sense relation of inclusion.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering listening and other skills. Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only hopes to know the words but also their meaning. It is the duty of the teacher to select with

what words are suitable to be taught to students, so students will learn more easily.

F. Correlation Design

Creswell (2012:21) states that the correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. Furthermore, Correlation research assesses between two or more variables in a single group (Ary, Jacobs & Sorensen, 2010). An advantage of correlation research is that it provides information about the strength of relationship between variables. Correlation research produces indexes that show both the direction and the strength of relationship among variables. This index is called a Correlation Coefficient. The sign (+ or -) of the coefficient indicated the direction of the relationship. The coefficient can range from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method in the present study. It consists of research design, place and time, variable of the study, population and sample, research instruments, data collection procedures and data analysis procedures.

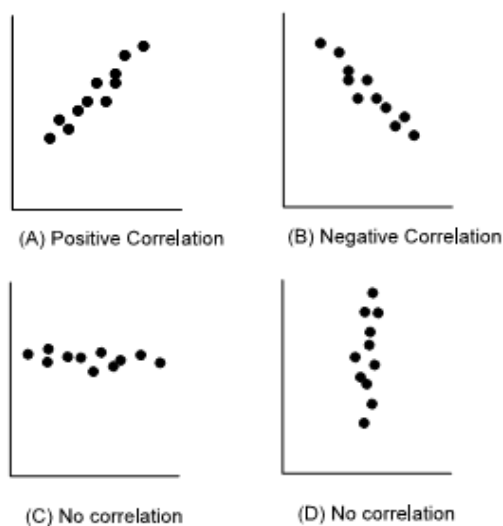
A. Research Design

Based on the problem of the study, the researcher used quantitative research. The study used the correlational design. A correlation is the measurement of the co-relationship between two or more variables using correlational statistic to investigate the precise degree of their relationship (Latief, 2014:112)

This research used correlation design. Correlational research assesses the relationships among two or more variables in a single group. The correlation will be described in scatter plot which is indicated by correlation coefficient.

Ary et al (2010 : 132) also stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation. One with dots going from upper left to lower right indicates a negative correlation.

The Scatterplots



B. Place and Time

This research was conducted at IAIN Palangkaraya, which is located at Complec Islamic Centre, Jl. G. Obos, Menteng, Jekan raya, Palangka Raya, Kalimantan Tengah on Friday, August 23th. 2019 at 09.00 WIB at F.2.2.C Class.

C. Variable of the Study

In this research, the researcher examined the correlation of Continuous Variable as Variable X and Variable Y. These two variables were: students' listening to English song habit (X) and their vocabulary mastery (Y).

D. Population and Sample

1. Population

According to Creswell (2005:145) population is a group of individuals who have the same characteristic. According to Fraenkel and Wallen (1993:90) population is the large groups to which one hopes to apply the result. The populations in this research were eighth semester students at Study Program of English Education at IAIN Palangka Raya in the academic year of 2018/2019 which consist of 45 students.

2. Sample

Kenneth and Bruce (2011:163) state that sample is a small sub group chosen from the large population. According to Gay (1987:101), sampling is a process of selecting a number of individuals for study in such a way that individual represent the larger group from which they are selected. So it can be concluded that sample is small group as part of population and it also chosen as representative data of whole population. The sample in this research was a part population of the eighth semester students at Study Program of English Education at IAIN Palangka Raya in the academic year of 2018/2019 at IAIN Palangka Raya. In this research, researcher chose the sample based on some reason. They are : the students eight semester ever listened to English songs for pop, rock, jazz and metal genres, the students eight semester have completed vocabulary course, and the students are willing to take the test. The sample of this research is 36 students eight semester at IAIN Palangkaraya.

E. Data Collecting Techniques

The researcher used test and questionnaire as the techniques to collect the data for the research. The test was used to collect the data of vocabulary mastery and the questionnaire was used to obtain the data of students' habit in listening English songs. The instruments of collecting data were:

1. Questionnaire

The researcher used a closed direct questionnaire. A closed direct questionnaire is a questionnaire about respondent that must be answered by the respondents him/herself and there are several answers that have been provided so that a respondent only chooses the most appropriate answer to collect the data of the students' habit of listening to English songs. In the habit of listening to English songs the respondents were expected to choose one of those choices that they think were closely matched with their condition at the time.

In this research, the questions in the questionnaire were written in Bahasa Indonesia in order to make easier the respondents answer the questions. The questionnaire is fully adopted from Sari Ramadhani (2017) and from Sarining Setyo Mubarak (2016). This questionnaire consisted of 40 items which contained some categories. They were, repetitive action, attention, getting the meaning, type of song and theme of song. The categories of questionnaire item can be seen in the table below:

Table 3.1

The Categories of Research Instruments of Habit of Listening English Songs

Concept	Categories	Item Number		Total Item
		Positive	Negative	
The habit of listening to English songs is repetitive action of producing	Repetitive action	1,2,3,4,5,10,12,15,16,17,18,19,20	21,22,23	16
	Type of Songs	6,7,8,9,11		5
	Theme of Songs	13,14		2
English words and music with their voice, paying attention, and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern	Attention	24,25,26,27,28,29,30	31,32,33	10
	Getting Meaning	36,37,38,39	34,35,40	7

behavior that automatically practiced.				
Total				40

Therefore, this questionnaire was conducted by researcher by using the theory of the other researchers such as Chen and Chen (2009), Millington (2011) and Shen (2009). The respondents should answer the questionnaire with four-point Likert scale. According to Creswell (2012) rating scale is respondents' response to items of instruments that the respondents' response with the option in the items with interval between the categories. The four-point Likert-scale would be shown as the following:

Table 3.2.: The Response scale of students' habit of listening to English songs

No	Rating Scale	Positive Score	Negative Score
1	Always	4	1
2	Usually	3	2
3	Rarely	2	3
4	Never	1	4

The table shows the rating scale, categories and score of students' habit of listening to English songs. Moreover, the rating scale of this research consists of four points. First point of rating scale in positive score is Always which has 4 for the score and the highest score in this rating scale. In addition, second point is Usually which has 3 for the score.

Moreover, the third point of rating scale is Rarely which has 2 for the score. Therefore, the last point of rating scale is Never which has 1 for the score and becomes the lowest score in this rating scale.

Finally, the total scores of the students' answer in the questionnaire would represent their habit in listening English song.

2. Test

A test can be defined as systematic procedure for observing one's behavior and describing it with the aid of numerical devices or category system (Cronbach in Syakur, 1995:5). A test is useful to help the teacher to measure the students' achievement, to know the students' progress, to motivate and direct student learning and also to evaluate the teaching process, whether it is good or not.

In this research, the researcher used vocabulary test to measure students' vocabulary mastery. The test was adopted from Paul Nation. In this research the researcher applied 100 items of test. The form of test was multiple choice that consist of a, b, c or d answer. The multiple choice test is kind of an objective test.

An objective test is a test that has right or wrong answers and so can be marked objectively. Objective tests are popular because they are easy to prepare and take, quick to mark, and provide a quantifiable and concrete result (British Council:2015). To collect the data of students' vocabulary mastery the researcher used an objective test.

3. Instrument Validity and Reliability

a. Instrument Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what is claimed to measure (Ary, 2010:225). A test said to be valid when it can measure what is intended to be measured. To measure whether the test has good validity or not, the researcher will analyze the test from face validity, content validity, and construct validity.

1) Face Validity

According to Ary face validity is a term sometimes used in connection with a test's content (2010:228). Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The questionnaire instrument was used to measure the students' habit in listening English song, and the test was used to measure the students' vocabulary mastery.

2) Content Validity

The instruments of this research are test and questionnaire given to students from the result of sampling to join the try out to know the validity and reliability. It is especially important for achievements tests. It is also a concern for other types of measuring instruments, such as personality and attitude measures (Ary:2010:228). Content validity refers to the degree to which the sample of items, tasks, or questions on a test representative of some defined universe or domain of content. In the present study,

students' habit in listening to English song questionnaire consisted of 40 test items. Meanwhile for the vocabulary test consisted 100 test items, it is presented by multiple choice.



3) Construct Validity

Construct validity focused on the kind of the test that used to measure the ability. In the other word, the test can measure what need to be measured. According to Kothari (2004:74) Construct Validity is the most complex and abstract. A measure is said to possess construct validity to the degree that it confirms to predicted correlations with other theoretical proposition.

Based on the theory above, in the test, the researcher asked the students to choose answers to measure the students' vocabulary mastery and this fulfill the construct of reading test and therefore valid in term of construct validity.

b. Instrument Reliability

Reliability are consistent and dependable. Ary (2002:250) states that reliability is concerned with the effect of such random errors of measurement on the consistency of scores. Futhermore (Latief, 2014:213) Reliability as referring to consistency of the score resulted from the assessment. Reliability of measuring instrument is the degree of consistency with which it easures whatever it is measuring. In other words, reliablity refers to the consistency of the test score. Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first bee reliable as a measuring instrument.

F. Data Collecting Procedures

There were some steps that the researcher did in collecting data :

1. Permission

Before taking the data from the class, the researcher asked permission from the lecturer to distribute the questionnaire and test.

2. Distributing the Questionnaire

The procedure of gathering data from questionnaire were as follow :

- a. The researcher distributed questionnaire to the respondents.
- b. The respondents filled the questionnaire. The researcher gave 15 minutes to respondents to fill the questionnaire completely.
- c. The respondents were asked to submit the questionnaire as well as they finish filling.

3. Giving Test

This test aims to determine the extent of students' vocabulary mastery. The procedures of gathering data from the test were as follows:

- a. The researcher distributed the questions of vocabulary test to the respondents.
 - b. The respondents answered the questions. The researcher gave 45 minutes to respondents to answer the questions completely.
 - c. The respondents submitted the test as well as they finish it.
4. Checked the students' answer and give the score.

G. Data Analysis Procedures

After collecting the data through questionnaire and testing vocabulary, the next step was to analyze them to know whether there was a positive correlation between students' listening to English song habit and their vocabulary mastery. The step in analyzing data were :

1. Analyzing Pre-requirement Testing

Before doing the analysis to know the correlation between vocabulary mastery and habit of listening English song, it is needed to do an analysis pre-requirement test consisted of normality test and linearity test. Arikunto (2006:314) stated that normality and linearity test is used to check the validity of a simple to be treated.

a. Normality test

Normality test is used to know if data got from the each variable distributes normally or not (Arikunto, 2006:320). The normality test uses Kolmogorov Smirnov (KS-Z) formula through SPSS 20.00 for windows with the significant 5%. There are two kinds of the testing of normality data in this research. They are normality habit of listening to English song and normality of vocabulary mastery. The characteristic used is whether the obtained of Kolmogorov Smirnov (KS-Z) is higher than 0.01, it means that the data has a normal distribution. So the parametric statistics can be used to analyze the data.

b. Linearity test

Linearity test is purposed to know whether two variables which will be done statistical analysis correlation show the linear relationship or not. If the data is not linear, the regression analysis cannot be used. To compute the linearity test, the researcher will use F test at the level significant $\alpha=0.01$ through SPSS 20.00 for windows.

c. Homogeneity test

Homogeneity test is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a study which is predictive, the model which is used must be appropriate with the composition and its distribution (Sujianto:112). To know the homogeneity, the researcher will use One Way Anova with SPSS 20.00.

2. Data Managing

It organizes and checks the data that were collected during the research for completeness. The researcher wrote respondents' number on questionnaire.

3. Classifying

Researcher categorized the data. First, the research determined frequency and percentage of the respondents' choices. The researcher saw the frequency by describing them in frequency distribution. A frequency distribution is a systematic arrangement of data values in which the data

are rank and the frequencies of data value are shown (Johnson and Christensen, 2008). In this research, the percentage was found from frequency of students' answers and changed it become percentage.

4. Describing

The researcher described all the data from questionnaire in a table as a result.

5. Interpreting

The researcher made general written conclusion based on the data. Therefore, interpretation is also a part of the process of writing the result of the research. The researcher used interpretation of mean score by using very low, low, high, and very high level to interpret the students' answers from questionnaire.

6. Scoring

The researcher made calculation of the score of the score obtain by students from the vocabulary test in order to measure how much they have master vocabulary, especially noun, verb, and adjective words. The level of vocabulary score by Salkind (1994) can be seen in the table below:

Table 3.3: The Level of Vocabulary Score

Score	Interpretation Level
80-100	Very high
70-79.99	High
60-69.99	Average
50-59.99	Low
0-49.99	Very Low

Then, the researcher analyzed the students' habit by inputting the students' responses from questionnaire into SPSS version 20 program. The mean interval of the questionnaire was interpreted to the categories of students' habit.

Table 3.4: The Categories of Students' Habit

Interval	Positive Categories	Negative Categories
3.1-4	Always	Never
2.1-3	Often	Rarely
1-2	Rarely	Often
1-0	Never	Always

The researcher analyzed the correlation between students' habit in listening English song toward the students' vocabulary mastery by using Pearson Product Moment in SPSS 20.00 program. This following table is the interpretation of correlation by using Pearson Product Moment :

Table 3.5: The Interpretation of Correlation

Between 0.8 and 1.00	Very Strong
Between 0.6 and 0.8	Strong
Between 0.4 and 0.6	Moderate
Between 0.2 and 0.4	Weak
Between 0.0 and 0.2	Very Weak

(Salkind, 1992)

To analyze the result, the researcher followed the several formulas :

1. To find out the correlation between student' listening to English songs habit and vocabulary mastery, the researcher used the formula of Product Moment by Pearson as follow :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where: r_{xy} : Total coefficient of correlation

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between score X and Y

N : Number of students

2. To know the contribution of the variable X to variable Y the formula below was used :

$$KP = r^2 \times 100\%$$

Where : KP : determinant coefficient score

r : correlation coefficient score.

3. To know the value of t_{value} the formula below was used :

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where : t_{value} : value of t

r : the score of coefficient correlation

n : the number of sample.

In this research, the researcher used SPSS 20.0, because SPSS is probably the most common statistical data analysis software package used

in educational research and it is available at most institutions of higher education.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Data Presentation

1. The Result of Questionnaire Listening to English Songs Habit

The researcher presented the data presentation of questionnaire listening to English songs habit by showing the frequency and percentage based on the options of each items of questionnaire, it can be seen in the tables below :

TABLE 4.1

Item 1

“Saya mendengarkan lagu berbahasa Inggris di waktu senggang untuk belajar kosa kata baru.”

No.	Classification	Frequency	Percentage
1.	Always	14	38.9%
2.	Usually	13	36.1%
3.	Rarely	8	22.2%
4.	Never	1	2.8%
Total		36	100%

Based on the table above 38.9% of the students choose option “always”, meanwhile 2.8% students choose option “never”. It indicates that some of the students listen to English songs in their free time to learn new vocabularies.

TABLE 4.2

Item 2

“Saya meluangkan waktu beberapa menit/jam mendengarkan lagu berbahasa Inggris untuk menghapalkan/mengingat kosa kata baru dalam Bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	9	25%
2.	Usually	17	47.2%
3.	Rarely	6	16.7%
4.	Never	4	11.1%
Total		36	100%

Based on the table above 47.2% of the students choose option “usually”, meanwhile only 11.1% students choose option “never”. It indicates that some of the students free their time for minutes or hours to listen English songs and memorize the new vocabularies.

TABLE 4.3

Item 3

“Saya mendengarkan lagu berbahasa Inggris saat belajar Bahasa Inggris untuk mempelajari tata bahasa/grammar dari lirik lagu berbahasa Inggris”

No.	Classification	Frequency	Percentage
1.	Always	9	25%

2.	Usually	15	41.7%
3.	Rarely	9	25%
4.	Never	3	8.3%
Total		36	100%

Based on the table above 41.7% of the students choose option “usually”, meanwhile 8.3% students choose option “never”. It indicates that some of the students listen to English songs to learn grammar from English songs’ lyrics.

TABLE 4.4

Item 4

“Saya mendengarkan lagu berbahasa Inggris di saat waktu luang untuk belajar menerapkan struktur tata bahasa/grammar dari lirik lagu berbahasa Inggris”

No.	Classification	Frequency	Percentage
1.	Always	10	27.8%
2.	Usually	12	33.3%
3.	Rarely	8	22.2%
4.	Never	6	16.7%
Total		36	100%

Based on the table above 33.3% of the students choose option “usually”, meanwhile 16.7% students choose option “never”. It indicates that some of the students listen to English songs to apply grammar from English songs’ lyrics.

TABLE 4.5**Item 5**

“Saya mendengarkan lagu berbahasa Inggris pada malam hari untuk melatih pelafalan kata saya dalam bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	8	22.2%
2.	Usually	12	33.3%
3.	Rarely	10	27.8%
4.	Never	6	16.7%
Total		36	100%

Based on the table above 33.3% of the students choose option “usually”, meanwhile 16.7% students choose option “never”. It indicates that some of the students listen to English songs to practice their pronunciation.

TABLE 4.6

“Saya mendengarkan lagu populer (pop, jaz, rock, metal) berbahasa Inggris untuk meningkatkan kemampuan mendengar/menyimak saya dalam berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	19	52.8%
2.	Usually	11	30.6%
3.	Rarely	2	5.6%
4.	Never	4	11.1%
Total		36	100%

Based on the table above 52.8% of the students choose option “always” meanwhile 5.6% students choose option “Rarely”. It indicates that more than half students listen to some genres of English songs to improve their listening ability.

TABLE 4.7

Item 7

“Saya mendengarkan lagu pop berbahasa Inggris untuk melatih kemampuan berbicara saya dalam menggunakan bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	16	44.4%
2.	Usually	10	27.8%
3.	Rarely	8	22.2%
4.	Never	2	5.6%
Total		36	100%

Based on the table above 44.4% of the students choose option “always”, meanwhile 5.6% students choose option “never”. It indicates that many students listen to English pop songs to practice their speaking.

TABLE 4.8

Item 8

“Saya membaca setiap lirik lagu dari berbagai jenis lagu (pop, jazz, rock, metal) berbahasa Inggris yang saya dengarkan.”

No.	Classification	Frequency	Percentage
-----	----------------	-----------	------------

1.	Always	15	41.7%
2.	Usually	14	38.9%
3.	Rarely	4	11.1%
4.	Never	3	8.3%
Total		36	100%

Based on the table above 41.7% of the students choose option “always”, meanwhile 8.3% students choose option “never”. It indicates that some of the students read English songs’ lyrics.

TABLE 4.9

Item 9

“Saya menulis lirik lagu pop berbahasa Inggris yang saya dengarkan.”

No.	Classification	Frequency	Percentage
1.	Always	7	19.4%
2.	Usually	6	16.7%
3.	Rarely	10	27.8%
4.	Never	13	36.1%
Total		36	100%

Based on the table above 36.1% of the students choose option “never”, meanwhile 16.7% students choose option “usually”. It indicates that many students do not write English songs’ lyrics.

TABLE 4.10

Item 10

“Saya mendengarkan lagu berbahasa Inggris di waktu luang untuk menciptakan rasa senang ketika belajar bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	12	33.3%
2.	Usually	15	41.7%
3.	Rarely	7	19.4%
4.	Never	2	5.6%
Total		36	100%

Based on the table above 41.7% of the students choose option “usually”, meanwhile 5.6% students choose option “never”. It indicates that many students listen to English song while they are studying English.

TABLE 4.11

Item 11

“Saya mendengarkan musik pop (lagu berbahasa Inggris) di pagi hari untuk memotivasi diri belajar bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	10	27.8%
2.	Usually	10	27.8%
3.	Rarely	12	33.3%
4.	Never	4	11.1%
Total		36	100%

Based on the table above 33.3% of the students choose option “Rarely”, meanwhile 11.1% students choose option “never”. It indicates that some of the students listen to English pop songs motivate themselves to learn English.

TABLE 4.12**Item 12**

“Saya mendengarkan lagu berbahasa Inggris secara berulang ulang/ ritme untuk memotivasi diri belajar bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	16	44.4% %
2.	Usually	11	30.6% %
3.	Rarely	5	13.9% %
4.	Never	4	11.1% %
Total		36	100%

Based on the table above 44.4% of the students choose option “always”, meanwhile 11.1% students choose option “never”. It indicates that many students listen to English songs repeatedly to motivate themselves to learn English.

TABLE 4.13**Item 13**

“Saya mendengarkan lagu berbahasa Inggris di pagi hari dengan tema persahabatan untuk meningkatkan motivasi belajar bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	6	16.7%
2.	Usually	6	16.7%
3.	Rarely	17	47.2%
4.	Never	7	19.4%
Total		36	100%

Based on the table above 47.2% of the students choose option “rarely”, meanwhile 16.7% students choose option “never” and “usually”. It indicates that some of the students listen to English songs to apply grammar from English songs’ lyrics.

TABLE 4.14

Item 14

“Saya mendengarkan lagu berbahasa Inggris pada malam hari dengan tema percintaan untuk memotivasi diri belajar bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	10	27.8%
2.	Usually	12	33.3%
3.	Rarely	9	25%
4.	Never	5	13.9%
Total		36	100%

Based on the table above 33.3% of the students choose option “usually”, meanwhile only 13.9% students choose option “never”. It indicates that more than half students listen to English love songs to motivate themselves in learning English.

TABLE 4.15

Item 15

“Saya mendengarkan lagu berbahasa Inggris sebelum ke kampus agar lebih tertarik lagi mempelajari bahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	10	27.8%
2.	Usually	9	25%
3.	Rarely	11	30.6%
4.	Never	6	16.7%
Total		36	100%

Based on the table above 30.6% of the students choose option “rarely, and 16.7% students choose option “never”. It indicates that some of the students listen to English songs before going to campus, to improve their interest in English.

TABLE 4.16

Item 16

“Saya biasa mendengarkan lagu-lagu berbahasa Inggris”

No.	Classification	Frequency	Percentage
1.	Always	25	69.4%
2.	Usually	9	25%
3.	Rarely	1	2.8%
4.	Never	1	2.8%
Total		36	100%

Based on the table above 69.4% of the students choose option “usually”, meanwhile only 2.8% students choose option “rarely and “never”. It indicates almost all of the students listen to English song.

TABLE 4.17

Item 17

“Saya mendengarkan lagu-lagu berbahasa Inggris untuk belajar.”

No.	Classification	Frequency	Percentage
1.	Always	14	38.9%
2.	Usually	13	36.1%
3.	Rarely	9	25%
4.	Never	0	0%
Total		36	100%

Based on the table above 38.9% of the students choose option “always”, there is no student choose option “never”. It indicates that all of the students ever listen to English songs to learn English.

TABLE 4.18

Item 18

“Selain mendengarkan, saya juga menyanyikan lagu-lagu berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	20	55.6%
2.	Usually	9	25%
3.	Rarely	7	19.4%
4.	Never	0	0%
Total		36	100%

Based on the table above 55.6% of the students choose option “always”, and there is no student choose option “never”. It indicates that all of students of the students listen to English songs and also sing the songs.



TABLE 4.19**Item 19**

“Saya tidak betah berlama-lama mendengarkan lagu-lagu berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	4	11.1%
2.	Usually	7	19.4%
3.	Rarely	5	13.9%
4.	Never	20	55.6%
Total		36	100%

Based on the table above 55.6% of the students choose option “never”, meanwhile 11.1% students choose option “always”. It indicates that almost all of the students never can not stand when they listen to English songs.

TABLE 4.20**Item 20**

“Saya tidak biasa mendengarkan lagu-lagu berbahasa Inggris, karena saya tidak mengetahui artinya.”

No.	Classification	Frequency	Percentage
1.	Always	5	13.9%
2.	Usually	5	13.9%
3.	Rarely	9	25%
4.	Never	17	47.2%
Total		36	100%

Based on the table above 47.2% of the students choose option “never”, and only 13.9% students choose option “always” and “usually”. It indicates many students never feel not accustomed to listen to English songs because they do not know the meaning.

TABLE 4.21

Item 21

“Bagi saya sangat sulit untuk menghafalkan lagu-lagu berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	3	8.3%
2.	Usually	5	13.9%
3.	Rarely	13	36.1%
4.	Never	15	41.7%
Total		36	100%

Based on the table above 41.7% of the students choose option “never”, meanwhile only 8.3% students choose option “always”. It indicates that almost all of the students can memorize English songs lyrics easily.

TABLE 4.22

Item 22

“Sejak kecil saya tidak suka mendengarkan lagu-lagu berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	1	2.8%
2.	Usually	6	16.7%

3.	Rarely	5	13.9%
4.	Never	24	66,7%
Total		36	100%

Based on the table above 66,7% of the students choose option “never”, meanwhile only 2.8% students choose option “always”. It indicates that almost all of the students like listening to English songs since they are a child.

TABLE 4.23

Item 23

“Saya tidak biasa mencatat lirik lagu-lagu berbahasa Inggris yang saya dengarkan.”

No.	Classification	Frequency	Precentage
1.	Always	4	11.1%
2.	Usually	3	8.3%
3.	Rarely	19	52.8%
4.	Never	10	27.8%
Total		36	100%

Based on the table above 52.8% of the students choose option “rarely”, meanwhile 8.3% students choose option “usually”. It indicates that many students rewrite the lyrics when they listen to English songs.

TABLE 4.24

Item 24

“Saya sangat tertarik untuk mendengarkan lagu-lagu berbahasa inggris.”

No.	Classification	Frequency	Percentage
1.	Always	19	52.8%
2.	Usually	10	27.8%
3.	Rarely	6	16.7%
4.	Never	1	2.8%
Total		36	100%

Based on the table above 52.8% of the students choose option “always”, meanwhile only 2.8% students choose option “never”. It indicates that almost all of the students have interest in listening to English songs.

TABLE 4.25

Item 25

“Lagu-lagu berbahasa Inggris yang saya dengarkan menarik karena liriknya bagus.”

No.	Classification	Frequency	Percentage
1.	Always	18	50%
2.	Usually	12	33.3%
3.	Rarely	5	13.9%
4.	Never	1	2.8%
Total		36	100%

Based on the table above 50% of the students choose option “always”, meanwhile only 2.8% students choose option “never”. It indicates that many students think that English songs’ lyrics that they have been listening is good.



TABLE 4.26**Item 26**

“Lagu-lagu berbahasa inggris yang saya dengarkan menyenangkan karena musiknya enak untuk di dengarkan.”

No.	Classification	Frequency	Percentage
1.	Always	21	58.3%
2.	Usually	11	30.6%
3.	Rarely	2	5.6%
4.	Never	2	5.6%
Total		36	100%

Based on the table above 58.3% of the students choose option “always”, meanwhile only 5.6% students choose option “never”. It indicates that many students listen to English songs because the music is good.

TABLE 4.27**Item 27**

“Saya ingin bisa berbahasa Inggris dengan cara mendengarkan lagu-lagu berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	13	36.1%
2.	Usually	14	38.9%
3.	Rarely	8	22.2%
4.	Never	1	2.8%
Total		36	100%

Based on the table above 38.9% of the students choose option “usually”, meanwhile only 2.8% students choose option “never”. It indicates that some of the students listen to English songs to motivate themselves in learning English.

TABLE 4.28

Item 28

“Saya tidak bisa belajar bahasa Inggris dengan cara mendengarkan lagu-lagu berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	4	11.1%
2.	Usually	8	22.2%
3.	Rarely	8	22.2%
4.	Never	16	44.4%
Total		36	100%

Based on the table above 44.4% of the students choose option “never”, meanwhile 11.1% students choose option “always”. It indicates that many students can learn English by listening to English songs.

TABLE 4.29

Item 29

“Meskipun saya sering mendengarkan lagu-lagu berbahasa Inggris, saya tetap saja tidak bisa memahami/mengetahui liriknya.”

No.	Classification	Frequency	Percentage
-----	----------------	-----------	------------

1.	Always	4	11.1%
2.	Usually	10	27.8%
3.	Rarely	11	30.6%
4.	Never	11	30.6%
Total		36	100%

Based on the table above 30.6% of the students choose option “rarely” and “never”, meanwhile only 11.1% students choose option “always”. It indicates that many students can comprehend the lyrics’ meaning by listening to English songs.

TABLE 4.30

Item 30

“Saya tidak bisa menirukan lagu-lagu berbahasa Inggris karena liriknya susah untuk dipahami.”

No.	Classification	Frequency	Percentage
1.	Always	3	8.3%
2.	Usually	12	33.3%
3.	Rarely	10	27.8%
4.	Never	11	30.6%
Total		36	100%

Based on the table above 33.3% of the students choose option “usually”, meanwhile 8.3% students choose option “always”. It indicates that some of the students can not sing English songs because the lyrics is hard to comprehend.

TABLE 4.31**Item 31**

“Saya tidak bisa menikmati lagu-lagu berbahasa Inggris karena saya tidak mengetahui maksud artinya.”

No.	Classification	Frequency	Percentage
1.	Always	0	0%
2.	Usually	8	22.2%
3.	Rarely	13	36.1%
4.	Never	15	41.7%
Total		36	100%

Based on the table above 41.7% of the students choose option “never”, and there is no students choose option “always”. It indicates that many students enjoy when they listen to English songs.

TABLE 4.32**Item 32**

“Lagu-lagu berbahasa Inggris yang saya dengarkan sangat membosankan, karena musiknya tidak enak untuk di dengarkan.”

No.	Classification	Frequency	Percentage
1.	Always	1	2.8%
2.	Usually	5	13.9%
3.	Rarely	12	33.3%
4.	Never	18	50%
Total		36	100%

Based on the table above 50% of the students choose option “never”, meanwhile only 2.8% students choose option “always”. It indicates that almost all of the students do not think that English songs they have been listening are boring, because the music is not enjoyable to hear.

TABLE 4.33

Item 33

“Saya tertarik pada lagu-lagu berbahasa Inggris yang kosakatanya saya tahu artinya.”

No.	Classification	Frequency	Percentage
1.	Always	15	41.7%
2.	Usually	8	22.2%
3.	Rarely	10	27.8%
4.	Never	3	8.3%
Total		36	100%

Based on the table above 41.7% of the students choose option “always”, meanwhile 8.3% students choose option “never”. It indicates that some of the students are interested to listen English songs when they know the vocabularies on the songs’ lyrics.

TABLE 4.34

Item 34

“Saya menerjemahkan lirik lagu berbahasa Inggris menggunakan google translate”

No.	Classification	Frequency	Percentage
1.	Always	6	16.7%
2.	Usually	13	36.1%
3.	Rarely	9	25%
4.	Never	8	22.2%
Total		36	100%

Based on the table above 36.1% of the students choose option “usually”, meanwhile 16.7% students choose option “always”. It indicates that some of the students translate the English lyrics songs using google translate.

TABLE 4.35

Item 35

“Jika tidak bisa mengetahui arti dari lagu-lagu berbahasa Inggris, saya akan bertanya kepada teman saya yang pintar berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	6	16.7%
2.	Usually	13	36.1%
3.	Rarely	9	25%
4.	Never	8	22.2%
Total		36	100%

Based on the table above 36.1% of the students choose option “usually”, meanwhile 16.7% students choose option “always”. It indicates that some of the students would ask their friends when there is new vocabulary on the English songs’ lyrics.



TABLE 4.36**Item 36**

“Saya tertarik untuk mendengarkan lagu-lagu berbahasa Inggris tetapi saya malas untuk mengetahui artinya.”

No.	Classification	Frequency	Percentage
1.	Always	8	22.2%
2.	Usually	14	38.9%
3.	Rarely	9	25%
4.	Never	5	13.9%
Total		36	100%

Based on the table above 38.9% of the students choose option “usually”, meanwhile 13.9% students choose option “never”. It indicates that some of the students are interested to English songs but they are not motivated to know the meaning of the lyrics.

TABLE 4.37**Item 37**

“Saya tidak tertarik pada lagu-lagu berbahasa Inggris yang kosakatanya saya tidak tahu.”

No.	Classification	Frequency	Percentage
1.	Always	4	11.1%
2.	Usually	9	25%
3.	Rarely	14	38.9%
4.	Never	9	25%
Total		36	100%

Based on the table above 38.9% of the students choose option “rarely”, meanwhile 11.1% students choose option “always”. It indicates that only some students that are not interested to English songs that they do not know the meaning of the lyrics.

TABLE 4.38

Item 38

“Bagi saya menerjemahkan lagu-lagu berbahasa Inggris dengan menggunakan google translate tidaklah efektif.”

No.	Classification	Frequency	Percentage
1.	Always	6	16.7%
2.	Usually	18	50%
3.	Rarely	9	25%
4.	Never	3	8.3%
Total		36	100%

Based on the table above 50% of the students choose option “usually”, meanwhile 8.3% students choose option “never”. It indicates that many students think that translate English songs’ lyrics using google translate is not effective.

TABLE 4.39

Item 39

“Jika ada lagu berbahasa Inggris yang tidak menarik judulnya, saya tidak tertarik untuk mengetahui liriknya.”

No.	Classification	Frequency	Percentage
1.	Always	5	13.9%
2.	Usually	11	30.6%
3.	Rarely	15	41.7%
4.	Never	5	13.9%
Total		36	100%

Based on the table above 41.7% of the students choose option “usually”, meanwhile 13.9% students choose option “never” and always. It indicates that some of the students listen to English songs only when the title is interesting for them.

TABLE 4.40

Item 40

“Bagi saya tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris.”

No.	Classification	Frequency	Percentage
1.	Always	3	8.3%
2.	Usually	6	16.7%
3.	Rarely	9	25%
4.	Never	18	50%
Total		36	100%

Based on the table above 50% of the students choose option “never”, meanwhile 8.3% students choose option “always”. It indicates that many students think that they do not have to know the lyrics’ meaning.



TABLE 4.41
Students' Listening to English Songs Habit

No	Options							
	Always		Usually		Rarely		Never	
	F	P	F	P	F	P	F	P
1.	14	38.9%	13	36.1%	8	22.2%	1	2.8%
2.	9	25%	17	47.2%	6	16.7%	4	11.1%
3.	9	25%	15	41.7%	9	25%	3	8.3%
4.	10	27.8%	12	33.3%	8	22.2%	6	16.7%
5.	8	22.2%	12	33.3%	10	27.8%	6	16.7%
6.	19	52.8%	11	30.6%	2	5.6%	4	11.1%
7.	16	44.4%	10	27.8%	8	22.2%	2	5.6%
8.	15	41.7%	14	38.9%	4	11.1%	3	8.3%
9.	7	19.4%	6	16.7%	10	27.8%	13	36.1%
10.	12	33.3%	15	41.7%	7	19.4%	2	5.6%
11.	10	27.8%	10	27.8%	12	33.3%	4	11.1%
12.	16	44.4%	11	30.6%	5	13.9%	4	11.1%
13.	6	16.7%	6	16.7%	17	47.2%	7	19.4%
14.	10	27.8%	12	33.3%	9	25%	5	13.9%
15.	10	27.8%	9	25%	11	30.6%	6	16.7%
16.	25	69.4%	9	25%	1	2.8%	1	2.8%
17.	14	38.9%	13	36.1%	9	25%	0	0%
18.	20	55.6%	9	25%	7	19.4%	0	0%
19.	4	11.1%	7	19.4%	5	13.9%	20	55.6%
20.	5	13.9%	5	13.9%	9	25%	17	47.2%
21.	3	8.30%	5	13.9%	13	36.1%	15	41.7%
22.	1	2.8%	6	16.7%	5	13.9%	24	66.7%
23.	4	11.1%	3	8.3%	19	52.8%	10	27.8%

24.	19	52.8%	10	27.8%	6	16.7%	1	2.8%
25.	18	50%	12	33.3%	5	13.9%	1	2.8%
26.	21	58.3%	11	30.6%	2	5.6%	2	5.6%
27.	13	36.1%	14	38.9%	8	22.2%	1	2.8%
28.	4	11.1%	8	22.2%	8	22.2%	16	44.4%
29.	4	11.1%	10	27.8%	11	30.6%	11	30.6%
30.	3	8.3%	12	33.3%	10	27.8%	11	30.6%
31.	0	0%	8	22.2%	13	36.1%	15	41.7%
32.	1	2.8%	5	13.9%	12	33.3%	18	50%
33.	15	41.7%	8	22.2%	10	27.8%	3	8.3%
34.	8	22.2%	9	25%	13	36.1%	6	16.7%
35.	6	16.7%	13	36.1%	9	25%	8	22.2%
36.	8	22.2%	14	38.9%	9	25%	5	13.9%
37.	4	11.1%	9	25%	14	38.9%	9	25%
38.	6	16.7%	18	50%	9	25%	3	8.3%
39.	5	13.9%	11	30.6%	15	41.7%	5	13.9%
40.	3	8.3%	6	16.7%	9	25%	18	50%
Total score	385		408		357		290	

From the table above, it described that option “always” has 385 frequencies. The option “usually” has 408 frequencies. The option “rarely” has 357 frequencies. The option “never” has 290 frequencies.

TABLE 4.42

Students’ Responses To Habit in Listening English Songs Based on Means, Median, Modus, and Standard Deviation

Item	Statements	Mean	Median	Modus	Standard Deviation
------	------------	------	--------	-------	--------------------

1	Saya mendengarkan lagu berbahasa Inggris di waktu senggang untuk belajar kosa kata baru.	3.11	3	4	0.85
2	Saya meluangkan waktu beberapa menit/jam mendengarkan lagu berbahasa Inggris untuk menghapuskan/mengingat kosa kata baru dalam bahasa Inggris.	2.86	3	3	0.93
3	Saya mendengarkan lagu berbahasa Inggris saat belajar bahasa Inggris untuk mempelajari tata bahasa/grammar dari lirik lagu berbahasa Inggris.	2.83	3	3	0.91
4	Saya mendengarkan lagu berbahasa Inggris di saat waktu luang untuk belajar menerapkan struktur tata bahasa/grammar dalam bahasa Inggris.	2.72	3	3	1.06
5	Saya mendengarkan lagu berbahasa Inggris pada malam hari untuk melatih pelafalan kata saya dalam bahasa Inggris.	2.61	3	3	1.02
6	Saya mendengarkan lagu populer (pop, jaz, rock, metal dll) berbahasa Inggris untuk meningkatkan kemampuan mendengar/menyimak saya dalam berbahasa Inggris.	3.25	4	4	1.00
7	Saya mendengarkan lagu pop berbahasa Inggris untuk melatih kemampuan berbicara saya dalam menggunakan bahasa Inggris.	3.11	3	4	0.95
8	Saya membaca setiap lirik lagu dari berbagai jenis lagu (pop,	3.14	3	4	0.93

	rock, metal dll) berbahasa Inggris yang saya dengarkan.				
9	Saya menulis lirik lagu pop berbahasa Inggris yang saya dengarkan.	2.19	2	1	1.14
10	Saya mendengarkan lagu berbahasa Inggris di waktu luang untuk menciptakan rasa senang ketika belajar bahasa Inggris.	3.03	3	3	0.88
11	Saya mendengarkan musik pop (lagu berbahasa Inggris) di pagi hari untuk memotivasi diri belajar bahasa Inggris.	2.72	3	2	1.00
12	Saya mendengarkan lagu berbahasa Inggris secara berulang ulang/ ritme untuk memotivasi diri belajar bahasa Inggris.	3.08	3	4	1.02
13	Saya mendengarkan lagu berbahasa Inggris di pagi hari dengan tema persahabatan untuk meningkatkan motivasi belajar bahasa Inggris.	2.31	2	2	0.98
14	Saya mendengarkan lagu berbahasa Inggris pada malam hari dengan tema percintaan untuk memotivasi diri belajar bahasa Inggris.	2.75	3	3	1.02
15	Saya mendengarkan lagu berbahasa Inggris sebelum ke kampus agar lebih tertarik lagi mempelajari bahasa Inggris.	2.64	3	2	1.07
16	Saya biasa mendengarkan lagu-lagu berbahasa Inggris	3.61	4	4	0.69
17	Saya mendengarkan lagu-lagu berbahasa Inggris untuk belajar	3.14	3	4	0.80
18	Selain mendengarkan, saya juga menyanyikan lagu-lagu berbahasa Inggris	3.36	4	4	0.80
19	Saya tidak betah berlama-lama mendengarkan lagu-lagu berbahasa Inggris	1.86	1	1	1.10
20	Saya tidak biasa mendengarkan lagu-lagu berbahasa Inggris, karena saya tidak mengetahui	1.94	2	1	1.09

	artinya.				
21	Bagi saya sangat sulit untuk menghafalkan lagu-lagu berbahasa Inggris	3.11	3	4	0.95
22	Sejak kecil saya tidak suka mendengarkan lagu-lagu berbahasa Inggris	3.44	4	4	0.88
23	Saya tidak bisa mencatat lirik lagu-lagu berbahasa Inggris yang saya dengarkan.	2.97	3	3	0.91
24	Saya sangat tertarik untuk mendengarkan lagu-lagu berbahasa Inggris	3.31	4	4	0.86
25	Lagu-lagu berbahasa Inggris yang saya dengarkan menarik karena liriknya bagus	3.31	4	4	0.82
26	Lagu-lagu berbahasa Inggris yang saya dengarkan menyenangkan karena musiknya enak untuk di dengarkan	3.42	4	4	0.84
27	Saya ingin bisa berbahasa Inggris dengan cara mendengarka lagu-lagu berbahasa Inggris	3.08	3	3	0.84
28	Saya tidak bisa belajar bahasa Inggris dengan cara mendengarkan lagu-lagu berbahasa Inggris	2	2	1	1.07
29	Meskipun saya sering mendengarkan lagu-lagu berbahasa Inggris, saya tetap saja tidak bisa memahami/mengetahui liriknya.	2.19	2	1	1.01
30	Saya tidak bisa menirukan lagu-lagu berbahasa Inggris karena liriknya susah untuk dipahami.	2.19	2	3	0.98
31	Saya tidak bisa menikmati lagu-lagu berbahasa Inggris karena saya tidak mengetahui maksud artinya.	3.19	3	4	0.79
32	Lagu-lagu berbahasa Inggris	3.31	4	4	0.82

	yang saya dengarkan sangat membosankan, karena musiknya tidak enak untuk di dengarkan.				
33	Saya tertarik pada lagu-lagu berbahasa Inggris yang kosakatanya saya tahu artinya.	2.03	2	1	1.03
34	Saya menerjemahkan liri lagu berbahasa Inggris menggunakan google translate	2.53	2	2	1.03
35	Jika tidak bisa mengetahui arti dari lagu-lagu berbahasa Inggris, saya akan bertanya kepada teman saya yang pintar berbahasa Inggris	2.53	2	2	1.03
36	Saya tertarik untuk mendengarkan lagu-lagu berbahasa Inggris tetapi saya malas untuk mengetahui artinya.	2.69	3	3	0.98
37	Saya tidak tertarik pada lagu-lagu berbahasa Inggris yang kosakatanya saya tidak tahu	2.22	2	2	0.96
38	Bagi saya menerjemahkan lagu-lagu berbahasa Inggris dengan menggunakan google translate tidaklah efektif.	2.75	3	3	0.84
39	Jika ada lagu berbahasa Inggris yang tidak menarik judulnya, saya tidak tertarik untuk mengetahui liriknya.	2.44	2	2	0.91
40	Bagi saya tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris	3.17	3,5	4	1.00
	Total	112.17	114.5	117	37.79
	Lowest Score	1.86	1	1	0.69
	Highest Score	3.61	4	4	1.14

Table 4.43
The Result of Listen to English Songs' Habit Questionnaire Score

NAME	LISTEN TO ENGLISH SONGS	X²
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	HABIT (X)	
S1	107	11,449
S2	105	11,025
S3	112	12,544
S4	119	14,161
S5	108	11,664
S6	122	14,884
S7	97	9,409
S8	87	7,569
S9	99	9,801
S10	122	14,884
S11	114	12,996
S12	85	7,225
S13	84	7,056
S14	104	10,816
S15	125	15,625
S16	97	9,409
S17	127	16,129
S18	103	10,609
S19	115	13,225
S20	125	15,625
S21	120	14,400
S22	122	14,884
S23	103	10,609
S24	113	12,769
S25	108	11,664
S26	104	10,816
S27	138	19,044
S28	132	17,424

S29	148	21,904
S30	120	14,400
S31	131	17,161
S32	111	12,321
S33	139	19,321
S34	101	10,201
S35	101	10,201
S36	90	8,100
Total	4038	461,324
Lowest Score	84	
Highest Score	148	
Mean	112.17	
Standard Deviation	15.49	

2. The Result of Vocabulary Mastery Test

After the vocabulary size answer sheets were collected, it gave the scores to the students' answer. The following table shows about the vocabulary mastery test scores.

TABLE 4.44
The Result of Vocabulary Mastery Test Score

NAME	VOCABULARY MASTERY (Y)	Y²
S1	82	6,724
S2	78	6,084
S3	80	6,400
S4	84	7,056
S5	70	4,900
S6	76	5,776
S7	70	4,900

S8	70	4,900
S9	68	4,624
S10	72	5,184
S11	80	6,400
S12	88	7,744
S13	72	5,184
S14	70	4,900
S15	78	6,084
S16	72	5,184
S17	84	7,056
S18	68	4,624
S19	70	4,900
S20	76	5,776
S21	80	6,400
S22	82	6,724
S23	64	4,096
S24	60	3,600
S25	70	4,900
S26	72	5,184
S27	80	6,400
S28	84	7,056
S29	84	7,056
S30	78	6,084
S31	76	5,776
S32	72	5,184
S33	80	6,400
S34	64	4,096
S35	62	3,844
S36	60	3,600

Sum	2676	200,800
Lowest Score	60	
Highest Score	88	
Mean	74.3	
Standard Deviation	7.34	

Based on the calculation variable Y was found $\sum Y = 2,676$ and $\sum Y^2 = 200,800$. Based on the data above, it is known that the highest score was 88 and the lowest score was 60. The classification of the students' scores can be seen in the table below :

Table 4.45
Distribution of Students' Vocabulary Mastery Test Score

Score	Interpretation Level	Frequency
80-100	Very high	12
70-79.99	High	17
60-69.99	Average	7
50-59.99	Low	0
0-49.99	Very Low	0

(Salkind, 1994)

Based on the data above, it can be seen the variation of scores. Based on the calculation there were 12 students who acquired score 80 – 100, 17 students who acquired score 70 – 79.99, 7 students who acquired score 60 – 69.99, and none of students who acquired score <59.99.

Table 4.46
Distribution Frequency and Presentation Score of the Students' Vocabulary Mastery Test

No	Category	Predicate	Letter Value	Frequency	Percent
1	Score 80-100	Very high	A	12	33.3%
2	Score 70-79.99	High	B	17	47.2%
3	Score 60-69.99	Average	C	7	19.4%
4	Score 50-59.99	Low	D	0	0%
5	Score 0-49.99	Very Low	E	0	0%
	Total			36	100%

Based on the data above, it can be explained that there were 33.33% students who acquired scores 80 - 100, 47.22% students who acquired score 70 – 79.99, 19.44% students who acquired score 60 – 69.99, 0% students who acquired score 50 ≤ 60 and there were 0% students who acquired score < 50.

B. Research Finding

1. Testing Normality

The normality test is aimed to know whether the variable data research distribution is normal distributed or not. The variables is normal if it is :

- A normal distribution of data normal if the value of sig (significance) > 0.01.
- An abnormal distribution of data normal if the value of sig (significance) < 0.01.

For this research the researcher used *One-Sample Kolmogorov-Smirnov* test to obtained the data. Based on descriptive analysis by using SPSS 20, the value of normality test can described below :



Table 4.47

The Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		36
Normal Parameters ^{a,b}	Mean	0E-7
	Std.	6.32859963
	Deviation	
Most Extreme Differences	Absolute	.084
	Positive	.084
	Negative	-.077
Kolmogorov-Smirnov Z		.503
Asymp. Sig. (2-tailed)		.962

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of normality above, a normality test showed the value of probability = 0.962 > significance level = 0.01. It means that variable data normally. It can be concluded that the pairs of all data are both habit in listening to English song and vocabulary mastery coming from distributed samples normal.

2. Testing linearity

After computing normality test then researcher continued to analyze the linearity test. Thus, linearity test is used to know the relation between dependent and independent variable. The variables have linearity based on these testing criterias :

- a. If the value of sig (significance) > 0.01 , it means that the variables is linier.
- b. If the value of sig (significance) < 0.01 , it means that the variable is not linier.

Table 4.48
Result of Linearity Test

ANOVA Table

			Sig.
(Combined)			.001
Vocabulary Mastery * Listening to English Songs Habit	Between Groups	Linearity	.000
		Deviation from Linearity	.002
	Within Groups		
Total			

The result of linearity habit in listening English Song and vocabulary mastery test above shows that result of significance value is

0.002. It means that value is higher than significance 0.001. So it can be concluded that the variable X and Variable Y is linear.

3. The Correlation Between Students' Habit In Listening to English Song and Vocabulary Mastery.

In this case, the students' habit in listening English Song and Vocabulary Mastery are related by using SPSS program. The data are showed on the following table :

Table 4.49
The Students' Habit in Listening to English Song and Their Vocabulary Mastery Test Score

No	Student's name	Questionnaire result (X)	Vocabulary score (Y)
1.	S1	107	82
2.	S2	105	78
3.	S3	112	80
4.	S4	119	84
5.	S5	108	70
6.	S6	122	76
7.	S7	97	70
8.	S8	87	70
9.	S9	99	68
10.	S10	122	72
11.	S11	114	80
12.	S12	85	88
13.	S13	84	72
14.	S14	104	70

15.	S15	125	78
16.	S16	97	72
17.	S17	127	84
18.	S18	103	68
19.	S19	115	70
20.	S20	125	76
21.	S21	120	80
22.	S22	122	82
23.	S23	103	64
24.	S24	113	60
25.	S25	108	70
26.	S26	104	72
27.	S27	138	80
28.	S28	132	84
29.	S29	148	84
30.	S30	120	78
31.	S31	131	76
32.	S32	111	72
33.	S33	139	80
34.	S34	101	64
35.	S35	101	62
36.	S36	90	60
	Total	$\Sigma X = 4,038$	$\Sigma Y = 2,676$

**1. The Correlation between Students' Habit in Listening to English Song
and Students' Vocabulary Mastery**

In this case, both the students' habit in listening English song and vocabulary mastery are related by using Pearson Product moment formula.

The data are described on the following table:



Table 4.50
The Correlation between Students' Habit in Listening to English Song and
Vocabulary Mastery

No.	X	Y	XY	X²	Y²
1.	107	82	8,774	11,449	6,724
2.	105	78	8,190	11,025	6,084
3.	112	80	8,960	12,544	6,400
4.	119	84	9,996	14,161	7,056
5.	108	70	7,560	11,664	4,900
6.	122	76	9,272	14,884	5,776
7.	97	70	6,790	9,409	4,900
8.	87	70	6,090	7,569	4,900
9.	99	68	6,732	9,801	4,624
10	122	72	8,784	14,884	5,184
11	114	80	9,120	12,996	6,400
12	85	88	7,480	7,225	7,744
13	84	72	6,048	7,056	5,184
14	104	70	7,280	10,816	4,900
15	125	78	9,750	15,625	6,084
16	97	72	6,984	9,409	5,184
17	127	84	10,668	16,129	7,056
18	103	68	7,004	10,609	4,624
19	115	70	8,050	13,225	4,900
20	125	76	9,500	15,625	5,776
21	120	80	9,600	14,400	6,400
22	122	82	10,004	14,884	6,724
23	103	64	6,592	10,609	4,096
24	113	60	6,780	12,769	3,600

25	108	70	7,560	11,664	4,900
26	104	72	7,488	10,816	5,184
27	138	80	11,040	19,044	6,400
28	132	84	11,088	17,424	7,056
29	148	84	12,432	21,904	7,056
30	120	78	9,360	14,400	6,084
31	131	76	9,956	17,161	5,776
32	111	72	7,992	12,321	5,184
33	139	80	11,120	19,321	6,400
34	101	64	6,464	10,201	4,096
35	101	62	6,262	10,201	3,844
36	90	60	5,400	8,100	3,600
	$\Sigma X =$ 4,038	$\Sigma Y =$ 2,676	$\Sigma XY =$ 302,170	$\Sigma X^2 =$ 461,324	$\Sigma Y^2 =$ 200,800

From the calculation of variable X and Y, It was known that:

$$\Sigma X = 4,038$$

$$\Sigma Y = 2,676$$

$$\Sigma XY = 302,170$$

$$\Sigma X^2 = 461,324$$

$$\Sigma Y^2 = 200,800$$

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be

found the product of r_{xy} , as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36 \times 302,170 - (4,038)(2,676)}{\sqrt{\{36 \times 461,324 - (4,038)^2\} \{36 \times 200,800 - (2,676)^2\}}}$$

$$r_{xy} = \frac{10,878,120 - 10,805,688}{\sqrt{(16,607,664 - 16,305,444)(7,228,800 - 7,160,976)}}$$

$$r_{xy} = \frac{72,432}{\sqrt{(302,220)(67,824)}}$$

$$r_{xy} = \frac{72,432}{\sqrt{20,497,769,280}}$$

$$r_{xy} = \frac{72,432}{143170.42}$$

$$r_{xy} = 0.506$$

Based on the manual calculation above, it was found that the r_{value} was 0.506 .Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows :

TABLE 4.51
Coefficient Correlation Interpretation

Between 0.8 and 1.00	Very Strong
Between 0.6 and 0.8	Strong
Between 0.4 and 0.6	Moderate
Between 0.2 and 0.4	Weak
Between 0.0 and 0.2	Very Weak

(Salkind, 1992)

From the table of the interpretation coefficient correlation above, it can be seen that the r_{value} (0.506) was at the level “moderate” correlation. So it meant that the correlation between students’ habit in listening to English song and vocabulary mastery of the sample class was in moderate correlation.

The result of the calculation that was counted by product moment above showed that the index of correlation was 0.506. Then, the degree of freedom with formula, as follow :

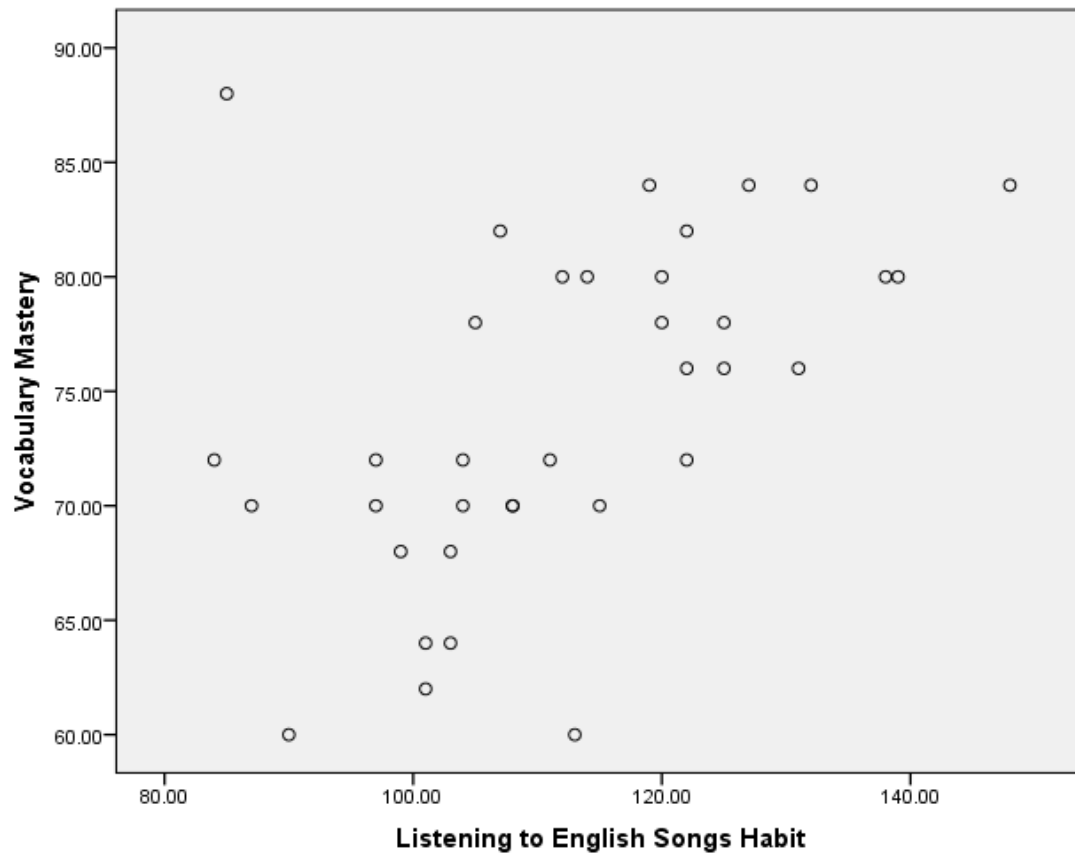
$$df = N - nr$$

$$\text{it was known : } N = 36, nr = 2$$

$$df = 36 - 2$$

$$= 34$$

Figure 4.1
Scatterplot



And then to know the contribution of the variable X to the variable Y is used the formula as below:

$$KP = r^2 \times 100 \%$$

Where:

KP : determinant coefficient score

r : correlation coefficient score

$$KP = r^2 \times 100 \%$$

$$KP = 0.506^2 \times 100 \%$$

$$KP = 0.256036 \times 100 \%$$

$$KP = 25.6036\%$$

So, it means that the variable X (students' habit in listening to English song) gives the contribution to the vocabulary mastery for the Eighth Semester Students at IAIN Palangka Raya on Academic years 2018/2019 was 25.6036% and 74.3964% is influenced by the other aspects.

To know the value of t_{value} is used the formula:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_{value} : nilai t (value t)

r : the score of coefficient correlation and

n : the number of sample.

So that by the formula above it was known that:

$$r = 0.411$$

$$n = 36$$

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.506\sqrt{36-2}}{\sqrt{1-0.506^2}}$$

$$t_{value} = \frac{2.950462}{0.255949540280902}$$

$$t_{value} = 11.52751302$$

Based on the calculation above, $\alpha = 0.01$ and $n = 36$ so, $df = n - 2 = 36 - 2 = 34$ and t_{table} was 2.44115. So, it can be seen than $t_{value} \geq t_{table}$ ($11.52751302 \geq 1690$), so that the result was the H_a is accepted and H_o is

refused. In this case that variable X students' habit in listening English song has fair relationship or gave influence to students' vocabulary mastery.

2. Testing Hypothesis using SPSS Program

The researcher applied SPSS 20 program to calculate the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the result of manual calculation. The result of the test using SPSS 20.00 program can be seen as follow:

Table 4.52
The calculation of Pearson Product Moment correlation using SPSS 20.0 Program

Correlations		Listening to English Songs Habit	Vocabulary Mastery
Listening to English Songs Habit	Pearson Correlation	1	.506**
	Sig. (2-tailed)		.002
	N	36	36
Vocabulary Mastery	Pearson Correlation	.506**	1
	Sig. (2-tailed)	.002	
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

The table showed the result of calculation using SPSS 20 program.

From the table above, it meant that H_a was accepted.

C. Discussion

From the description of the data, this indicates that there was significant correlation between students' habit in listening English song and their vocabulary mastery at IAIN Palangkaraya. The score of correlation coefficient obtained is **0.506** which is in the interval of 0.4 – 0.6. Thus, the relationship is categorized into **positive moderate correlation**. Hypothesis alternative is accepted and hypothesis null is rejected. Students' habit in listening to English song gives the contribution to the vocabulary mastery for the Eighth Semester Students at IAIN Palangkaraya on Academic years 2018/2019 was **25.6036%**.

The findings of the study indicated that alternative hypothesis stating that there is a positive correlation between students' habit in listening to English song and vocabulary mastery of the eighth semester students at IAIN Palangka Raya was accepted and the null hypothesis stating that there is no a significant positive correlation between students' habit in listening to English song and vocabulary mastery of the eighth semester students at IAIN Palangka Raya was rejected. It meant that the higher habit in listening English song the student have, the better they mastering vocabulary. The r_{value} was 0.506, it was interpreted as moderated correlation, so there was a moderate correlation between the students' habit in listening to English song and vocabulary mastery.

These findings were suitable with the theories as stated that: First, by singing and listening a song someone can develop their ability to learn something and also at the same time, they can build their activity (Chapter II

:18) . Second, through song, students can learn a set of vocabularies and pronounce or read it correctly, so they can use it to communicate with others (Chapter II : 19).

Some previous research also have similar results as this study. The example from Sari Ramadhani (2017) that found out there was positive correlation between English Education Department Of Universitas Muhammadiyah Yogyakarta Students' Habit Of Listening To English Songs And Their Motivation in Learning English. Lora Marina, Lailatul Husna, and Fatimah Tanjung (2015) from English Departement also found out that there was a correlation between listening habit of the first year students of English Departement of Bung Hatta University and their vocabulary mastery.

But Jiati Endah Sari, Nuhung B., and Hastini (2013) found out that there was positive weak correlation between students' ability in listening to English Songs and Their Vocabulary Mastery.

Related to the theories above, the researcher concluded that habit in listening English song has a role in improving their vocabulary mastery. Students who have a good habit in listening English song will enjoy and learn vocabulary by themselves. They listen and sing English songs and motivated to know the meaning of the lyrics that contains list of vocabularies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the description of the data that mentioned in the previous chapter, it showed that the students' score in habit in listening to English song and the students' vocabulary test score are vary. Based on the total calculation of variable X (students' habit in listening to English song) and variable Y (vocabulary mastery) was positive moderate correlation. It means that between students' habit in listening to English song and vocabulary mastery has the mediocre correlation. The result of r_{xy} was 0.56. It showed that Alternative Hypothesis (H_a) was received and null hypothesis (H_o) was refused. So, between two variables have a positive significant correlation.

The calculation above, $\alpha = 0.01$, $df = 34$ and t_{table} was 2.44115. So, it can be seen than $t_{value} \geq t_{table}$ ($11.5272 \geq 2.44115$), so that the result was H_a is accepted and H_o is refused. In this case that students' habit in listening to English song have moderate relationship or gave influence to students' vocabulary mastery.

B. Suggestion

At the end of this paper, the researcher would like to offer some suggestions, for the teacher and the learner, also recommendation for further research :

1. The English teachers are expected to motivate their students to increase their habit in listening to English song and give motivate to increase their vocabulary mastery.
2. For students, they are expected to realize that vocabulary is the most important element in learning a language including English. So, they can motivate themselves to enrich their vocabulary by applying their habit in listening to English song to look for the right ways in learning vocabulary mastery. So, they will be faster and easier to learning English.
3. For the next researcher, this study is only limited to correlation between students' habit in listening to English song and their vocabulary mastery. It should be further investigated to do the implementation of songs in teaching English especially vocabulary. Therefore, from this study the future researchers can carry out further research about the implementation of English songs to improve students' vocabulary mastery as an alternative teaching techniques.

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