

CHAPTER IV

RESEARCH FINDINGS

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 students' habits listening to English songs and students' vocabulary mastery.

4.1 Data Description

According to Sugiyono (2016: 147) "Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected without intending to make generalized conclusions or generalizations". The data to be presented by the researcher consisted of questionnaire score data 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. 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. It consists of 20 statements that each had 4 alternative answers, if the positive statement: score of strongly agree was 4, score of agree was 3, score of disagree was 2, score of strongly disagree was 1, and if the statement was negative: score of strongly agree was 1, score of agree was 2, score of disagree was 3, score of strongly disagree was 4. The total score of data were gotten:

Responden	Scores (X)	Responden	Scores (X)
Student 1	80	Student 23	50
Student 2	66	Student 24	74
Student 3	65	Student 25	63
Student 4	77	Student 26	65
Student 5	64	Student 27	45
Student 6	61	Student 28	71
Student 7	60	Student 29	55
Student 8	59	Student 30	41
Student 9	59	Student 31	60
Student 10	63	Student 32	59
Student 11	66	Student 33	69
Student 12	74	Student 34	62
Student 13	73	Student 35	56
Student 14	67	Student 36	72
Student 15	71	Student 37	60
Student 16	52	Student 38	74
Student 17	68	Student 39	58
Student 18	69	Student 40	66
Student 19	66	Student 41	70
Student 20	59	Student 42	66
Student 21	58	Student 43	72
Student 22	61	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 was shown below.

1) Determining the Number of Classes

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

$$= 1 + 3,3 \log (44)$$

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

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%
Total	44	100%

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

From the table above, it can be seen that the frequency of questionnaire scores about students' habit of listening to English songs at intervals 76 – 82 there were 2 students (5%), intervals 69 – 75 there were 11 students (25%), intervals 62 – 68 there were 14 students (31%), intervals 55 – 61 there were 13 students (29%), intervals 48 –

54 there were 2 students (5%), and intervals 41 – 47 there were 2 students (5%). Based on these data, the frequency distribution of questionnaire scores about students' habit of listening to english songs was in the interval 62 – 68. For more details, see the following diagram;

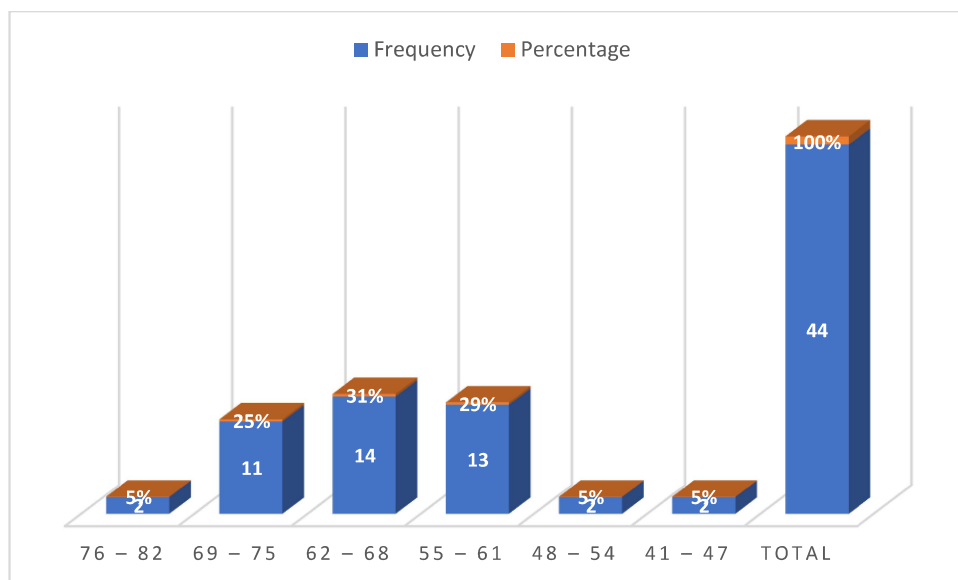


Diagram 4. 1 Diagram of frequency distribution habits listening to English song

Then the questionnaire score about students' habits of listening to English songs was processed into statistical data, the results were 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 was 63.82, the median score was 64.50, the mode was 66, the standard deviation was 8.050, the highest score was 80 and the lowest score was 41 from the total sample of 44. Furthermore, the questionnaire score data about students' habits listening to English songs were 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%
Total		44	100%

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

From the table above, it was known that the percentage of students' habits listening to English songs obtained the smallest percentage score was 2% and the largest percentage was 36%. There were 13 students (30%) got the very high category, 16 students (36%) got the high category, 11 students (25%) got 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 was high. For more details can be seen in the following diagram;

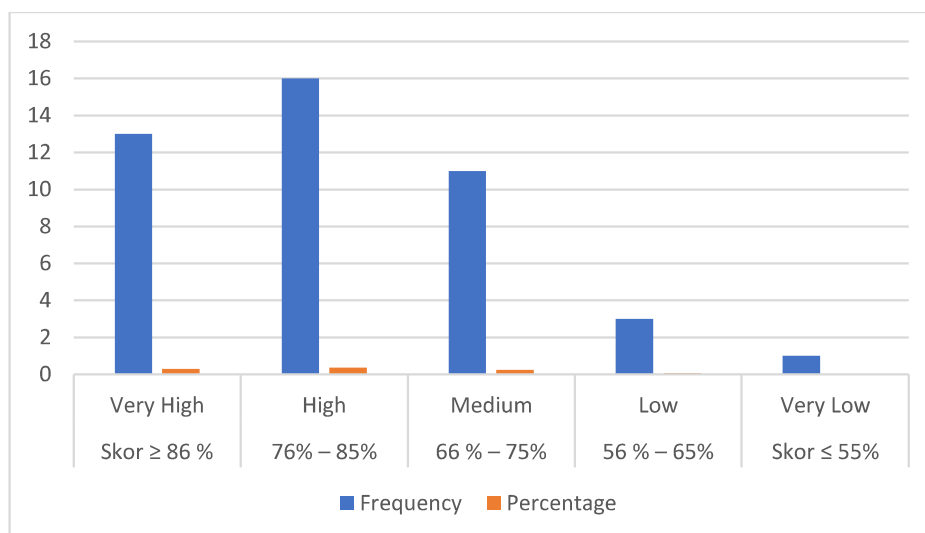


Diagram 4. 2 Diagram of score percentage habits listening to English songs

The tendency of students' habits listening to English songs was 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 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%
Total		44	100%

Table 4. 5 Table of tendencies habits listening to English songs

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

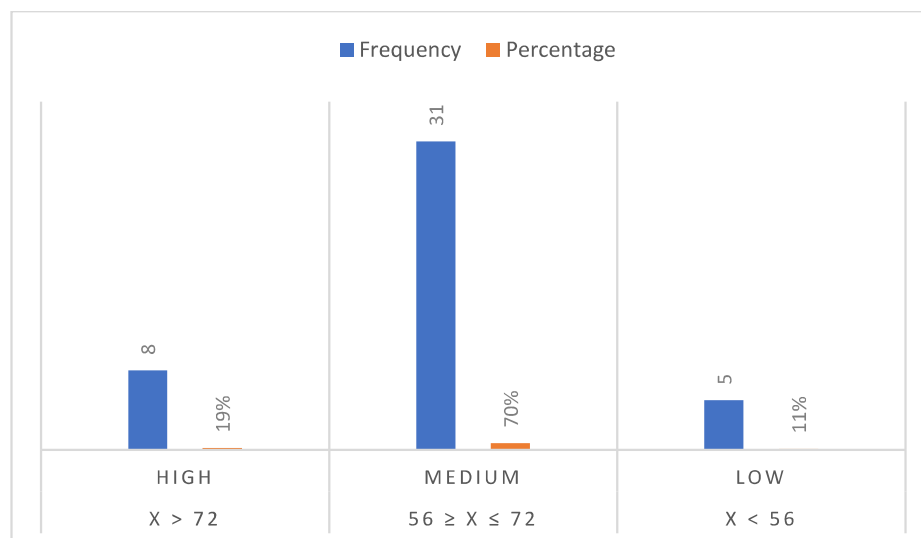


Diagram 4. 3 Diagram of tendencies habits listening to English songs

b. Vocabulary Mastery

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

Responden	Score (Y)	Responden	Score (Y)	Responden	Score (Y)
Student 1	6	Student 16	8	Student 31	8
Student 2	8	Student 17	8	Student 32	8
Student 3	8	Student 18	8	Student 33	8
Student 4	8	Student 19	8	Student 34	8
Student 5	8	Student 20	8	Student 35	8
Student 6	8	Student 21	7	Student 36	8
Student 7	8	Student 22	8	Student 37	8
Student 8	8	Student 23	8	Student 38	8
Student 9	7	Student 24	8	Student 39	8
Student 10	8	Student 25	8	Student 40	8
Student 11	8	Student 26	8	Student 41	8
Student 12	8	Student 27	6	Student 42	7
Student 13	8	Student 28	8	Student 43	8
Student 14	8	Student 29	8	Student 44	8
Student 15	8	Student 30	7		

Table 4. 6 Table of students vocabulary score

The following was the frequency distribution of the vocabulary scores:

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

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;

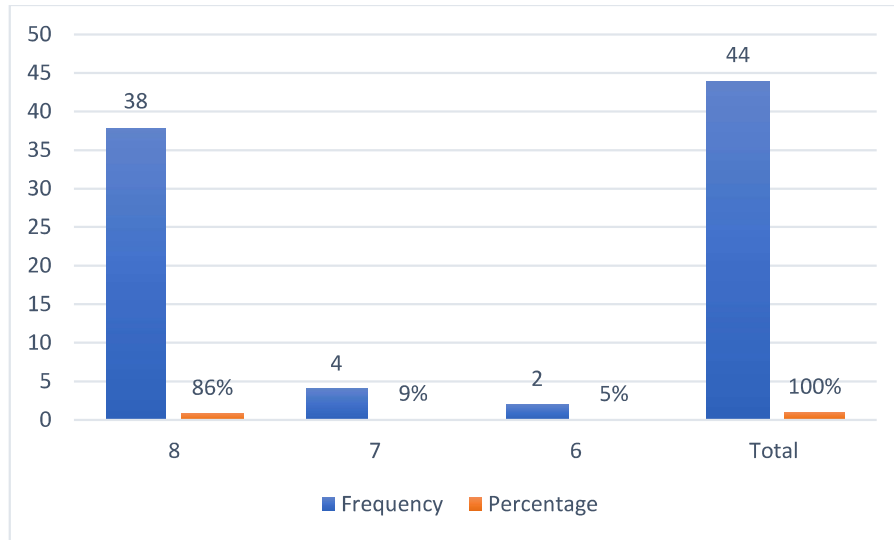


Diagram 4. 4 Diagram of frequency distribution vocabulary score

Then the vocabulary score data was processed into statistical data, the results were 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 deviation vocabulary score

From the table, the average score was 7.1, median was 8, mode was 8, standard deviation was 0.49, highest value was 8 and lowest value was 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	-	-
Total			44	100%

Table 4. 9 Table of percentage vocabulary score:

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

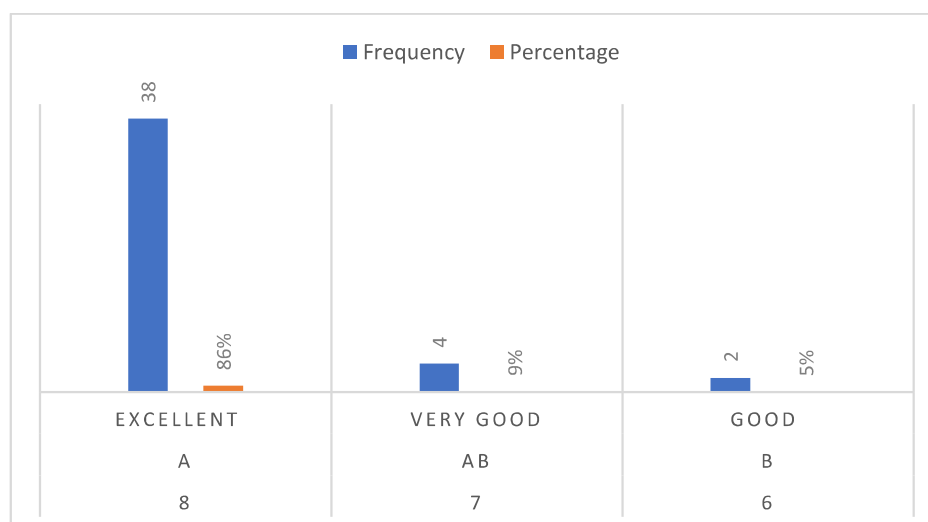


Diagram 4. 5 Diagram of percentage vocabulary score

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

- a. High category $> (M+1SD)$
- b. Medium category between $(M-1SD)$ until $(M+1SD)$

c. Low category $< (M-1SD)$

Notes:

M : Mean

SD : Standar Deviasi

Based on the calculation results using this formula, the tendencies category of students' vocabulary score was obtained as follows:

Mean = 7,18 rounded to 7

SD = 0,49 rounded to 0,5

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

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

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%
Total		44	100%

Table 4. 10 Table of tendency vocabulary scores

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

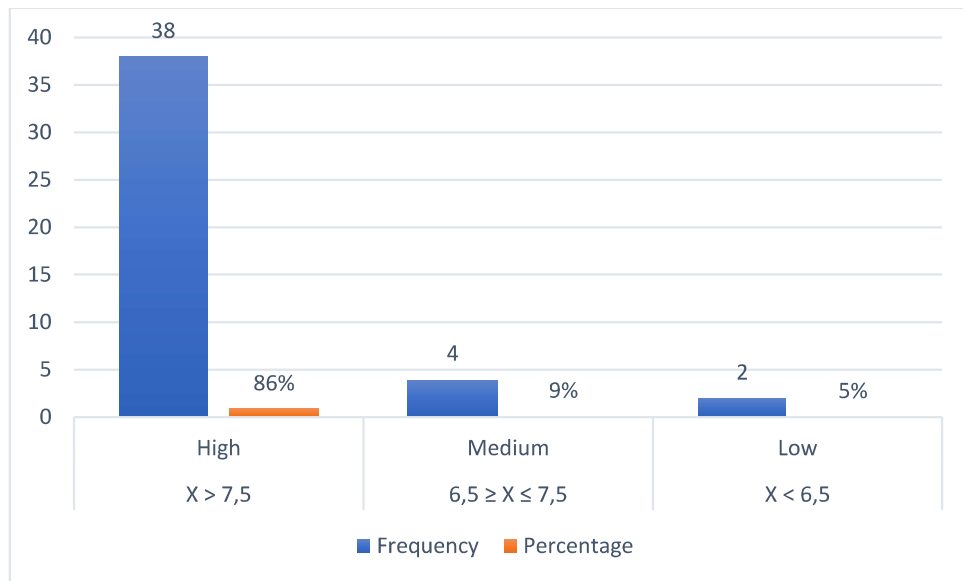


Diagram 4. 6 Diagram of tendency vocabulary scores

4.2 Data Analysis

Because the data in this research was obtained as raw data, more analysis was still required. Data analysis was 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 was how research data was presented:

1. Normality test

To figure out whether or not the data distribution was 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 ^{a,b}	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 ^{c,d}	.060 ^e

- 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 had a significant value of $0.200 > 0.05$, which indicated that the data was normally distributed, according to the table. If the significance was more than 0.05, the data was considered normal.

2. Homogeneity test

A test for determining whether or not some population variances were the same was 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:

		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:

			Sum of Squares	df	Mean Square	F	Sig.
Variable_Y *	Between Groups	(Combined)	9.795	24	.408	10.340	.000
Variable_X		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 was $0.000 < 0.05$.

4.3 Hypothesis Test

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

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 hypotesis test

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 4. 15 Table of Correlation Interpretation

The table illustrates that there was 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 correlation value was 0.260 < 0.297, hence H0 was accepted and Ha was rejected. It was 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 showed that whereas 93,3% of vocabulary knowledge was determined by other factors and 6,7% of it was 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 were described as having a medium tendency of listening to English songs. The interval 56–72 had the most frequencies, with an absolute frequency of 31 and a relative frequency of 70%. The distribution of data for each category revealed 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 Vocabulary Mastery

It was known from the vocabulary score data's explanation that students' vocabulary mastery at Wijaya Kusuma Surabaya University was 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 $> \text{score } 7.5$, 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 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 r count 0.260 and r table 0.297, there was low correlation between the habit of listening to English songs and vocabulary mastery, where r count $< r$ table. According to the analysis of the coefficient of determination, vocabulary mastery and the habit of listening to English songs had a relationship with a contribution of 6.7% each, with other factors contributing for the remaining 93.3%. This demonstrates that there was no correlation between the habit of listening to English songs and vocabulary mastery. This deviated from the assumption in Mariana, Ahmad Laut Hasibuan, and Risnawaty's research in 2021 entitled "Improving Students' Vocabulary Through English" which states that songs had a significant influence on increasing student vocabulary, shown by an increase in students' average scores after Listen to songs. The study of Prakasita Perwitasari in 2020 entitled "the application of songs as a medium for learning English in students of Semesta Bilingual Kindergarten School Semarang", Showed that the application of songs is effective for vocabulary recognition. Therefore, it may be assumed that if a person had a high habit of listening to songs, their vocabulary mastery would also be high, and that if they had a low habit of listening to songs, their vocabulary mastery would similarly be low.

However, the outcomes of this research showed that the habit of listening to songs only has little influence on vocabulary mastery. Where there were 31 students (70%) who do not listen to English songs too often and also got high vocabulary scores just like other students who listen to songs very often. This was compatible with the study by Vienna Nur Fitria Fayakuntari (2015) entitled "The Relationship Between The Habit of Listening to German Songs With Vocabulary Mastery", states that there was 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 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 was no correlation between the habit of listening to English songs and vocabulary mastery.

This can be taken to mean that the habit of listening to English songs had little influence on vocabulary mastery. Yanxue Feng's study (2020) proved 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 was acquired when written and aural input were combined than when aural input was used alone. In comparison to words that were encountered 10 to 13 times, which had 20% chance of being learnt by reading and 21% chance of being learned through reading-while-listening, words that were met 15 to 20 times in aural input have only 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 learned more vocabulary. Through some of these findings, it can be interpreted that listening had little influence on vocabulary mastery.

Listening to songs could 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 could expand our repertoire of words and helped us develop a more diverse vocabulary. B.F. Skinner with the theory of behaviorism argued that learning was a clear change in individual behavior. Behavioral changes were acquired as a result of an individual's response to events (stimuli) from the environment. Griffie (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 listened but also inquired about its meaning out of curiosity. One needed to comprehend what was 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 was pronounced in the song. The definition of the word would help individuals learn new words. (Listiyarningsih, 2017).

However, the influence of listening to songs on vocabulary mastery could vary from person to person. Factors such as personal interest and active engagement with lyrics could influence the extent to which songs affect an individual's vocabulary. The other factors that affect a person's language mastery are background knowledge or discipline, age, level of education, and references.

Brown in Yanxue Feng (2020) states that the combined method of reading and listening contributes to the acquisition of vocabulary knowledge that was 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 states that reading lyrics while listening to songs could result in stronger activation of songs that were stuck in the head.