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**THE CORRELATION BETWEEN STUDENT'S HABIT OF LISTENING TO  
ENGLISH SONGS AND VOCABULARY MASTERY IN VOCABULARY CLASS AT**

**WIJAYA KUSUMA SURABAYA UNIVERSITY**

**THESIS**



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## 17 CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Learning a language requires developing a vocabulary. Language proficiency goes beyond merely possessing reading, speaking, listening, and writing abilities. Language acquisition also requires mastery of adequate vocabulary and grammar. A vocabulary that is quite easy for someone to express all ideas, opinions, and feelings to others that appear in the four language skills of speaking, writing, listening, and reading. According to Clouston (2013: 2), the basis of English learning is vocabulary because without the right vocabulary, students cannot communicate with others or express their ideas.

Vocabulary mastery is based on acquiring one's vocabulary. In addition to grades that students receive as a result of their learning efforts, vocabulary mastery is also a result of the learning process. The subjects of research related to vocabulary acquisition are usually children. However, it does not rule out the possibility when using other subjects, namely adults. In line with behaviorism's theory of language acquisition, a person acquires language based on experience, whereas in children acquire language naturally following their mother tongue. Without mastery of vocabulary, it will be difficult for students to follow the lecture process, as shown in the research of Citra Ayu and Dwi Viora (2018: 1138) regarding the difficulties experienced by students in learning English, namely difficulty speaking and listening due to lack of confidence to pronounce and not memorize English vocabulary. Schmitt in maneshi (2017:2) says, "learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with others in English. Voltaire said, "Language

is very difficult to put into words", but learning vocabulary also helps students master English for their purposes.

Researchers have identified two methods for acquiring vocabulary. According to Loewen in Maneshi (2017: 1) this method includes (a) intentional vocabulary learning, and (b) incidental vocabulary acquisition. Where intentional vocabulary learning involves a clear goal to learn vocabulary items such as someone reading a book in the target language and looking for new words to improve vocabulary. In contrast, incidental learning occurs when someone doing something such as reading a book, watching television, hearing the teacher talk, and listening to songs then they got new vocabulary unconsciously.

Listening plays an important role in the language acquisition process and has a great impact on language teaching practice. Saricoban in Listiyaningsih (2017: 37) categorizes The benefits of listening include enjoyment, information, perception, understanding, and problem-solving. Nowadays, listening is thought to be a far more complex activity that forms the basis of language learning, according to Krashen in Listiyaningsih (2017: 38). Thus, listening serves as the main channel for learning. It involves understanding the accent or pronunciation of the speaker, his grammar, vocabulary and measuring his meaning, according to Brown in Listiyaningsih (2017: 39). In line with Vidal's in Maneshi (2017:9) shows a large increase in learning after listening and it is still maintained after four weeks. This suggests that oral sources contribute to the growth of L2 vocabulary.

Listening to songs is one method for mastering vocabulary through oral sources. Several studies in the field of education show that listening to songs can help students improve their vocabulary mastery. In Mariana's journal, et al. (2021: 5) related to the

use of songs to increase students' grade point average. Gushendra in Mariana, et al. (2021: 5) also said English songs are one type of media that can make learning enjoyable and entertaining. Rifai (2021: 102) explained that <sup>65</sup> the application of song media in classroom learning can increase the achievement of competence in aspects of the use of punctuation, grammar, and vocabulary.

Previous research has found a relationship between listening to songs and vocabulary acquisition. The same is the case as researchers observed in the Vocabulary class in English Education Departement at Wijaya Kusuma Surabaya University in 2022-2023 academic year. Before class starts, there are some students who often play English songs in class and during vocabulary class lecturers often challenge students to mention some vocabulary related to certain topics. Students who frequently listen to song speak language more quickly than those who never listen to song in class. Therefore, <sup>19</sup> Therefore, researchers are interested in knowing that there is a relationship between the habit of listening to English songs and the vocabulary mastery of students in English language education departement at Wijaya Kusuma University Surabaya for the 2022-2023 academic year.

Previous research focused on the application of songs as a medium to improve English skills. This study focuses on revealing facts related to song listening habits related to vocabulary mastery. This study is intended to provide as reading material for readers who are interested in considering songs as an alternate method of learning English that may not be realized to be able to provide exposure repeatedly and can support vocabulary mastery. Folse in Mishan and Timmis (2015:147) says, "The single most important aspect of any vocabulary training activity is not what ELL does with the word but the number of times ELL interacts with the word".

## 1.2 Research Question

Considering the background of the problems raised above, it is possible to define the problem in this study as follows:

1. Is there any significant correlation between students' habits of listening to English songs and vocabulary mastery in the Vocabulary Class at Wijaya Kusuma Surabaya University in the academic year 2022-2023?
2. How does the students' habit of listening to English songs influence vocabulary mastery?

## 1.3 Objective of the Study

Based on the focus of the problems, the researcher determines that the objective of the study can be stated as;

1. To find out whether there is a significant correlation between the students' habit of listening to English songs and vocabulary mastery in in vocabulary class of Wijaya Kusuma Surabaya University in the 2022-2023 academic year.
2. To find out how the habit of listening to English songs affects vocabulary mastery.

## 1.4 Significance of the Study

The expected benefits in this study are:

- 1) For researchers

It is anticipated that this study will help build the primary theory for future studies.

- 2) For lecturers

This study is expected to be able to provide lecturers with more knowledge about picking the most efficient teaching medium in order to improve the quality of learning and student learning outcomes.

3) For students

It is expected that this study will help educate other students about the impact that listening to English songs has on their ability to grasp the language's vocabulary.

4) For Curriculum

This research is expected to be used to add references theory as material for further, more in-depth research in the future.

## 1.5 Operational Definition

Some definitions are offered to help clarify the definition utilized in this study:

1. Listening habits

Listening activities that are usually done anywhere by a person regularly or repeatedly. (Kurniati, 2017).

2. English Songs

English songs are songs is a mix of music, tone and lyrics in this case that uses English vocabulary. (Suharto in Perwitasari, 2020).

3. Vocabulary mastery

The process of mastering or the capacity to comprehend and make use of words in a language, both orally and in writing, is known as vocabulary mastery. (Kurniawati and Karsana, 2020)

4. L2

L2 refers to the second language that a person learns after mastering the first (mother tongue.) (Nuryani in Rosiyana, 2020)

5. ELL

ELL is english language learners. <sup>12</sup> Students studying English as a foreign or second language. (Folse in Mishan and Timmis, 2015)



## 2 CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Habits of Listening to Songs

##### 2.1.1 Definition of Habits

A habit is a developmental process that takes time to complete; it cannot be formed quickly. In addition to time, the factor of desire and desire and motivation must be present. both own initiative and the environment. Witherington in Purnamasari (2013: 8) defines a habit as a learned behavior that is consistent, regular, and mostly automatic. Tampubolon in Purnamasari (2013: 8) indicates that when a physical or mental behavior or attitude becomes ingrained in a person.

According to this opinion, it is possible to conclude that a habit is a process of repeating the same behavior by someone over a relatively lengthy period of time.

##### 2.1.2 Definition of Listening

The terms listening and hearing seem to have the same meaning, but the two words have differences. During a hearing, an individual may not understand what has been heard. Meanwhile, listening focuses more on a person's focus on capturing the message from the sound that is heard. According to Rusell in Laia (2020: 5), Listening means hearing with full understanding and appreciation.

Following are some of the purposes of listening according to Hijriyah (2016: 4):

- a. Listen to learn what the person means so they can glean information from what the speaker is saying.
- b. Listening for appreciation is where listeners can enjoy and appreciate what they hear, for example reading news, poetry, music, songs, dialogues, panels, and debates.
- c. Listening to communicate thoughts, is when listeners can smoothly and accurately communicate ideas, thoughts, and feelings to others.
- d. Distinguishing sounds by listening means that he can distinguish sounds correctly; which sound differentiates meaning (distinctive), and which sound does not differentiate meaning.

If seen from some of the definitions and purposes of listening, then listening can be interpreted as listening with a focus order to obtain information as clearly as possible so that an individual can provide an appropriate response to that information.

### 2.1.3 Types of Listening

Several Types of Listening according to Sutari in Hijriah (2016: 5) are as follows:

#### 1) Extensive Listening

Extensive listening is concerned with listening to general matters and does not require teacher guidance. Common sources of extensive viewing are radio, television, and other broadcasts.

#### 2) Intensive Listening

Intensive listening is listening activities that are more directed or controlled. Briefing in this case as a teaching program.

3) Social Listening

Social listening is listening politely and attentively to the interlocutor in social situations.

4) Secondary Listening

Secondary listening is incidental listening. It usually occurs when we suddenly hear the voices of our family members joking around in the living room, the sound of the radio, television, or other sounds that are around where we live.

5) Aesthetic Listening

Aesthetic listening or appreciation listening is still included in the stages of secondary listening and extensive listening. Usually such as listening to music, poetry, drama on the radio, and listening to storytelling.

6) Critical Listening

Critical listening is listening critically to obtain the truth by observing the deficiencies in what is listened to.

7) Concentrative Listening

Concentrative listening is listening by paying attention to the terms and paying attention to the sequence of thoughts, important facts, and causes and effects.

8) Creative Listening

Creative listening is listening that leads to imaginative designs or reconstructions of sound, visual or visual, movement, and kinesthetic sensations produced by what is heard.

9) Interrogative Listening

Interrogative listening is a type of intensive listening that requires more concentration and choice, focus and choice because the listener has to ask questions.

10) Exploratory Listening

Exploratory listening is a type of intensive listening that aims to discover new things that will attract attention and provide more information about the topic, and be a little shorter.

11) Passive Listening

Passive listening is listening passively is listening without conscious effort. An example of passive listening is indigenous peoples who do not master foreign languages at school.

2.1.4 Listening Material

Listening activity is a fairly complex activity because it is very dependent on various supporting elements. Audio material is the most important element of oral communication, especially when listening. Listening material can be in the form of concepts, ideas, or information. According to Hijriyah (2016: 147), listening material is material that use to listen in the form of radio and television news, music, poetry, poetry, song lyrics, short stories, novel summaries, and conversation as well as other language and literary skills.

2.1.5 Songs

One of human entertainment is a song. Besides being able to make people who listen to it feel happy, happier, and also calmer, songs can also overcome boredom and stress from the environment such as noise. A study conducted by Saloma in Christopher and Irawaty (2021:52-56) shows that songs not only reduce anxiety but can also affect intelligence and memory and relax the body. Kristyana & Suharto in Perwitasari (2020) "The <sup>19</sup> song is a written language which can be formed as a spoken language by adding music and tone in it". Songs should be accompanied by music and sheet music to enhance the words so they can be sung and heard. The song is taken from a written work heard accompanied by music. Songs can provide linguistic resources that are unconsciously stored in brain memory. Like true song material, it encourages the listener to imitate the lyrics in whole, in whole, or in part.

Using songs in language learning has several advantages. Songs can motivate students to practice English. Furthermore, listening to English songs will assist students in more easily supporting words and meanings because it allows for the creation of songs with pictures and motions. Songs can also elicit beneficial emotional responses to language learning. Setia et al., in Wulandari et al., (2018: 1) state that Songs are social interactive media, and applying them not only aids comprehension but also stimulates and improves students' interest, enjoyment, and participation in learning. Like the song Glimpse of Us sung by Joji and Easy on Me by Adele which has gone viral on Tik Tok recently. Pop genre songs like these songs are more often viral on social

media where teenagers and young adults often listen because they are active social media users.

#### 2.1.6 Definition of Habits of Listening to Songs

Since listening is one of the skills that must be learned, having good listening skills is extremely important when learning English. There are many resources such as videos, films and songs to improve students' listening skills. Song as a media to enhance listening. Because they are simple to obtain and may train our ears to listen, songs can be a way to improve listening. One way to improve your listening skills is to listen to songs in English. Listening to songs in English can improve your listening skills. When someone hears an English song, their ears are subconsciously used to hearing it, so they listen to it in class. Gfeller et. al in Kurniati (2017:230), They decide one of five listening time categories each week; 0 to 2 hours, 3 to 5 hours, 6 to 8 hours, 9 hours, or more than 9 hours to indicate how much they listen to each week.

So, it can be concluded that The habit of listening to songs involves listening intently and repeatedly to the language of speech while also adding music and tones in order to comprehend what is being said.

## 2.2 Vocabulary Mastery

### 2.1.1 Definition of Vocabulary

The definition of vocabulary is the set of words used in a language, including single words, phrases, and groups of words that together have a single meaning (Clouston 2013:2). Wilkins (1972) in Clouston (2013:2) wrote that "Without vocabulary, nothing can be said;

without grammar, very little can be said.”. This opinion is in line with Tarigan in Susanto (2017:12) who argues that a person's language abilities are determined by the quantity and quality of his or her vocabulary. The greater our vocabulary, the more likely it is that we will speak. Students' success in life is also determined by the quantity and quality of their vocabulary.

The researcher came to the conclusion that vocabulary is an important aspect of English that people need to know if they want to talk because speaking entails incorporating vocabulary into a sentence. Based on what the experts had to say.

### 2.2.2 Vocabulary Mastery

Vocabulary is the knowledge of, ability with, and application of the words used in language. A person has to develop their vocabulary in order to comprehend and express their thoughts and feelings in a variety of contexts. Tarigan in Firman A.D (2019:127) argues that the variety and quantity of a person's vocabulary determine the quality of his language abilities. The more vocab we have, the more likely it is that we will communicate. According to Nurgiyantoro in Kurniawati and Karsana (2020: 387), vocabulary mastery can be divided into receptive and productive mastery, namely. ability to understand and use vocabulary. Reading and listening require comprehension skills while writing and speaking require the ability to use vocabulary.

This explanation leads to the conclusion that vocabulary mastery is essential for engaging in speech-based communication. Vocabulary mastery is divided into two parts, namely receptive and productive

vocabulary mastery. Productive vocabulary is being able to use vocabulary in discourse to express his thoughts in writing.

### 2.2.3 Vocabulary Assessment

According to Clouston (2013:3), there are the three components of vocabulary knowledge that is form, meaning, and utility. Most vocabulary learning is done through reading. Some vocabulary tests such as multiple-choice techniques, matchmaking, image recognition, cloze techniques, guessing the meaning of words in context, etc. According to Brown (2004:229), The main authentic technique that can be used in vocabulary judgment is to use words in sentences. Read in Brown (2004:229) also suggests several different ways to assess basic knowledge of the meaning of words, possible collocations, and derived morphological forms. The example focuses on the word interpret. The vocabulary test in the above tasks focuses on the form, but the procedure is creatively related to the target word, its collocation, and its morphological variants.

## 2.3 Review of Some Previous Studies

Some of the studies that have been conducted that are important to this research are the study by Prakasita Perwitasari in 2020 entitled “the application of songs as a medium for learning English in students of Semesta Bilingual Kindergarten School Semarang”. This research shows the results that the application of songs is quite effective for English learning, such as vocabulary recognition and pronunciation of simple sentences. These results show that songs can be an effective medium for practicing English skills. Another study conducted by Niousha Maneshi in 2017 entitled “Incidental Vocabulary



Learning through Listening to Songs” showed results that While variations in findings for the connection of the meaning of forms and the introduction of collocation could be affected to a lesser extent, listening to songs repeatedly whose frequency of exposure ranged from 3 to 18 had a positive impact on learning various aspects of vocabulary items.

Further research conducted by Mariana, Ahmad Laut Hasibuan, and Risnawaty in 2021 entitled “Improving Students' Vocabulary Through English Song” with research results showed an increase in students' achievement The initial test results of students' vocabulary ability showed an average score of 67.43 and the average score of the Cycle II was 85.

From some of the descriptions above that come from research journals, researchers see any significant correlation between the habit of listening to songs and vocabulary mastery. Therefore, the researcher used it to conduct the study entitled The Correlation Between Students Habit of Listening to English Songs And Vocabulary Mastery In Vocabulary Class At Wijaya Kusuma Surabaya University.

#### **2.4 Theoretical Framework**

Communication needs language skills and is divided into four components: speaking, reading, writing, and listening. Learners of English must also be able to apply vocabulary as part of their communication support duties. Vocabulary is required by every language used as a tool to convey ideas and convey necessary information through oral and written communication. The better a person's vocabulary, the better his ability to choose words when speaking or writing. And vice versa, if a person does not have a mastery of vocabulary, he will have a hard time choosing the right words when speaking

or writing. English vocabulary mastery is obtained through learning and practice rather than spontaneously. One strategy is to develop a habit of listening to English songs.

Based on the theories and justifications provided, the researcher wants to know the correlation between students' habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University in the 2022-2023 academic year.

The theoretical framework of the research pattern can be described as follows;

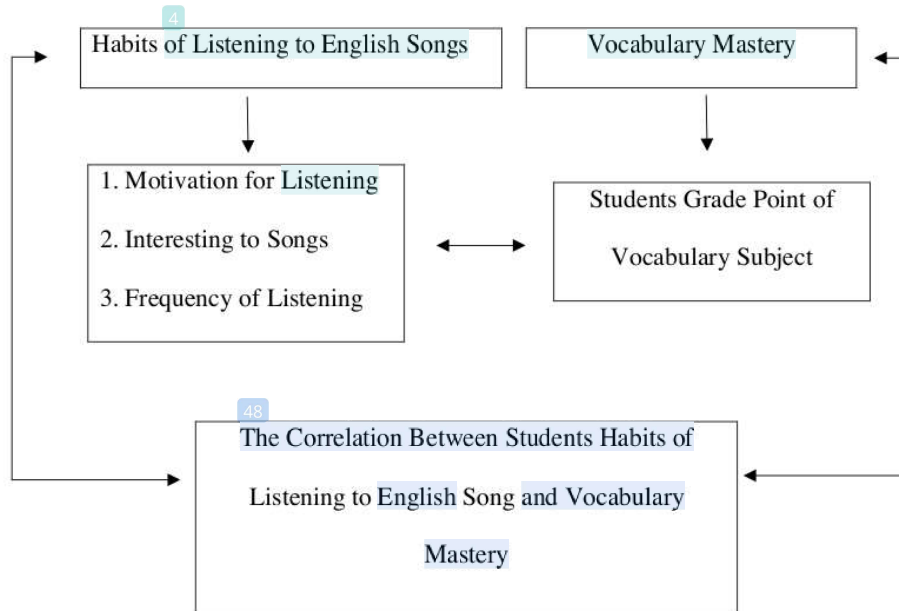


Table 2.1 Table of theoretical framework

## 2.5 Hypothesis

A research hypothesis, which is the initial answer to the research topic, can be produced based on the research and theoretical framework, as shown below.

H<sub>0</sub>: There is no significant correlation between students' habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University.

H<sub>a</sub>: There is a significant correlation between students' habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University.

## 8 CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This study tries to determine the connection between the habit of listening to songs and vocabulary mastery. According to Sugiyono (2016;13), research data in the form of numbers to be tested using statistics as a calculation test instrument, related to the problem researched to give a conclusion, makes this study a quantitative one. This study is part of the correlation research methodology. Correlation research is a study that incorporates data gathering activities to ascertain whether there is a relationship and the strength of that relationship between variables, according to Sukardi in Zakiyah (2016: 56). This research is also ex-post facto since it seeks to identify factors that contribute to changes in behavior, signs, or phenomena that are brought on by an event, a behavior, or other factors that affect the independent variable as a whole (Sukardi, 2004: 174).

#### 3.2 Setting

##### 3.2.1 Place

This research was conducted at Wijaya Kusuma Surabaya University, precisely in the language and science faculties.

##### 3.2.2 Time

This research was conducted between May and June in the 2022-2023 academic year.

#### 42 3.3 Subject of the Research

##### 3.3.1 Population

Sugiyono (2016: 80) claims that the population is a generalization area that consists of: objects/subjects that have specific features and attributes decided upon by researchers to be examined, followed by conclusions. So, 49 English education students from Wijaya Kusuma Surabaya University participated in the vocabulary class during the 2022–2023 academic year, making up the population of this study.

No.	Class	Number of Students
1.	A	35
2.	G	14
<b>Total</b>		49

Table 3. 1 Table of sample

### 3.3.2 Sample

The sample is a subset or representative of the population being examined, claims Arikunto in Handayani (2010: 30). Because the samples were chosen at random without respect to the population's existing strata, the study's sampling method was simple random sampling. Roscoe in Sugiyono (2016: 60) suggests a sample size for research that is between 30 and 500. The sampling technique in this study calculated by the Slovin formula as follows.

$$n = \frac{N}{1 + N(e)^2}$$

n = Number of samples searched

N = Number of population.

E = Tolerable margin of error.

Based on the formula used, the number of students who became the research sample was as follows;

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{49}{1+49(0,05)^2}$$

$$n = \frac{49}{1,1225}$$

$$n = 43,65$$

Researchers in this study determined a significant level of 5% of 49 students in the population, so the total sample was 43,65 students rounded to 44 students.

### 3.3.3 Variable

Kerlinger in Sugiyono (2016: 38) states that variables are constructs or properties to be studied. There are two variables in this study: the independent variable (X) and the dependent variable (Y).

#### 1) Independent Variable

Sugiyono (2016: 39) states that the independent variable or independent variable is a variable that influences or causes the dependent variable to arise. The independent variable (X) in this study is the habit of listening to songs.

#### 2) Dependent Variable

Sugiyono (2016: 39) states that the dependent variable or dependent variable is the variable that is affected or is the result of the independent variable. The dependent variable (Y) in this study is the grade point average for the Vocabulary course.

### 3.4 Research Procedures

According to Alsa in Neliwati (2018:116), Quantitative research procedures are as follows:

1) Identifying Research Problems

Quantitative research needs to describe trends or explain the correlation between variables and their development. In this stage, the researcher made direct observations in the vocabulary class in the 2022-2023 academic year to see the existing problems based on the phenomena that occurred in that place.

2) Reviewing the Literature

Carrying out a review of the literature apart from functioning to justify research problems, is also intended to direct research objectives and questions or hypotheses. Researchers conducted a literature study with books, journals, and final project reports with relevant titles.

3) Setting Research Objectives

In quantitative research the research questions are specific and narrow, limited to the specified research variables, to obtain measurable and observable data. The purpose of this research was conducted in order to find the facts of the problems that arise.

4) Collect Data

In quantitative research, data collection is based on predetermined instruments, the data is in the form of numbers, and the instruments are given to a large number of individuals. In collecting data, the researcher uses a questionnaire that has been tested and distributes it to the relevant respondents.

5) Analyze and Interpret Data

The data analysis uses statistical analysis which includes descriptions of trends, comparisons of different groups, or correlations between variables, as well as

interpreting comparisons between research results and those predicted before the study.

6) Reporting and Evaluating Research

Researchers describe the results of research systematically and in writing report.

### 3.5 Data Collecting Tehniques

To obtain research data, it is necessary to collect data using various techniques. According to Poerwanti in Zakiyah (2016: 63), test and non-test approaches are the two types of data collection techniques. The following are a few of the non-test techniques employed in this study's data collection:

<sup>36</sup>  
1) Questionnaire

According to Sugiyono (2016: 142), a questionnaire is giving a set of written questions respondents for to answer. Questionnaires are considered by researchers as a more efficient technique because questions can be shared simultaneously with many respondents, and can be answered by respondents according to their respective speed and free time. The Google Form is being used to distribute the questionnaire that will be used to gather information about the listening habits of students.

2) Documentation

According to Arikunto in Zakiyah (2016: 65), Finding data on items or variables requires documentation, which might take <sup>44</sup> the form of notes, transcripts, books, newspapers, magazines, inscriptions, agendas, meeting minutes, and so forth. This is a method for determining the student's vocabulary subject score.



### 3.6 Instrument of the Data

According to Sukardi in Zakiyah (2016: 66), a research instrument is a tool for obtaining the necessary data when the researcher has stepped on the information step in the field. The instruments used in this study were questionnaires about students' listening habits and documentation of students' grade points for vocabulary subjects. The questionnaire in this study is closed because according to Sugiyono (2016: 143), closed questions make it easier for respondents to answer quickly. After all, the answer choices are already available. The scores for each item on the *Likert* scale are as follows:

Answer	Positive Statement Score	Negative Statement Score
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 3. 2 Table of Likert scale

The instrument grids used in this study are described as follows;

Variable	Sub Variable	No. Question Item		Amount
		Positive	Negative	
Students' habit of listening to English songs	Frequency of listening	1, 3, 4, 5, 6, 7,	2	9
		8, 9		
	Interest in songs	10, 11, 12, 13, 14	15, 16, 17, 18	9
	Motivation to listening	19, 20, 21, 22, 23	24, 25	7
<b>Total</b>				<b>25</b>

Table 3. 3 Table of questioner instrument

### 3.7 Data Analysis

#### 3.7.1 Questionnaire Instrument Trial Analysis

There are two main things related to instrument testing, namely validity (validity) and constancy (reliability). In this study, instrument trials were conducted on 24 English education students who did not take the Vocabulary course for the 2022-2023 academic year, guided by Arikunto's opinion in Handayani (2010: 36) which states that "if possible, the test subjects should indeed be taken from populations that will not be subject to research".

##### 1. Validity Test

Construct validity was the type of validity employed in this study because the research instrument is a non-test. By seeking the opinions of specialists with the intention of determining whether the instruments developed are in accordance with the grid and objectives to be accomplished or not, it is possible to assess the validity of the construction. After testing the construct validity, the questionnaire can be tried out. This test uses the Product Moment Correlation formula, namely the formula in Sugiyono (2016: 183):

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

Notes:

$r_{xy}$  = The magnitude of the correlation coefficient

$n$  = Number of Test Subjects

$X$  = Item Score

$Y$  = Total Score

Furthermore, the results of rcount were compared with rtable with a significance level of 5%. according to Priyatno in Zakiyah (2016: 73) The instrument items are said to be valid if the rcount > rtable is acquired, while the instrument is considered to be invalid if the rcount < rtable.

In calculating the validity of the questionnaire in this study using the help of SPSS version 25 for Windows with these following steps; Click Analysis > Correlate > Bivariate.

No item	R Count	R Table	Note	No item	R Count	R Table	Note
1	0,680	0,361	Valid	14	0,826	0,361	Valid
2	0,582	0,361	Valid	15	0,225	0,361	Invalid
3	0,532	0,361	Valid	16	-0,167	0,361	Invalid
4	0,536	0,361	Valid	17	0,066	0,361	Invalid
5	0,678	0,361	Valid	18	0,530	0,361	Valid
6	0,583	0,361	Valid	19	0,763	0,361	Valid
7	0,011	0,361	Invalid	20	0,602	0,361	Valid
8	0,809	0,361	Valid	21	0,561	0,361	Valid
9	0,689	0,361	Valid	22	0,717	0,361	Valid
10	0,532	0,361	Valid	23	0,552	0,361	Valid
11	0,583	0,361	Valid	24	0,438	0,361	Valid
12	0,287	0,361	Invalid	25	0,650	0,361	Valid
13	0,755	0,361	Valid				

Table 3. 4 Table of Validity test results

From the calculation of validity test data using SPSS 25, it is known that the number of valid questionnaire items is 20 items (1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 18, 19, 20, 21, 22, 23, 24, 25). While the invalid questionnaire items are 5 items (7, 12, 15, 16, 17). Referring to Sugiyono (2016: 126) that invalid instrument items must be corrected or discarded. So the researcher used a valid questionnaire item of 20 items for data sampling.

## 2. Reliability Test

According to Sugiyono (2016: 121), A reliable instrument can produce the same results when used repeatedly to measure the same item. In testing the reliability of the instrument in this study the Alpha formula was used, this formula was used because the questionnaire used in this study did not have answers that were wrong or zero. The Alpha formula according to Arikunto in Zakiyah (2016: 68) is as follows:

Notes:

$r_{11}$  = reliability of the instrument

$k$  = the number of questions

$\Sigma\sigma_t^2$  = number of grain variances

$\sigma_t^2$  = Total variance

The reliability test in this study also used SPSS version 25 for windows with the Cronbach Alpha technique  $r_{11} = \left(\frac{k}{(k-1)}\right)\left(1 - \frac{\Sigma\sigma_t^2}{\sigma_t^2}\right)$  reliability test with these following steps; Click Analysis > Scale > Reliability Analysis. In the Reability Analysis dialog box, enter variable data in the Variables box. Then select the Statistics menu and put a check mark (✓) on Scale if item deleted, Select continue. According to Priyanto in Zakiyah (2016: 68), an instrument is said to be reliable if the value exceeds 0.6.

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	25

Table 3.5 Table of reliability test

The Cronbach's Alpha column score, which was calculated from the reliability test results above, is 0.859. It might conclude that the instruments used in this research are reliable if  $0.859 > 0.6$ . For more details can be seen in the attachment.

### 3.7.2 Preliminary Analysis

The first step in determining the next analysis connected to how much the habit of listening to songs in the vocabulary class of English education students will be examined is preliminary analysis. In this preliminary analysis, the researcher used descriptive statistical analysis used in this study arranged in a frequency distribution table used to present the data. The steps for compiling a frequency distribution table according to Sugiyono in Zakiyah (2016: 70) are as follows:

- 1) Determining the Number of Classes

$$K = 1 + 3,3 \log n$$

- 2) Set a score range

$$R = \text{the biggest score} - \text{the smallest score}$$

- 3) Specify the interval (length) of a class

$$P = \text{range} : \text{number of classes}$$

- 4) Build an interval class

To find out the percentage score of listening to songs on each item can be calculated using the formula based on Riduwan's explanation in Zakiyah (2016: 70) as follows;

$$Pk = \frac{\text{whole skor}}{\text{maximum total score}} \times 100\%$$

The researcher use the classification of scoring criteria to determine the percentage score for the practice of listening to songs according to Poerwanti in Zakiyah (2016: 71) as follows:

Interval Score	Categori
Skor > 86 %	Very high
76% – 85%	High
66 % – 75%	Medium
56 % – 65%	Low
Skor < 55%	Very low

Table 3. 6 Table of percentage classification habit of listening

To determine the classification of variable categories in this study, researchers used guidelines from Azwar in Zakiyah (2016: 71), as follows:

Score	Categori
$X < (M - 1,0SD)$	Low
$(M - 1,0SD) \leq X < (M + 1,0SD)$	Medium
$(M + 1,0SD) \leq X$	High

Table 3. 7 Table of classification tendency on habit of listening

Then to determine the vocabulary score criteria, the researcher uses the guidelines from Wijaya Kusuma Surabaya University academic manual as follows:

Score	Value	Category
8	A	Excellent
7	AB	Very Good
6	B	Good
5	BC	Fairly Good
4	C	Fairly
2	D	Less
0	E	Very Less

Table 3. 8 Table of classification vocabulary score criteria

### 3.7.3 Data Analysis

#### 1. Normality Test

Before the hypothesis is tested for truth, it must first do a data normality test. In this study, the normality test used the Kolmogorov-Smirnov One Sample using the help of the SPSS version 25 for Windows with these following steps; Click Analyze – Non parametric Tests – Legacy Dialogs – 1 Sample KS. After that, the One-Sample Kolmogorov-Smirnov Test dialog box will open. Enter habits of listening to English songs and grade point of Vocabulary Subject into the Test Variable List box, then click OK. according to Priyatno in Zakiyah (2016:73) If significance < 0.05 then the data is not normally distributed. But if the significance value is > 0.05, then the data is normally distributed.

## 2. Homogeneity Test

According to Usmani in Zahara (2022:536), Homogeneity testing is a test to determine whether or not some population variants are the same. In this study, Utilizing SPSS version 25 for Windows and the Levine test, the homogeneity test was conducted; Click Analyze – Compare Means – One-Way ANOVA. Enter the variable tested in the Dependent List column, Enter the variable that distinguishes groups into the Factor column, then Click Options. then check Homogeneity of variance test, Click OK. According to Usmani (2020:51), test criteria that indicate a group of data are from a population that has the same variance (homogeneous) if the significance value (p)  $\geq 0.05$ .

## 3. Linearity Test

According to Priyatno in Zakiyah (2016: 74), the linearity test is used to determine the linearity of the data, namely whether two variables have a linear correlation or not. This test is used as a prerequisite in Pearson correlation analysis (Product Moment). The steps for calculating regression linearity according to Riduwan in Zakiyah (2016: 74) are as follows:

1) Finding the statistical numbers:

$$\sum X ; \sum Y ; \sum X^2 ; \sum Y^2 ; \sum XY ; s ; \bar{x} ; a ; b.$$

2) Finding the sum of the squares of the regression with the formula:

$$JK_{Reg(a)} = \frac{(\sum Y)^2}{n}$$

3) Finding the sum of the squares of the regression with the formula:

$$JK_{Reg(b|a)} = b \cdot \left\{ \sum XY - \frac{(\sum X) \cdot (\sum Y)}{n} \right\}$$



4) Finding the sum of the squares of the residues with the formula:

$$JK_{Res} = \sum Y^2 - JK_{Reg[b|a]} - JK_{Reg[a]}$$

5) Finding the average sum of the squares of the regression with the formula:

$$RJK_{Reg[a]} = JK_{Reg[a]}$$

6) Finding the average sum of the squares of the regression with the formula:

$$RJK_{Reg[b|a]} = JK_{Reg[b|a]}$$

7) Finding the average of the sum of the squares of the residues with the

formula:

$$RJK_{Res} = \frac{JK_{Res}}{n - 2}$$

8) Finding the sum of squared errors with a formula:

$$JK_E = \sum_k \left\{ \sum Y^2 - \frac{(\sum Y)^2}{n} \right\}$$

9) Finds the sum of the squares of tuna that match the formula:

$$JK_{TC} = JK_{Res} - JK_E$$

10) Finding the average number of squares of tuna that match the

formula:

$$RJK_{TC} = \frac{JK_{TC}}{k - 2}$$

11) Finding the average sum of squared errors with a formula:

$$RJK_E = \frac{JK_E}{n - k}$$

12) Finding the value of Fcount with the formula:

$$F_{hitung} = \frac{RJK_{TC}}{RJK_E}$$

In this study, to calculate the linearity regression test, the researcher used SPSS version 25 for Windows with the following steps; Click Analyze – Compare Means – Means. Enter the Vocabulary course grade variable (Y) into the Dependent List box, while the song listening habit variable (X) is entered into the Independent List box. Select the Options dialog box and activate the Test for Linearity section. Select Continue then OK. Two variables are said to have a linear correlation if

their significance value is less than 0.05. From the results of the linearity test, results were obtained in the ANOVA table in the Sig column. According to Priyatno in Zakiyah (2016: 77), the linearity line is 0.00, where  $0.00 < 0.05$ , it can be said that the variables X and Y have a linear correlation.

### 3.7.4 Final Data Analysis (Hypothesis Test)

#### a) Correlation Analysis

The data are presented as intervals and ratios, and correlation analysis is performed to determine the correlation between the independent variable (X) and the dependent variable (Y). This study use Product Moment Correlation. The formula in Sugiyono is as follows:

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

Notes:

$r_{xy}$  = correlation index number

N = Number of Cases

$\sum xy$  = The number of multiplication results between the X score and the Y score

$\sum x$  = total score

$\sum y$  = sum of all Y scores

In calculating the correlation analysis in this study using the help of SPSS version 25 for Windows with the steps according to Priyatno In Zakiyah (2016:76) click Analysis > Correlate > Bivariate > Enter the X and Y variables > OK.

According to Sugiyono in Zakiyah (2016: 77), the guidelines for providing an interpretation of the correlation coefficient are as follows:

Coefficient Intervals	Correlation Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Table 3. 9 Table of classification correlation coefficient

b) Coefficient of Determination

The coefficient of determination is used to express the size of the contribution of variable X to variable Y and to find out how much the variable X has contributed and determines the variable Y. To calculate the coefficient of determination, you can find the formula according to Riduwan in Zakiyah (2016: 77) as follows:

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

Keterangan:

KD = the value of the coefficient of determination

r = correlation coefficient value

## CHAPTER IV

### RESEARCH FINDINGS

<sup>84</sup> This research was conducted at Wijaya Kusuma Surabaya University using a sample of 44 English Education Department students who took vocabulary courses in classes A and G in the 2022-2023 academic year. After determining the sample, a data collection process is carried out and then the data is processed in accordance with the techniques specified in the previous chapter. The following is a presentation of the results of data processing <sup>23</sup> students' habits listening to English songs and students' vocabulary mastery.

#### 4.1 Data Description

The data to be presented by the researcher consists of questionnaire score data <sup>16</sup> about students' habits listening to English songs and student score data in the Vocabulary course at Wijaya Kusuma Surabaya University for the academic year 2022-2023.

a. <sup>1</sup> Students' habits listening to English songs

The data about students' habits listening to English songs score was obtained from questionnaires filled out by class students who took the Vocabulary course for the 2022-2023 academic year. Consists of 20 statements that each have 4 alternative answers, if the positive statement: score of strongly agree is 4, score of agree is 3, score of disagree is 2, score of strongly disagree is 1, and if the statement is negative: score of strongly agree is 1, score of agree is 2, score of disagree is 3, score of strongly disagree is 4. <sup>22</sup> The total score of data were gotten are:

Responden <sup>7</sup>	Scores (X)
Student 1	80
Student 2	66

Student 3	65
Student 4	77
Student 5	64
Student 6	61
Student 7	60
Student 8	59
Student 9	59
Student 10	63
Student 11	66
Student 12	74
Student 13	73
Student 14	67
Student 15	71
Student 16	52
Student 17	68
Student 18	69
Student 19	66
Student 20	59
Student 21	58
Student 22	61
Student 23	50
Student 24	74
Student 25	63
Student 26	65

Student 27	45
Student 28	71
Student 29	55
Student 30	41
Student 31	60
Student 32	59
Student 33	69
Student 34	62
Student 35	56
Student 36	72
Student 37	60
Student 38	74
Student 39	58
Student 40	66
Student 41	70
Student 42	66
Student 43	72
Student 44	62

Table 4.1 Table of Students' Habit of Listening To English Songs

The frequency distribution of students' responses to a questionnaire about habits listening to English songs is shown below.

- 1) Determining the Number of Classes

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log (44)
 \end{aligned}$$

$$= 6,412 \text{ rounded to } 6$$

- 2) Set a score range

$$R = \text{the biggest score} - \text{the smallest score}$$

$$= 80 - 41$$

$$= 39$$

- 3) Specify the interval (length) of a class

$$P = \text{Range} : \text{number of classes}$$

$$= R : K$$

$$= 39 : 6$$

$$= 6,5 \text{ rounded to } 7$$

- 4) Build an interval class.

Frequency distribution of students' habits listening to English songs questionnaire scores are follow.

Interval	Frequency	Percentage
76 – 82	2	5%
69 – 75	11	25%
62 – 68	14	31%
55 – 61	13	29%
48 – 54	2	5%
41 – 47	2	5%
<b>Total</b>	<b>44</b>	<b>100%</b>

Table 4. 2 Table of frequency distribution habits listening to English song

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From the table above, it can be seen that the frequency of questionnaire scores

4

about students' habit of listening to English songs at intervals 76 – 82 there are 2 students (5%), intervals 69 – 75 there are 11 students (25%), intervals 62 – 68 there are

14 students (31%), intervals 55 – 61 there are 13 students (29%), intervals 48 – 54 there are 2 students (5%), and intervals 41 – 47 there are 2 students (5%). Based on these data, the frequency distribution of questionnaire scores about students' habit of listening to english songs is in the interval 62 – 68. For more details, see the following diagram;

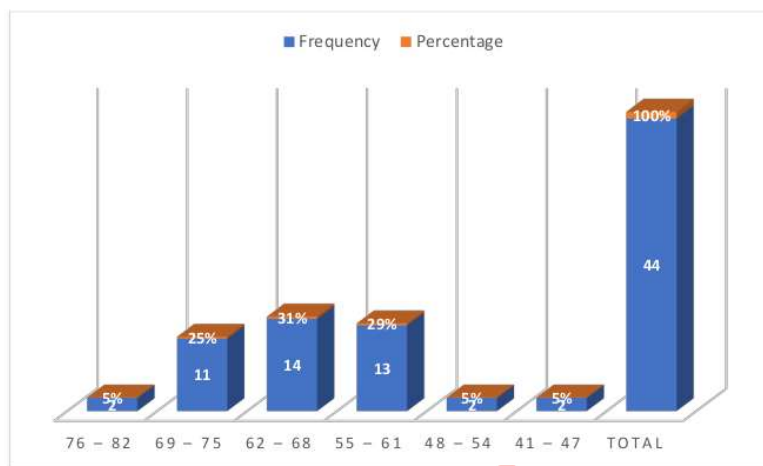


Diagram 4. 1 Diagram of frequency distribution habits listening to English song

Then the questionnaire score about students' habits of listening to English songs is processed into statistical data, the results are as follows:

Statistics		
Variable_X		
N	Valid	44
	Missing	0
Mean		63.8182
Median		64.5000
Mode		66.00
Std. Deviation		8.05005
Range		39.00
Minimum		41.00
Maximum		80.00
Sum		2808.00

Table 4. 3 Table of mean and standart deviation habit of listening



From the table, the average score is 63.82, the median score is 64.50, the mode is 66, the standard deviation is 8.050, the highest score is 80 and the lowest score is 41 from the total sample of 44. Furthermore, the questionnaire score data about students' habits listening to English songs are interpreted into percentages as follows::

Interval	Categori	Frequency	Percentage
Skor $\geq$ 86 %	Very High	13	30%
76% – 85%	High	16	36%
66 % – 75%	Medium	11	25%
56 % – 65%	Low	3	7%
Skor $\leq$ 55%	Very Low	1	2%
<b>Total</b>		<b>44</b>	<b>100%</b>

Table 4. 4 Table of score percentage habits listening to English songs:

From the table above, it is known that the percentage of students' habits listening to English songs obtained the smallest percentage score is 2% and the largest percentage is 36%. There are 13 students (30%) getting the very high category, 16 students (36%) getting the high category, 11 students (25%) getting the medium category, and 3 students (7%) get the low category, and 1 student (2%) get the very low category. Based on these data, the percentage category of students' habits listening to English songs is high. For more details can be seen in the following diagram;

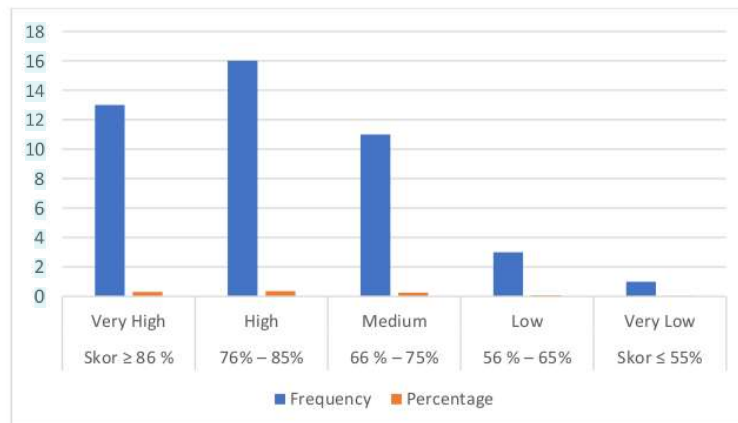


Diagram 4. 2 Diagram of score percentage habits listening to English songs

The tendency of students' habits listening to English songs is measured by the following formula:

- High category  $> (M+1SD)$
- Medium category between  $(M-1SD)$  until  $(M+1SD)$
- Low category  $< (M-1SD)$

Note:

M : Mean

SD : Standar Deviasi

Based on the calculation results using this formula, the tendencies category of students' habits listening to English songs as follows:

Mean = 63,82 rounded to 64

SD = 8,05 rounded to 8

$(M+1SD) = 64+1(8) = 72$

$$(M-1SD) = 64 - 1(8) = 56$$

The table of tendencies students' habits <sup>1</sup> listening to English songs can be seen in the following table:

Interval	Category	Frequency	Percentage
$X > 72$	High	8	19%
$56 \geq X \leq 72$	Medium	31	70%
$X < 56$	Low	5	11%
<b>Total</b>		<b>44</b>	<b>100%</b>

Table 4. 5 Table of tendencies habits <sup>2</sup> listening to English songs

It is shown in the table above, students tend to have listening habits that are in the high category is 8 students (19%), the medium category is 31 students (70%), and the low category is 5 students (11%). <sup>3</sup> Therefore, it may be said that students' habits listening to English songs generally is medium. The diagram that follows provides additional information;

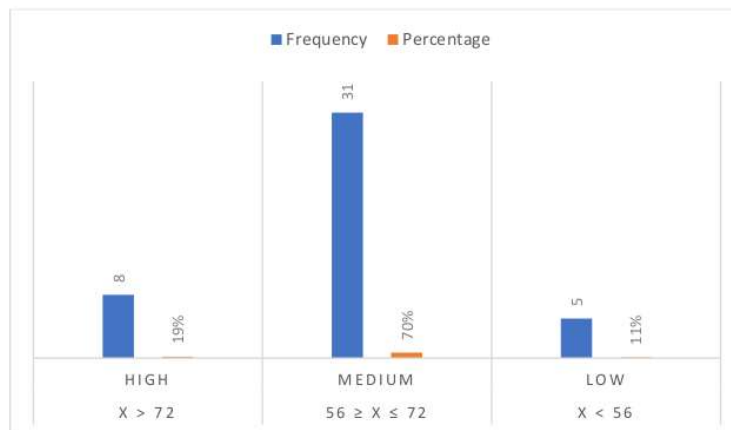


Diagram 4. 3 Diagram of tendencies habits listening to English songs

#### b. Vocabulary Mastery

Data to reveal vocabulary mastery is obtained from student score in the Vocabulary course at Wijaya Kusuma Surabaya University. For more details can be seen in the appendix.

<b>Responden</b>	<b>Score (Y)</b>
Student 1	6
Student 2	8
Student 3	8
Student 4	8
Student 5	8
Student 6	8
Student 7	8
Student 8	8
Student 9	7
Student 10	8
Student 11	8
Student 12	8
Student 13	8
Student 14	8
Student 15	8
Student 16	8
Student 17	8
Student 18	8
Student 19	8
Student 20	8

Student 21	7
Student 22	8
Student 23	8
Student 24	8
Student 25	8
Student 26	8
Student 27	6
Student 28	8
Student 29	8
Student 30	7
Student 31	8
Student 32	8
Student 33	8
Student 34	8
Student 35	8
Student 36	8
Student 37	8
Student 38	8
Student 39	8
Student 40	8
Student 41	8
Student 42	7
Student 43	8
Student 44	8

*Table 4. 6 Table of students vocabulary score*

The following is the frequency distribution of the vocabulary scores:

Score	Frequency	Percentage
8	38	86%
7	4	9%
6	2	5%
<b>Total</b>	<b>44</b>	<b>100%</b>

Table 4. 7 Table of frequency distribution vocabulary score

Based on the table above, there were 34 students (77%) getting score 8; there were 8 students (18%) getting score 7; there was 2 student (5%) getting score 6. The frequency distribution of vocabulary scores can be described in the following diagram;

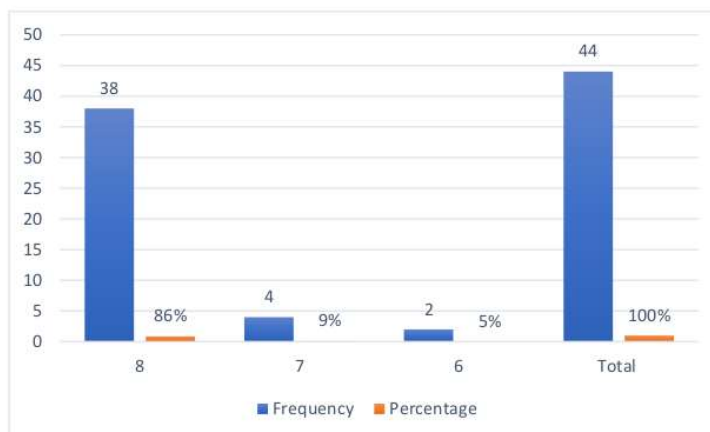


Diagram 4. 4 Diagram of frequency distribution vocabulary score

Then the vocabulary score data is processed into statistical data, the results are as follows:

Statistics		
Variable_Y		
N	Valid	44
	Missing	0

Mean	7.1828
Median	8.0000
Mode	8.00
Std. Deviation	.49522
Range	2.00
Minimum	6.00
Maximum	8.00
Sum	344.00

Table 4. 8 Table of mean and standart deviasion vocabulary score

From the table, the average score is 7.1, median is 8, mode is 8, standard deviation is 0.49, highest value is 8 and lowest value is 6, from the total sample of 44.

Score	Value	Category	Frequency	Percentage
8	A	Excellent	38	86%
7	AB	Very Good	4	9%
6	B	Good	2	5%
5	BC	Fairly Good	-	-
4	C	Fairly	-	-
2	D	Less	-	-
0	E	Very Less	-	-
<b>Total</b>			<b>44</b>	<b>100%</b>

Table 4. 9 Table of percentage vocabulary score:

Based on these data, the category percentage of vocabulary scores is excellent with the frequency 38 students 86%. For more details can be seen in the following diagram;



Diagram 4. 5 Diagram of percentage vocabulary score

The tendency of vocabulary scores is measured by the following formula:

- High category  $> (M+1SD)$
- Medium category between  $(M-1SD)$  until  $(M+1SD)$
- Low category  $< (M-1SD)$

Notes:

M : Mean

SD : Standar Deviasi

<sup>15</sup> Based on the calculation results using this formula, the tendencies category of

students' vocabulary score is obtained as follows:

Mean = 7,18 rounded to 7

SD = 0,49 rounded to 0,5

$(M+1SD) = 7+1(0,5) = 7,5$

$(M-1SD) = 7 - 1(0,5) = 6,5$



<sup>1</sup> The distribution of vocabulary scores can be seen in the following table:

Interval	Category	Frequency	Percentage
$X > 7,5$	High	38	86%
$6,5 \geq X \leq 7,5$	Medium	4	9%
$X < 6,5$	Low	2	5%
<b>Total</b>		<b>44</b>	<b>100%</b>

Table 4. 10 Table of tendency vocabulary scores

It is shown in the table above that students vocabulary scores tend to be in the high category is 38 students (86%), the medium category is 4 students (9%), and the low category is 2 students (5%). Thus, it may be said that the students' vocabulary mastery scores are high.

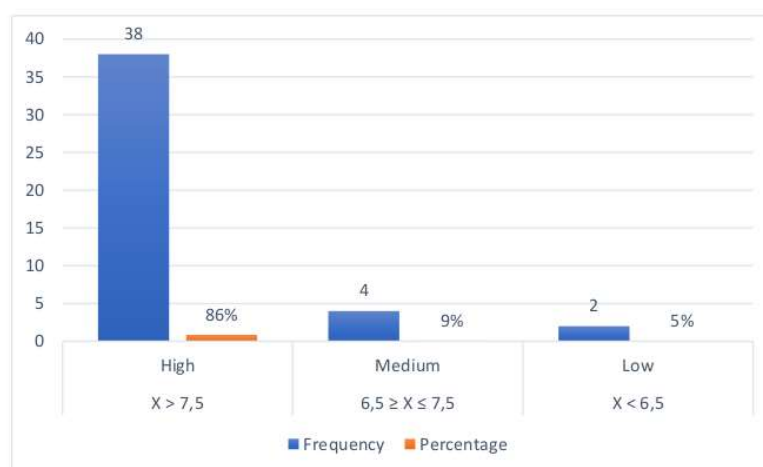


Diagram 4. 6 Diagram of tendency vocabulary scores

#### 4.2 <sup>1</sup> Data Analysis

Because the data in this research is obtained as raw data, more analysis is still required. Data analysis is a technique used to combine and evaluate obtained data in

order to reach a scientific conclusion. In processing questionnaire score about students' habits listening to English songs and students' Vocabulary score. The following is how research data is presented:

1. Normality test

To figure out whether or not the data distribution is normal was used the Kolmogorov-Smirnov One Sample. The following findings were obtained based on the calculation outcomes with the aid of a computer application called SPSS version 25:

One-Sample Kolmogorov-Smirnov Test

		Variable_X	Variable_Y
N		44	44
Normal Parameters <sup>a,b</sup>	Mean	63.8182	7.8182
	Std. Deviation	8.05005	.49522
Most Extreme Differences	Absolute	.099	.507
	Positive	.058	.357
	Negative	-.099	-.507
Test Statistic		.099	.507
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.060 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Table 4. 11 Table of normality test

The data from the habit of listening to English songs and the vocabulary value above have a significant value of  $0.200 > 0.05$ , which indicates that the data is normally distributed, according to the table. If the significance is more than 0.05, the data is considered normal.

2. Homogeneity test

A test for determining whether or not some population variances are the same is known as homogeneity testing. The Levine test was used in this study for the homogeneity test. The following findings were obtained based on the calculation outcomes with the aid of a computer application called SPSS version 25:

31  
**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Variable_X	Between Groups	51.410	1	51.410	.789	.379
	Within Groups	2735.135	42	65.122		
	Total	2786.545	43			
Variable_Y	Between Groups	.160	1	.160	.647	.426
	Within Groups	10.385	42	.247		
	Total	10.545	43			

Table 4. 12 Table of homogeneity test

The results of the homogeneity test indicated that the data came from a homogeneous population because the significance value for the listening habits (X) variable was 0,379 and the significance value for the vocabulary (Y) variable was 0.426 which is more than 0,05.

### 3. Linearity test

A regression linearity test was conducted after the data from the variables X and Y were checked for normality to establish the degree of the correlation's closeness, the calculation of the linearity test using the help of SPSS 25. The following results were obtained:

49  
**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Variable_Y *	Between	(Combined)	9.795	24	.408	10.340	.000
Variable_X	Groups	Linearity	.712	1	.712	18.040	.000
		Deviation from Linearity	9.083	23	.395	10.005	.000
	Within Groups		.750	19	.039		
	Total		10.545	43			

Table 4. 13 Table of linearity test

The results in the significant column of the linearity rows in the table above, with a result of 0.000, indicate that the variables X and Y have a linear connection. Because the significance value is  $0.000 < 0.05$ .

#### 4.3 Hypothesis Test

With the use of SPSS 25, we tested our hypotheses in this study utilizing product moment correlation by inputting data then clicking analyze > correlate > bivariate, then the results are as follows.

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**Correlations**

		Variable_X	Variable_Y
Variable_X	Pearson Correlation	1	.260
	Sig. (2-tailed)		.088
	N	44	44
Variable_Y	Pearson Correlation	.260	1
	Sig. (2-tailed)	.088	
	N	44	44

Table 4. 14 Table of hypothesis test

Interval Koefisien	Tingkat Hubungan
10 0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium

0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Table 4. 15 Table of Correlation Interpretation

The table illustrates that there is a low correlation between variable X and variable Y, with the result calculation of 0,260 within the range of 0,20-0,399.

It is required to compare the correlation coefficient of the calculation results above with the Product Moment table to determine whether it is significant or not. Since there are 44 samples in this study, it is required to examine the Product Moment table, which has N = 44 and an error rate of 5% or 0.297.

According to the outcomes of the previous test, the known value Sig. (2-tailed) is 0.260 < 0.297, hence H<sub>0</sub> is accepted and H<sub>a</sub> is rejected. It is incorrect to propose that vocabulary mastery and the habit of listening to English songs are significantly correlated. According to the coefficient of determination computation, a value of 6.7% was found for the coefficient. This shows that whereas 93,3% of vocabulary knowledge is determined by other factors and 6,7% of it is influenced by the habit of listening to English songs.

#### 4.4 Discussion

##### 4.4.1 Habit of Listening to English Songs

According to the questionnaire's description of the data, students in vocabulary class at Wijaya Kusuma Surabaya University are described as having a medium tendency of listening to English songs. The interval 56–72 has the most frequencies, with an absolute frequency of 31 and a relative frequency of 70%. The distribution of data for each category reveals that 8 students (19%) belong into the high category for listening to English songs at the interval score of > 72. 31 students (70%) at the interval score of 56–72 had a habit of listening

to English songs in the medium category, while 5 students (11%) at the interval score of < 56 had a habit of listening to English songs in the low category.

#### 4.4.2 <sup>1</sup> Vocabulary Mastery

It is known from the vocabulary score data's explanation that students' vocabulary mastery at wijaya kusuma surabaya university is high. The group with the most frequency was in the interval of > 7.5 with the absolute frequency being 38 and the relative frequency being 86%. The data distribution for each category reveals that the vocabulary mastery with a high category of 38 students (86%) at the interval of > score 7.5, the vocabulary mastery with a medium category as many as 4 students (9%) at the interval score 6.5-7.5, and the vocabulary mastery in the low category by 2 students (5%) at the interval score < 6.5.

#### 4.4.3 <sup>3</sup> The correlation between the habit of listening to English songs with vocabulary mastery

Based on the results of the hypothesis test using Product Moment Correlation, According to the results of t count 0.260 and t table 0.297, there is low correlation between the habit of listening to English music and vocabulary mastery, where t count < t table. According to the analysis of the coefficient of determination, <sup>1</sup> vocabulary mastery and the habit of listening to English songs have a relationship with a contribution of 6.7% each, with other factors contributing for the remaining 93.3%. This demonstrates that there is no correlation between the habit of listening to English songs and vocabulary mastery. <sup>2</sup> This deviates from the assumption in Mariana, Ahmad Laut Hasibuan,

and Risnawaty's research in 2021 entitled "Improving Students' Vocabulary Through English" which states that songs have a significant influence on increasing student vocabulary, shown by an increase in students' average scores after Listen to songs. Study Prakasita Perwitasari in 2020 entitled "the application of songs as a medium for learning English in students of Semesta Bilingual Kindergarten School Semarang", Shows that the application of songs is effective for vocabulary recognition. Therefore, it may be assumed that if a person has a high habit of listening to songs, their vocabulary mastery will also be high, and that if they have a low habit of listening to songs, their vocabulary mastery would similarly be low.

However, the outcomes of this research show that the habit of listening to songs only has little influence on vocabulary mastery. Where there are 31 students (70%) who do not listen to English songs too often and also get high vocabulary scores just like other students who listen to songs very often. This is compatible with the study by Vienna Nur Fitria Fayakuntari (2015) entitled "The Relationship Between The Habit of Listening to German Songs With Vocabulary Mastery", stating that there is no positive relationship between the habit of listening to German songs and vocabulary mastery. As shown by the outcomes of the came negative correlation coefficient, which is  $= -0.17$ . Similar studies were also conducted by Intan Setia (2022) with the title "The Correlation Between Listening Habit To English Songs and Vocabulary Mastery of Eight Grade Students at State Junior High School 21 Pekanbaru". Her study's findings revealed an estimated  $r$  value of  $-0.058$   $r$  table  $< 0.329$ . it can be said, there is no correlation between the habit of listening to English songs and vocabulary mastery.

This can be taken to mean that the <sup>1</sup>habit of listening to English songs has little influence on vocabulary mastery. Yanxue Feng's study (2020) proves that viewing contributes more to incidental vocabulary learning than listening. Brown et al in Yanxue Feng (2020) found that written input modes and greater vocabulary mastery is acquired when written and aural input are combined than when aural input is used alone. In comparison with words that are encountered 10 to 13 times, which have a 20% chance of being learnt by reading and a 21% <sup>21</sup> chance of being learned through reading-while-listening, words that are met 15 <sup>21</sup> to 20 times in aural input have only a 3% chance of being learned. Vidal in Yanxue Feng (2020) found that While ESP students read academic materials as instead of listening to academic lectures, they learn more vocabulary. Through some of these findings, it can be interpreted that listening has little influence on vocabulary mastery.

Listening to songs can still expose us to a wide range of vocabulary, phrases, and expressions that we may not encounter in everyday conversation or formal education. Songs often use poetic and metaphorical language, which can expand our repertoire of words and help us develop a more diverse vocabulary. B.F. Skinner with the theory of behaviorism argued that learning is a clear change in individual behavior. Behavioral changes are acquired as a result of an individual's response to events (stimuli) from the environment. Griffe (1992: 5) states that songs are great for teaching vocabulary because they give it a meaningful context. When listening a song, a person not only listens but also inquires about its meaning out of curiosity. One needs to comprehend what is said and what the main message of the text or audio is (Sanggam, 2008). When listening to songs, individuals often try to figure out the lyrics. One might



discover the meaning of a word after thoroughly understanding how it is pronounced in the song. The definition of the word will help individuals learn new words. (Listiyarningsih, 2017).

However, the influence of listening to songs on vocabulary development can vary from person to person. Factors such as personal interest and active engagement with lyrics can influence the extent to which songs affect an individual's vocabulary. Brown in Yanxue Feng (2020) states that the combined method of reading and listening contributes to the acquisition of vocabulary knowledge that is much greater than just listening. (Murphey, 1990) states the phenomenon of "Song stuck in my head" can be triggered with a much smaller amount of input time, does not require an understanding of linguistic content and lasts for a longer period. He further stated that reading lyrics while listening to songs can result in stronger activation of songs that are stuck in the head.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The following conclusions can be reached in light of the findings of this study and comments that were given.

- 1) There is no significant correlation between student's habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University. This is evidenced by the research data calculated using the product moment correlation formula with the help of SPSS 25. The result was  $t_{count} < t_{table}$  with a significance level of 0.05 ( $0.260 < 0.297$ ), the correlation between student's habit of listening to English songs and vocabulary mastery was low at 6.7% while 93.3% was determined by other factors outside the study.
- 2) The influence of listening to songs on vocabulary mastery can vary from person to person. This study found that there were 31 students (70%) out of 44 students had a medium habit of listening to english songs, 8 students (19%) had a high habit, and 5 students (11%) had a low habit. While 38 students (86%) out of 44 students had a high vocabulary score, 4 students (9%) had a medium score, and 2 students (5%) had a low score. It shows that the habit of listening to English songs have little influence on vocabulary mastery.

#### 5.2 Suggestion

The results of this research point to a number of things that should be taken into consideration, including the following.

- 1) For Researchers

Because there are differences in assumptions with the results of the study. For this reason, it is expected that there will be similar further research and it is recommended for further researchers to be more thorough and there needs to be more understanding to conduct a study using the results of this research as a reference.

2) For Lecturers

It is recommended for lecturers to use other varied media in increasing students' vocabulary mastery.

3) For Students

It is recommended for students to have the desire and willingness to looking for learning resources that can improve their vocabulary mastery.