THE CORRELATION BETWEEN LISTENING HABIT TO ENGLISH SONG AND VOCABULARY MASTERY OF THIRD GRADE STUDENTS OF SMPN 5 REJANG LEBONG

THESIS

This thesis is submitted to fulfill the requirement for the "Sarjana` degree in English Language Education.

By:

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ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

ISLAMIC STATE INSTITUTE OF CURUP

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Kepada

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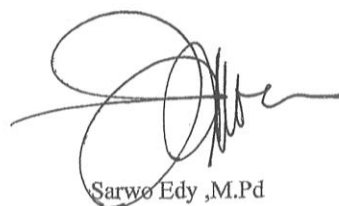   Curup,   Juni 2022

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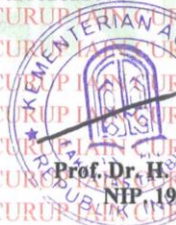
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PREFACE

All praise to Allah SWT that the writer had finally finished writing his thesis entitled "**The Correlation Between Listening Habit To English Song And Vocabulary Mastery of Third Grade Students Of SMPN 5 Rejang Lebong**

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State Collage for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future. Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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MOTTO

"Chase after the Akhirah then the World will Chase you."

~

"You will be the one responsible for what you are doing"

DEDICATIONS

❖ **Allah SWT and My Prophet, Nabi Muhammad SAW.**

❖ *My Beloved parents, my father and my mother*

   Thank you for loving me, caring me, hard working for my

   study, advices, prays, andsupport in moral and materials.

   Thank you so much for all the things that you havegiven to me.

   I know as always, without two of you I am nobody. I love you

   very much, cannot describe how precious you are.

❖ *My Supervisor,* Hadi Suhermanto,M Pd ,*Co-Supervisor,* Sarwo

   Edi,M.Pd

❖ *All of my best friends*

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Firstly, the researcher would like to thank ALLAH SWT, because of his blessing so that the researcher has finished the research entitled The Correlation Between Listening Habit to English Song Vocabulary Mastery of Third Grade Students of SMPN 5 REJANG LEBONG. This research was conducted as requirement for the degree of "Sarjana pendidikan" at English Study Program, Language and Art Department, Faculty TARBIYAH of IAIN CURUP.

In this opportunity, the researcher would like to deliver big thanks to the following people who have helped and supported the researcher to finish this research. The researcher would like to thank to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd as the Rector of IAIN Curup.

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4. Sarwo Edi,M.Pd as the co-supervisor who has given her times, guidance, support andmany ideas to complete this research.

5. Special thanks for my parents, My mother Suryani and my lovely Father Deri thank you for your support.

6. My beloved wife and my son, pretty shinta azhari and Yusuf al-mufasa.

7. All the lectures of English Education Study Program who have given knowledge to theresearcher during studied in this university.

8. All of 3th grade students of SMPN 5 REJANG LEBONG in Academic Year 2022, who have given their time to answer listening habit questionnaire and vocabulary learning test.

9. All staffs and administrators in the Faculty TARBIYAH especiallyfor English Department.

10. Special thanks to my beloved best friends, Zelvia,Wike,Zain, Rani who have given their time to help, support and motivate the researcher in completing this research.

11. All my friends.

12. My Almamater, IAIN CURUP

The researcher hopes that this research can be useful for the reader to conduct the research especially in this field. Finally, the researcher realizes that this thesis is still imperfect so that the researcher needs suggestions and critics to make this thesis better.

CURUP,   2023

SUGANDA PRANATA

ABSTRACT

SUGANDA PRANATA. (2022). *The Correlation between Listening Habit to Englsih Song and Vocabulary Mastery of Third Grade Students of SMPN 5 REJANG LEBONG.*

Supervisors:

1. Hadi Suhermanto,M Pd

2. Sarwo Edi,M.Pd

The aims of this research were to find out the correlation between students' listening habit to English song and their vocabulary mastery. This research applied correlational study which was used quantitative design. The subjects were 60 students of Third Grade Students of SMPN 5 REJANG LEBONG. The data were collected from two instruments: (1) questionnaire was used to get data about students' listening habit to English song and (2) VLT test was used to get data about students' vocabulary mastery. The result of calculation was using Pearson Product moment formula process by SPSS IBM Statistic Version 20 Program, which showed the score ofrxy bigger than the score of r table (0,835 > 0,254). It means that Ha was accepted and H0 was rejected. In conclusions, there is a positive and significant correlation between listening habit to English song and vocabulary mastery of third grade students of SMPN 5 REJANG LEBONG.

Key words: Listening Habit, Vocabulary Mastery

ABSTRAK

Suganda Pranata. (2022). Hubungan antara Kebiasaan
Mendengarkan Lagu Berbahasa Inggris dan Penguasaan Kosa kata
Siswa Kelas Tiga SMPN 5 REJANG LEBONG.

Pembimbing:

1. Hadi Suhermanto,M Pd

2. Sarwo Edi,M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kebiasaan siswa dalam mendengarkan lagu berbahasa Inggris dan penguasaan kosa kata mereka. Penelitian ini menggunakan studi korelasional yang menggunakan desain kuantitatif. Subjek penelitian adalah 60 siswa kelas tiga SMPN 5 REJANG LEBONG. Data dikumpulkan dari dua instrumen:
(1) kuesioner digunakan untuk mendapatkan data tentang kebiasaan siswa dalam mendengarkan lagu bahasa Inggris dan (2) tes VLT digunakan untuk mendapatkan data tentang penguasaan kosakata siswa. Hasil perhitungan menggunakan rumus Pearson Product moment di proses dalam Program SPSS IBM StatistikVersi 20, yang menunjukkan skor rhitung lebih besar dari skor r tabel (0,835> 0,254). Ini berarti Ha diterima dan H0 ditolak. Kesimpulannya, ada hubungan yang positif dan signifikan antara kebiasaan mendengarkan lagu berbahasa Inggris dan penguasaan kosa kata siswa kelas tiga SMPN 5 REJANG LEBONG.

Kata Kunci: Kebiasaan Mendengarkan, Penguasaan Kosa Kata

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CHAPTER I

INTRODUCTION

A. Background of the Research

Without vocabulary, language learning would be impossible. A language's vocabulary is something that must be learned. It implies that, in terms of language, vocabulary is crucial. The vocabulary a language employs determines how meaningful it is. Thornbury claims that English cannot get any better if you spend most of your time studying grammar. Gaining more vocabulary and expression will help you the most. Grammar can only be used to communicate very little, whereas words can convey practically everything.[1]. According to the aforementioned remark, studying vocabulary can be regarded as one of the most crucial aspects of learning a language, particularly English. It implies that one of the language elements that students must master first when learning English is vocabulary. Without vocabulary, it is impossible to communicate verbally, write, or comprehend what is read or heard. A fundamental aspect of learning a foreign language is developing the vocabulary. Therefore, people cannot express themselves or communicate effectively without the proper terminology. Understanding words used in communication and knowing their meanings are two aspects of mastering the English language. Thus, students with a low vocabulary find it challenging to acquire the English language.[2]

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[1] Thornbury, S. 2002. How to Teach Vocabulary. Series Editor: Jeremy Harmer. Malaysia: Longman.

[2] Millington, N., T. 2011. Using Songs Effectively to Teach English to Young Learners.

In fact, students still have trouble learning new terms and expanding their vocabulary. If they did not know how to increase their vocabulary, they would become disinterested in learning English. They learned the language in a tedious and ineffective manner, which was one of the factors. For instance, they might only list the words along with their meaning, pronunciation, and spelling before having trouble recalling the terms they have learned.

The researcher discovered, based on his observations intern at SMPN 5 REJANG LEBONG, that the English teachers at this school, have already incorporated music or English songs into their lesson plans. In reality, the teacher has been employing this strategy for a single semester. Additionally, the teacher used English songs by playing them to the class prior to the start of the lesson as they prepared the media and materials. This process typically lasts 10 minutes or less and includes two to three songs. The song played by the teacher were sometimes popular songs requested by the students, and most of the song is chosen by the teacher, the slow tempo songs, for example 'Something Just Like This' By Chainsmokers & Coldplay and 'Yesterday' By The Beatles. With the aim of familiarizing the students with English terminology and forming a habit of listening to English music, this strategy is used by the teacher in every class, even when the subject is unrelated to listening ability.

In addition, the English department students at IAIN Curup conducted a previous study that examined the impact of students' habits of listening to

Japan: Ritsumeikan Asia Pacific University. Available at Language Education in Asia.

English songs on their listening skills. The study's findings supported the hypothesis that listening habits have a positive impact on students' listening scores, and this is another reason why the teacher chose to use this approach. These results are for classes A and B.[3]

Besides, according to the Meutia study's findings, listening to English music regularly has a positive impact on one's ability to learn new words and to listen. A correlation between habitual listening to English songs and vocabulary mastery has not yet been determined by the SMPN 06 teacher. The teacher just measured the impact and correlation between habitual listening to English songs and listening competence. The researcher has also discovered that some students are still unable to translate or even recognize a basic word. As a result, the researcher wonders about the relationship between students' vocabulary in SMPN 05 and their listening habits to English songs.

Additionally, the researcher draws the conclusion that one technique for the students to pick up a lot of vocabulary is to grow acclimated to listening to the English song based on the aforementioned experts' opinions. There are a number of reasons why that music might be beneficial for students. The benefits of listening to the song frequently include learning new words and pronunciation as well as relaxing. The use of songs also improves learning environments by adding interest and fun. According to the study, listening to western music could help students expand their vocabulary and learn new concepts. Meara claims that songs can be effective teaching tools for

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[3] Puspita, P. 2018. The effect of Listening Habit to The English Songs Toward Listening Skill. IAIN.Bengkulu

vocabulary, phrase patterns, and sentence structures.[4] Additionally, according to Cebula, students who take part in song-based learning typically express themselves well and learn a lot of new vocabulary. It would become habitual for the students to listen to western music in their daily lives.[5]

Habit is routine action. Therefore, the action will become ingrained. To put it another way, listening to western music in students' free time every day will become a habit. Students can increase their vocabulary by developing the habit of listening to western music, since their brains immediately store new information when they do, while they are unable to comprehend.[6] The words in the song provide the students with a reason to look up unfamiliar words, which is why developing a listening habit can expand their vocabulary.

There is previous studies which related the role of habit in listening English song and vocabulary. One of those is a study, entitled "**The Influence of Listening Habit to The English Songs Toward Vocabulary Mastery**". This study sought to determine how students' practice of listening to English music affected their ability to learn new words. This study was carried out at MAN 1 Temanggung. There were 60 students in the third grade, making up the population. 60 students made up the sample. The tools included tests that included listening and vocabulary exercises as well as questionnaires that were not tests. The two tests were utilized to learn more about the students' vocabulary knowledge as well as their ability to listen to English music. One finding from this study revealed that listening to English songs has a positive

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[4] Meara, P. 1992. Vocabulary mastery test.London: CLIT.
[5] Cebula, D. 2008. Songs and Rhymes in Language Teaching.
[6] Hornby. 1987. Oxford Advance Learner''s Dictionary. Oxford: Oxford University Press.

effect on vocabulary acquisition.[7]

In conclusion, based on experts and previous study above, the researcher is going to conduct a research entitled **The Correlation Between Listening English Song Habit and Vocabulary Mastery of Third Grade Students of SMPN 5 REJANG LEBONG** in order to investigate the extent of the correlation between students' habit in listening to English song not only inside the school but also outside the school and their vocabulary mastery.

B. Research Objective

The objective of this research is: "To find out whether or not there is a positive correlation between students' listening Habit to English song and their vocabulary mastery."

C. Significance of the Research

The researcher divided the significance of this research into two :

a. For the students

Hopefully, by conducting this research, students awareness about how important of making a listening to English song into habit will be increase. Also, students will be able to increase their vocabulary as well.

b. For the teachers

The researcher hope that, English teachers of SMPN 05 can utilize this research as one of many consideration in increasing

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[7] Zulianti. 2009. The influence of Listening Habit to The English Songs Toward Vocabulary Mastery

students English achievement, especially vocabulary mastery.

c. For other researcher

The researcher hope that, the result of this research will help other researcher to conduct their research that related to this research.

D. Limitation of the Research

In this research the researcher limited the study to the correlation between students listening to English song habit and their vocabulary mastery. And also the researcher limited several points in order to focus the research to the topic, those are :

a. The genre of the English song limited on English pop songs with slow tempo, such as: Hero by Mariah Carey, I have a dream by Abba, Heal the world by Michael Jackson, Hey jude by The beatles, and You raise me up by Josh Groban.

b. The vocabulary mastery limited on some criteria, such as : vocabulary used in part of speech (noun, adjective, verb, pronoun, and preposition), formal vocabulary, type of vocabulary (receptive vocabulary) and the meaning of word / vocabulary,

E. Hypotheses of the Research

H_0 : There is no positive correlation between students' listening habit to English song and vocabulary mastery of Third Grade students of SMPN 5 REJANG LEBONG.

H_1 : There is positive correlation between students' listening habit to English song and Vocabulary mastery of Third Grade students of SMPN 5 REJANG LEBONG.

F. Definition of Key Terms

a. Define correlational study as the research that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables.[8]

b. Listening Habits 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.

c. define vocabulary as a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use.is important for the students.[9] mastering vocabulary is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words.[10]

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[8] Gay, L., H. 1987. Educational Research: Competencies for Analysis and Application (3rd. Ed).
[9] Hatch, E., and Brown, C. 1995.Vocabulary, Semantics, andLanguage Education.
[10] Lewis, M., and Hill, J. 1993.Source Book for Teaching English as a Foreign Language.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical bases of this research, they are: definition of listening, type of listening, song definition, music and language, the habit of a listening song, listening habit, vocabulary, and the previous study, etc.

A. Review of Related Literature

1. Definition of Listening

Listening is one of the most important ability that needs to be encouraged and develop. states listening is an active, purposeful processing of making sense of what we hear. Can be said that listening is defined as the process of understanding and identifying the message about what we heard. Moreover, listening is an essential part of the communication process. The majority of students spent their time in school with listening. Such as listening to the music. Besides, many students know new vocabulary through listening. While, the other process, listening is the way how the students getting more information.[11]

Listening is one of the basic principles ability in foreign language learning to emphasize the understandable input for the learner. It can provide them with adequate knowledge and language competence that can be useful for mastering other skill. Two views of listening have been dominated language pedagogy. The bottom-up processing model assumes that listening is a process of decoding the sounds that students hear, from

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[11] Helgesen, M., and Steven, B. 2007.Practical English LanguageTeaching.

the smallest meaningful unit phonemes until complete texts. The early 1980s the bottom up process view and top-down interpretation view theory explained, that the listener has a role as a recorder tape because listener takes and store the message sequentially, such as the way tape recorder catch the sound, word, phraseand even utterance.[12]

2.   Type of Listening

As explained types of listening that commonly used by people according to the purpose, there are two types:

a.   Discriminative Listening

Discriminative listening is the first skill that developed in early age even before birth. This is the most basic form of listening which does not require understanding the meaning of the word. Instead of merely distinguish the sound that is produced. As an example is a child know the differences between the sounds of a voice the parents. This type of listening develops through childhood and into adulthood. As people grow older the ability to distinguish the sound is frequently improved. Not only recognize the sound but also recognize how the sound is made and what the meaning of that sound is.[13]

b. Comprehensive listening

Comprehensive listening involves understanding the message or messages that are being communicated. In order to gain

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[12] Andrew, D., W. 2010. Listening and Human Communication in the 2st Century, UK

[13] Wolvin and Coakley G., C. 1996. Listening, Boston, MA: Benchmark.

comprehensive listening, the listener needs appropriate vocabulary and language skills. This type of listening is more complicated because it may cause two different interpretation of meaning

Definition of Song

A song gives students a chance to reduce the information into parts yet work with it as a whole. the song is a piece of music with word that present by sing. He also claims that song is one of great bundle culture, vocabulary, listening, and grammar. Besides, a song can provide a relaxing situation in learning. Other researcher argued that language is easier express in song than speech.[14]

3. Music and Language

Some researchers argue that music has an important role in everyday life. he believes there is a remarkable relation between music and language learning. In his opinion, there is a system in music and language that can increase the ability to learn. Though they are different, they are complementary systems of structured communication. Language is primarily responsible for content while for evoking emotion.[15]

The possibility of using music in English as a foreign language class has been actively considering for the last decades. It is considered because music has much value of language. Music helps the students to focus on guard, it gives an emotional dimension for their new words. Moreover, the words in a song are easier to remember.

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[14] Hornby. 2010. Oxford Advanced Learner's Dictionary. Great Clarendon street, Oxford
[15] Robert, J. 1997. Music, the Brain and Ecstasy: How Music Captures our intonation, New York: William Morrow and Company.

4. Listening Habit

habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. that, "Habit is a response that has become relatively automatic through practice". In Meriam Webster dictionary online.com, habit is stated as a behavior pattern acquire by frequently repetition or psychological exposure that shows itself in regularity or increase facility of performance, which the frequency is the number of times that something happens during a particular period. From definition above, it can be drawn a brief inference that habit is a repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. Afterwards, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related with hobby, talent, favorite activity or personal preference continuously, though it is done unconsciously.[16]

most of us spend about 45 percent of our time listening. To be effective communicators, we must be effective listeners. described the importance of listening this way "We listen a book a day, we speak a book a week, we read a book a month, and we write a book a year". Meanwhile, 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

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[16] Richard, C., J., and Schmidt.2010.Longman Dictionary of Language Teaching and Applied Linguistics. Britain.

listening can be productive and creative, it means that the listening habits is formed from the time we spend to listen.[17]

Can be said that If an activity or attitude, has been planted in a person, it means the person was already 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, the researcher conclude 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's speech or another.

5. **The Habit of Listening to English Song**

stated that habit as an automatic and mindless behavior to develop consistency and regularly in the healthful behavior in daily life. It means that listening to English song habit is paying attention and the habit of listening to English music is done many times.[18] There are advantages in

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[17] Worden, K., P. 1970. Are you Listening?.Kansas State University, Manhattan, Kansas.
[18] James, D., K. 2010. "Fetal learning: a critical review", Infant and Child Development, vol. 19, no. 1, pp. 45–54.

listening to English song that is highly memorable and highly motivating to who have a habit in listening to the English song. Therefore students will be easierto understand what others people said and can reach much of vocabulary. song is also effective to make the students to remember the word easily and feel more motivated in the class because they learn in interesting way.[19]

6. **The Indicator of the Habit of Listening to English songs**

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. [20]mention in their research that something can be called as habit if someone accepted the twelve items of these statements below: "I do frequently, I do automatically, I do without having to consciously remember, That makes me feel weird if I do not do it, I do without thinking, That would require effort not to do it, That belongs to my (daily, weekly, monthly) routine, I start doing before I realize I'm doing it, I would find hard not to do, I have no needto think about doing, That's typically "me", I have been doing for a long time." Furthermore, in this study the researcher took the theory) above to measure the students' habit in listening English song.[21]

[19] Zatnikasari, R. 2008. The Effectiveness Songs in Increasing Students' Vocabulary.Bandung Unpublished Paper.
[20] Meara, P. 1992. Vocabulary mastery test.London: CLIT.
[21] Verplanken, B. and Orbell, S. 2003. Reflections on Past Behavior: A Self Report of

7. The General Concept of Vocabulary

Vocabulary is the total number of words which makes up the languages. It can be defined, caught as the words we teach in the foreign language.[22] Based on Longman Dictionary of Contemporary English, vocabulary is all the words known to a particular person, the special set of word used in a particular kind of work, business, a list of word, usually in alphabetical order and with explanation of their meaning Furthermore, vocabulary is one of the components in language proficiency and provides much of the basis for how well students write, read, listen, and speak. Without vocabularies, students cannot get the meaning and communicate with each other in a particular language. Those definitions show that vocabulary is the first element that English learners should learn in order to master English well.[23]

Therefore, in learning language, it is important for students to understand the meaning of the new vocabulary in the communication. People talk in order to express the meaning of their ideas and thoughts, and they listen in order to discover the meaning of what others say. Without meaning in the spoken and expression can make the others do not understand what they say.

Habit Stregth.
[22] Thornbury, S. 2002. How to Teach Vocabulary. Series Editor: Jeremy Harmer.
[23] Richard, C., J., and Schmidt. 2002. Language Teaching and Applies Linguistic. Third Edition, London.

8. Selecting of Vocabulary

Selecting appropriate instructional strategies that student able to recognize vocabulary is important. It is to understand the nature of vocabulary itself. The first step in planning vocabulary instruction is identifying the words that students learn. [24]here are list of steps that should be considered as the guidance of selecting vocabulary:

1) Choose the words that students generally know.

2) Avoid giving words that student rarely to find.

3) Choose a term related to academic success and do not

   typically acquiredindependently.

4) Identifying the words that familiar for a student to understand.

5) Choosing vocabulary text that addresses key concept or ideas.

9. Types of Vocabulary

there are two types of vocabulary they are:

a. Receptive Vocabulary

Refer to the words that recognize both by native speakers and foreign learner. This type of word commonly exists in reading and listening.

b. Productive Vocabulary

It is the one that native or foreign learners can pronounce, spell and write. It involves how to use the words in grammatical pattern.Meanwhile from another aspect, there

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[24] Wiliam and Mary, S. 2018.

are two kind of vocabulary that properly used in communication, namely: *General and Specific*. The general vocabulary is the word that used in general. That it means there is no limit of where and who should be used it. While the specific vocabulary is the one that used in particular field, job, profession or special science such politicians, journalist, banker etc.[25]

10. Vocabulary Mastery

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 vocabulary is all the words that a person knows or uses. It is also a list of words with theirs meaning, especially in a book for learning a foreign language.[26]

Based on the experts above, 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

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[25] Nation, P. 1994. New Ways in Teaching Vocabulary.TESOL.
[26] MCarten, J. 2007. Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom

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 tobe taught to students, so students can learn easily.

11.   The Indicator of Vocabulary Mastery

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.[27] there are some indicators of vocabulary mastery:

1) Part of speech

a) Noun (Noun Phrase)

Noun is a word (or group of words) 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:

- Devon	- Elanor	- Book
- Sense	- Stick	- Town

b) Pronoun

Pronoun is a word that is used in place of a noun or a noun phrase. The example of word :

- Her	- Him
- She	- They

c) Adjective

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

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[27] Crystal, D. 1999. The Cambridge Encyclopedia of the English Language

The example of word :

- Kind
- Better
- Best

d) Verb

Verb is a word (or group of words) which is used in describing an action, experience, or state. The example of word :

- Write
- Ride
- Catch

e) Adverb (adverbial phrase)

Adverb is a word (or group of words) that describes or add to the meaningof a verb, adjective, another. The example of word :

| - Sensibly | - Politely |
| - Carefully | - In half an hour |

f) Preposition (prepositional phrase)

Preposition is a word (or group of words) which is used to show the wayin which other words are connected. The example of word :

| - On | - In |
| - Of | - On top of |

g) Determiner

The example of word :

| - The | - An | - Some |
| - A | - My | - That |

h) Conjunction

A word that connects sentences, phrases, or clauses. The example of word :

- And
- So
- But

2) Word Building

state that there are three main from of word building

which characterize English, namely :

a) Affixation

b) Compounding

c) Conversation

3) Word Meaning

The meaning of a word can only be understood and learnt

terms of its relationship with other words in the language

called as sense relation[28]. Sense relation consists of:

a) Synonymy

b) Antonym

c) Hyponymy

there are five criteria for students that has already mastering a vocabulary,

they are: 1. Encountering new words. 2. Getting the word forms 3. Getting

the word meaning 4. Consolidating word form and meaning in memory 5.

Using the word.[29]

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[28] Griffee, D., T. 2001. Songs in Action. Hertfordshire: Prentice Hall International

[29] Hatch, E., and Brown, C. 1995.Vocabulary, Semantics, andLanguage Education.

B. Previous Study

In this research, researcher use several previous research as a guidance and consideration in conducting this research. The first previous study was conducted entitled "The Correlation between Students' Ability in Listening to English Songs and Their Vocabulary Mastery". [30]This research was conducted at SMAN Palu. The researcher of this study wants to find out about how far English songs can improve their vocabulary mastery. She aimed to find a correlation between students' ability in listening English song and their vocabulary mastery. In the research methodology, the researcher use instrument, test, and non-test. The test is listening and vocabulary test. While the non-test is a questionnaire. The students had to fill the blanks according to the songs they heard. The songs that the researcher used were "Just Give Me a Reason" by Pink and "More than This" by One Direction. The test consisted of 40 multiple choice items. The researcher gave 1 point for each number. If the students answer 40 items correctly, they will get 100 scores. It was divided into 20 items of verbs and 10 of nouns, and 10 of adjectives. The kind of non-test used was an open questionnaire. The questionnaire consisted of 5 items. Based on the result of the listening test, 60% of the students get score 86-95, 30% get 96-100, and 10% get 76-85. The researcher concludes that their achievement in listening test is classified enough well.

The second study was conducted, entitled "The Correlation between

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[30] Jiati, E., S. 2013. The Correlation Between Students' Ability In Listening To The English Songs And Their Vocabulary Mastery at SMAN Palu,

Students' Habit in Listening Song and Students' English Listening Skill". The study focuses on the correlation the correlation between students' listening song and students' English listening skill. The study conducted towards senior high school in twelve-grade students of SMA Terampil, Jakarta Selatan. The method used is surveyed correlational analysis. The study also examines to increase the students in English listening skill. The result of this study is positive and it has a significant correlation between students' habit of listening song and English listening skill.[31]

The third study was conducted, entitled "A Correlational Study between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill". The aim of this study is to get empirical data about the habit of listening to English songs and vocabulary Mastery. The research held at SMAN 3 Surakarta, at tenth-grade students' academic year 2012/2013 with 30 student

being a sample. The data collection techniques used to test and questionnaire. Besides, the validity test using product moment formula and the reliability test using Richardson for multiple choice instruments for questionnaire instrument. The result is a positive correlation between habit in listening English songs toward vocabulary mastery and listening skill.[32]

The last previous study used in this research is conducted, entitled "Correlation between students' frequency of listening to English songs and

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[31] Nurjanah, N., Ira, M., and Nina, D. 2018. The Correlation Between Students' Habit In Listening Song And Students' English Listening Skill,

[32] Meutia, Z., F., Abdul, A., and Ahmad, D., R. 2014. A Correlational Study Between Habit in Listening to English Songs

their vocabulary achievement". The objective of this study is to investigate whether there is significant correlation between students' frequency of listening English songs. The research was conducted at SMPN 3 Bandar Lampung. Thedata were taken from the questionnaire and the test was given to the VIII D class. The sample was chosen randomly through lottery. There are two kinds of tests, i.e.the questionnaire of students' listening frequency that consists of thirty questions and vocabulary test that consists of thirty questions of multiple choice. The data were analyzed by using the statistical formula of Pearson Product Moment. The result of the this research, r value (0.738) was higher than r table (0.463). It means that there is correlation and H1 is accepted. It can be concluded that there is significant correlation between the students' frequency of listening English song and their vocabulary achievement.[33]

Based on the previous study mentioned above, the researcher is going to conduct similar topic in different population because the researcher thought that this kind of research will be able to help students and teacher in SMPN 5 CURUP being able to realize and try to overcome the problem exist in theprocess of teaching and learning English.

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[33] Djarwanto, P. S., and Subagyo, P. 1996. Statistikinduktif.Yogyakarta: BPFE.

CHAPTER III

RESEARCH METHODOLOGY

This chapter described the method used in this study, including the research design, subject of the study, research instruments, validity and reliability test, data collection, and data analysis techniques.

A. Research Design

This research was aimed to find out the correlation between habit in listening English song and their vocabulary mastery. That was why in this research the researcher used correlational method. correlational research involved collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. Therefore, correlational research was a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there were no variable manipulations The variables were the habit in listening English song and their vocabulary mastery. Variable X was the students' habit in listening to English song and variable Y was the students' vocabulary mastery.[34]

mentioned correlation research into description research because the research was an attempt to describe the conditions that have occurred. In this study, researchers tried to describe the current conditions in a quantitative context reflected in variables. The purpose of

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[34] Gay, L., H. 1987. Educational Research: Competencies for Analysis and Application

this method was to establish the relationship or use existing relationship to make predictions[35]

B. Subject of the Research

Subjects in a study were required to get the needed information. "Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study". It means that in this research, the researcher selected the subject based on the subjects' knowledge which was capable to answer the question.[36]

In this research, the researcher chose the subjects by selection. For selecting the proper subjects, the researcher has observed the subjects' daily in the class. The subject of this research was the excellent class of third grade students of SMPN 5 REJANG LEBONG, consisted of 2 (two) classes A & B, the researcher chose excellent class as the consideration due to the special treatment given by the English teacher, the Teacher was listening to a music in every meeting before the class started, the English teacher believed that listening to English song before starting the class will help students to warming up students English knowledge. The total number of subjects were 60 students.

C. Instrument of the Research

There were two instruments will be used in this research. First was Questionnaire for collecting the data of students listening habit to English song

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[35] Fraenkel, J., R., and Wellen, N., E. 2008. How to Design and Evaluate research in Education,

[36] Lodico G., M., Dean T., S., Katherine H., V. 2003. Methods In Educational Research.

and second was vocabulary test for collecting the data of students vocabulary mastery.

1. **Listening Habit Questionnaire**

Questionnaire was used to get the data of the student's habit of listening toEnglish songs. A questionnaire was a trial to collect information using some written-question that must be answered in written form,[37] questionnaire was a mean of collecting the data in which the researcher asked the students to examine themselves and react to series of statement about their attitudes, feeling and opinions.[38]

The researcher used a closed direct questionnaire. A closed direct questionnaire was a questionnaire about respondent that must be answered by the respondents him/herself and there were several answers have been provided so that a respondent only chose the most appropriate answer to collect the data of thestudents' habit of listening to English songs.

The researcher used the Likert Scale, that was a scale with a number of points or spaces, usually at least three but no more than seven and mostly the options were in the form of very agree (VA), agree (A), disagree (D), very disagree (VD). 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.[39]

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[37] Nawawi, W. 1995.MetodePenelitianBidangSosial.Yogyakarta: UGM Press.
[38] Murphey, T. 1992. Music and Songs, Oxford: Oxford University Press
[39] Wiersma, W. 2000.Research Method in Education: An Introduction.

In determining the students' scores, the researcher at the first determined the item score of each statement in the questionnaires.[40]

For the positive items	**For the negative items**
Option 'VA' is scored 4	Option 'VA' is scored 1
Option 'A' is scored 3	Option 'A' is scored 2
Option 'D' is scored 2	Option 'D' is scored 3
Option 'VD' is scored 1	Option 'VD' is scored 4

Table 3.1
Spesifications of Listenig Habits' Questionnaire

NO	Indicators of Listening Habit	Item Number	Total Item
1	*I do frequently.*	1.2.3.4	4
2	*I do automatically.*	5	1
3	*I do without having to consciously remember.*	6	1
4	*That makes me feel weird if I do not do it.*	7	1
5	*I do without thinking*	8	1
6	*That would require effort not to do it.*	9	1
7	*That belongs to my (daily, weekly, monthly) routine.*	10	1
8	*I start doing before I realize I'm doing it.*	11	1
9	*I would find hard not to do.*	12	1

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[40] Helgesen, M., and Steven, B. 2007.Practical English LanguageTeaching.Langan, John

10	*I have no need to think about doing.*	13	1
11	*That's typically "me".*	14	1
12	*I have been doing for a long time.*	15	1

. Source :Verplanken and Orbel (2003)

Table 3.2
Categories of Respondent Perceptions Towards the Questionnaire

No	Interval	Categories
1	1.0-1.79	Very low
2	1.80-2.59	Low
3	2.60-3.39	Moderate
4	3.40-4.19	High
5	4.20-5.00	Very high

Source :Djarwanto and Subagyo (1996)

2. Vocabulary Mastery Test

In the second section the researcher used vocabulary test adapted Vocabulary Learning Test (VLT). Meara test was a suitable test to gain students understanding on mastery a word at least (the use and meaning of word) in searching for vocabulary mastery score. VLT test was chosen because the characteristic of this test was appropriate to assess student vocabulary acquisition and mastery. The Vocabulary Learning Test used in this research was adapted by changing several terms from the original

VLT by Meara, the researcher tried to make the test simpler and appropriate to the junior high schoolstudents in Indonesia .[41]

In the 2004 curriculum it was explained that the vocabulary mastery standard for each level was different, namely:

1. Standard mastery of 0-400 vocabularies means that the students was lacked in English knowledge, included in the category of poor-level readers.

2. Standard mastery of 500-1.500 vocabularies was included in the category of beginner-level readers with primary school education up to the first grade (junior high school)

3. The mastery standard of 1.500-3.000 vocabulary was included in the category of middle-level readers with high school education.

4. The standard of mastery of more than 3.000 vocabularies was included in the category of advanced-level readers with higher education (Depdiknas, 2004)

Based on above there were three thousand words families represented by thirty words which were students needed to be translated in Indonesia. The word chosen by the researcher in the vocabulary test were related to several popular English song nowadays. Then 30-items of the test were equivalent to 1 word in every 100.

Therefore, the way the VLT test works in this research was the number of vocabulary was divided into three levels ,whereas each level

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[41] Meara, P. 1992. Vocabulary mastery test.London: CLIT.

consisted of 1.000 words. Each 1.000 words was then taken 10 words as

vocabulary test material. students were able to answer 10 questions in the

first level correctly, then five correct questions on the second level (1.000

second words), and two correct questions on the third level (1.000 third

words) then it can be said that the known of students vocabulary number

is 1.700.

Based on the experts and data above the researcher being able to form a table in

order to classifying junior high schools students vocabulary level for this research

:

Table 3.3
Categories for Students Vocabulary Mastery

NO	Total Vocabulary	Number of Correct Item	Level
1	3.000 +	30 +	Intermediate
2	1.500 – 2.900	15 – 29	Middle
3	500 – 1.400	5 – 14	Beginner
4	0 – 400	0 - 4	Poor

Source :Depdiknas(2004)

D. Research Instrument Analysis

1. Validity Test

Validity was based on the view that it was basically a

demonstration of particular instrument in fact measures what it

supposed to measure whether it represented the content, whether it

was appropriate for the subject and whether it was comprehensible

enough to collect all the information needed[42]

In testing validity both of the instrument, the researcher was already implemented the instruments to the subject of the research which were 60 students of excellent classes of third grade students on SMPN 05 CURUP. The Questionnaire and the test were given and tested to the students on December 13th and 14th ,2022 at 09.00. The research instruments of the research was tested to 30 students from class A as well as B class. Furthermore, the result was analyzed by using formula from SPSS version 20 and counting the Corrected Item-Total Correlation. The item can be assumed as valid if r hitung> r table. Based on r table with level of significance 0.05 with the total sample or subject 60 (df -2), it means that the value of r table is 0.254. In this case the researcher has already tested the validity both of the instruments, questionnaire and VLT. And the results were all the items were valid based on r hitung> r table. (See on appendix 1 and 2)

In addition, the validity of the instrument in this research also has been validated by the Lecturer in English Education Study Program whose expert in this case.

2. Reliability Test

The researcher has already analyzed the reliability of the instrument in this research. Reliability dealt with the stability of scores for the same individuals. If the scores of students were stable the test was reliable; if the

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[42] Sarining, S., M. 2017. A correlation study between vocabulary mastery, Habit of listening to english song and speaking skill Of the eleventh grade students of sma n nogosari 1 in The academic

score of students tend to fluctuate for no apparent reason, the test was unreliable. stated that for research purposes, a useful rule of thumb was reliability should be at least 0.70 and preferably higher

C. Alpha Coefficient

stated another checks on the internal consistency of an instrument was to calculate an alpha coefficient. For this reason, the researcher used a reliability coefficient of internal consistency to listening habit to English song questionnaire and vocabulary learning test. The specific type of coefficient was used Cronbach Alpha.[43]

The questionnaire and VLT was analyzed by using SPSS (Statistical Product and Service Solution) version 20. Based on Heir in Meutia the value of Cronbach's Alpha for questionnaire and VLT should be more than 0.6. So, it can be assumed that questionnaire and VLT test were considered reliable forthis study. In this case, the researcher has already tested the reliability both of the instruments, questionnaire and VLT. And the results were all the items were reliable based on Heir [44] Cronbach's Alpha should be > 0.6. (Furthermore see on appendix 3)

Table 3.4 Reliability Statistic

NO	Instrument Used	Cronbach's Alpha	N of items	Result
1	Listening Habit to English Song Questionnaire	0.843	15	Reliable
2	Vocabulary Learning Test	0.829	30	Reliable

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[43] Fraenkel, J., R., and Wellen, N., E. 2008. How to Design and Evaluate research in Education, N

[44] Meutia, Z., F., Abdul, A., and Ahmad, D., R. 2014.A

D. Technique of Collecting Data

In the first section of collecting data on listening habits, the researcher followed three steps for collecting questionnaire data, they were:

1. The researcher verified the respondents response.

2. The researcher gave score based on the criteria as already discussed previously.

3. The researcher counted the total score of each student.

After that, in the second section, the researcher followed the several stepsof collecting vocabulary test data, they were :

1. The researcher explained test direction.

2. The researcher distributed the test to the students.

3. The researcher collected the students' answer sheets.

4. The researcher checked the students' answer sheets.

5. The researcher gave the score 1 for the right answer and 0 for the wrong answer.

6. The researcher counted the total score of each student.

E. Technique of Analyzing Data

To find out the correlation between listening English song habit and students' vocabulary mastery, the researcher used the correlation formula by Person Product Momen Correlation formula and by using SPSS to test the

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

extend of correlation between them. The formula of Person Product Moment was described as follows:

In which:

rxy = The

correlation

coefficient

N   =   The

number   of

respondent

s X = The

questionnai

re scores

Y = The vocabulary scores

ΣXY = The sum of questionnaire scores multiplied by

vocabulary test scoreΣX = The sum of questionnaire

scores

ΣY = The sum of vocabulary test scores

X^2 = Total multiply of X score multiplies X score

Y^2 = Total multiply of Y score multiplies Y score

After finding out the value of the correlation between variable x and y, the next step was interpreting the results to find out the significance of the correlation. To interpret the

correlation coefficient, the researcher following criteria.[45]

Table 3.5
The Interpretation of Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

(Source: Cohen, Manion and Marrison (2007)

Then, to find out the significant between two variables, the researcher used the Paired Sample T Test with IBM SPSS Statistic 22. The basic of decision making in this test was if the value of Sig (2-tailed) < 0.05, then there were significant differences between 2 variables. Meanwhile, if the value of Sig (2- tailed) > 0.05, then there were no significant differences between 2 variables.

F. Statistical Hypothesis

Hypotheses were needed in order to answer the research question and drewa conclusion for the research. The statistical hypotheses of this research were:

1. If rxy lower than rt : then Ha is rejected and H0 is accepted , means There is no positive correlation between students' listening habit to English song and Vocabulary mastery of Third Grade students of SMPN 5 REJANG LEBONG.

2. If rxy the same as or higher that rt: then H1 is accepted and H0 is rejected. It means There is positive correlation between students' listening habit

[45] Cohen,L., Manion,L., &Morrison,K. 2007. Reseacrh Methods in Education (6 thed.). New York, NY: Routlage

to English song and Vocabulary mastery of Third Grade students of

SMPN 5 REJANG LEBONG.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter consisted of two main parts, they were result and discussion. The instrument to collect the data of this research were Questionnaire and test. Both of the tests were done one time. Both of the instruments administered for two days in two different classes (DES 13th and 14th, 2022) at 09.00 – 10.00 am. The total subjects were 60 students from 3thgrade students of SMPN 5 REJANG LEBONG.Both of them were excellent class, the researcher chose excellent class in this research due to some reasons, they were :

1. The excellent class student was given a special treatment by the English teacher.

2. The excellent class student was the sample of previous study conducted by another researcher related to this research.

3. The excellent classes were two out of six classes being taught by theresearcher while conducting Internship.

The respondents were given 60 minutes to complete the test and questionnaire. Moreover, the researcher divided the time into 2 sections, in the first 20 minutes the researcher distributed the questionnaire and then for the remains 40 minutes were distributed for VLT. All of the respondents were given the same treatment as well. The result from the questionnaire and VLT will be described in the following part.

A. Result

In the result, the researcher described the description of the data which has two variables, one dependent variable (variable X) and one independent variables (variable Y). The research description was based on the score of questionnaire, to know the habit of listening to English song and the score of test, to know the vocabulary mastery at the third grade students SMPN 05 REJANG LEBONG.

1. Result of Listening Habit to English Song Questionnaire

This part presented the result of students' listening habit to English song questionnaire. The type of this questionnaire was closed direct questionnaire. A closed direct questionnaire was a questionnaire about respondent that must be answered by the respondents him/herself. The researcher used the Likert Scale, likert scale was a scale with a number of points or spaces, usually at least three but no more than seven (Wiersma, 2000), and the options were in the form of Sangat setuju (SS), Setuju (S), Tidak setuju (TS), Sangat tidak setuju (STS). The researcher asked the students to choose the best answer to complete the blank space by giving checklist symbol. Therefore, the researcher spread the questionnaire to 60 students as respondents then collected their answer. In addition, the questionnaire was adapted from Verplanken and Orbel (2003), consist of 15 questions to be answered by the students and 20 minutes for the students answered the questionnaire.

Table 4.1

NO	Category	Frequency	Percentage	Listening Habit Score
1	Very Low	0	0.00%	0.00
2	Low	14	23.3%	2.33
3	Moderate	36	60.0%	2.94
4	High	10	16.7%	3.53
5	Very High	0	0.00%	0.00
	SUM	60	100%	8.80
MEAN				2.93

Description of Whole Respondent's Respond toward
Listening Habit to EnglishSong Questionnaire

Based on Table 4.1 the researcher found out that there were 5 categories used to measured students listening habit to English song from the result of the questionnaire, these were Very low, Low, Moderate, High, and Very high. First there were 14 students or23.3 % from the total subject classified as 'Low' categories in case of listening habit to English song because the average score of their listening habit questionnaire was 2.33. It means that, even in Excellent class where the student was given special treatment which was listening to English song before the class start, didn't make listening to English song as their habit.

Next, there were 36 students or 60.0 % from the total subjects classified as 'Moderate'categories in case of listening habit to English song because the average score of their listening habit questionnaire was 2.94. It means that there were more than half of the subjects got used to listening to English song, but the level of their habit is in normal level not high and not low.

After that, there were 10 students or 16.7% from the total subject classified as 'High'categories in case of listening habit to English song

because the average score of their listening habit questionnaire was 3.53. It

means that there were less

than half from the total subjects who already made listening to an English

song as their habit, it was proved by the high score the students got from

the questionnaire. And for the last two categories, 'Very low' and 'Very

high', Therewere no students classified as those two categories based on the

result of listening habit questionnaire, can be seen in Table 4.1.

In conclusion most of the students that was 60.0% + 16.7% = 76.7%of the

total subjects was in 'Moderate' Categories and above, as table 4.1 showed

that the mean score of students listening habit to English song was 2.93

was in interval of 'Moderate' categories. (for more detail see appendix 6)

2. **Result of Vocabulary Learning Test**

This part presented the result of students' vocabulary learning test

(VLT). The VLT test was.[46] The way the VLT test works in this research

was the number of vocabulary was divided into three levels (levels) where

each level consists of 1.000 words. Every 1.000 words then was taken 10

words as vocabulary test material so 1 words correct means 100.The

researcher asked the students to complete the blank space by translating the

words in the test.Therefore, the researcher spread the VLT test to 60 students

as respondents then collected their answer. The test was consist of 30 words

need to be translated by the students and the researcher give 40 minutes for

the students to complete the test. Firstly, the researcher counted the score for

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[46] Meara, P. 1992. Vocabulary mastery test.London: CLIT

each student. Then the researcher made a percentage based on the scores of the students to saw the students' scores in VLT test (see appendix 14)

Based on the result of vocabulary learning test on appendix 14,the researcher found out the top three of the most answerable or the easiest words in VLT were question number 1 , 17 and 2. For those questions, the words needed to be translated was 'Competition', 'Correct', and 'Great'.So, questions number 1,17, and 2 can be classified as 'Easy' word because of the result found by the researcher who showed most of the students able to answered and translated the words correctly, probably the reason why the words was easy to translated was because the words was commonly used and heard in daily life like while teaching and learning English in the class.

Furthermore, beside the top three of the easiest words in VLT the researcher also found out the top three of the most difficult words in VLT, those were questions number 25, 6 and 15. For those questions, the words needed to be translated was 'Refer', 'Celebrate', and   'Disagree'. So, questions number 25,6, and 5 can be classified as 'difficult' word due to the result found by the researcher who showed most of the students cannot answer and translated the words correctly, probably the reason why the words were difficult to translated was because the words were rarely used and heard in daily life.

In conclusion, based on appendix 14 there were 66.9% students who able to answered and translated the words correctly, while the other 24.1% students   not

being able to answered and translated the words correctly. It means that most of the students was able to answered the correct answer of the VLT test.

For the further explanation about the whole description of the result of the test, in order to get the data of students vocabulary mastery, the researcher sum the data then calculated it using SPS S IBM Statistic Version 20. After that, in interpreting the result, the researcher refer to the standard of students English vocabulary in Indonesia can be seen in table 3.3.[47]

According to the result of vocabulary learning test (VLT) (see appendix 7), the highest score of students vocabulary mastery was 30, it referred to 3.000 words, can be classified as Intermediate level , while for the lowest score of students vocabulary was 8, it referred to 800 words, can be classified as Beginner level. Then for the average score of students vocabulary mastery was 20.8, can be classified as in the Middle level.

In addition, the data of students score in vocabulary learning test can be seen in appendix7and here was the result of the calculation by using SPSS IBM Statistic version 20, can be seen in the following table in form of category, frequency and percentage :

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[47] Depdiknas. 2004. KerangkaDasarKurikulum 2004. Jakarta.

Table 4.2
Description of Whole Respondent's Respond toward Vocabulary
Learning Test

No	Category	Frequency	Percentage	Vocabulary Mastery Average Score
1	Poor	0	0.0%	0
2	Beginner	9	15.0%	11
3	Middle	49	81.7%	22
4	Intermediate	2	3.3%	30
	SUM	60	100%	63
MEAN				21.0

Based on table 4.2, the researcher found out that there were 4 categories used to measured and divided students vocabulary mastery level from VLT test, these categories were they were; Poor, Beginner, Middle, and Intermediate. Those level referred to the range of vocabulary the students have. From the table above, it showed that there were 9 students or 15.0% from the total subjects classified as 'Beginner' level in case of vocabulary mastery because the average score of their vocabulary mastery was 11 or 1100 words. It means that, the range of students vocabulary were just from 500 to 1.400words, based on Depdiknas (2004) 500 to 1.400 words were in appropriate to primary school to first grade of junior high school students in case of English skill.[48]

After that, the table above indicated that there were 49 students or 81.7% from the total subjects classified as 'Middle' level in case of vocabulary mastery because the average score of their vocabulary mastery was 22 or 2200 words. It means that there were more than half of the subjects whose vocabulary mastery range was from 1.500 to 2.900 words, 1.500 to 2.900 words was in appropriate to high school students that was third grade junior high school students and senior

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[48] Depdiknas. 2004. KerangkaDasarKurikulum 2004. Jakarta.

high school students.

Then, there were only 2 students or3.3% from the total subjects classified as 'Intermediate' level in case of vocabulary mastery because the average score of their vocabulary mastery was 30 or 3000 words. It means the range of those 2 students vocabulary was more than 3.000 words, more than 3.000 words classified as equal as late senior high school students and higher educations. was actually a rare to find, for junior high school students to get this score, it also mean that they answered perfectly in vocabulary learning test. And for the categories 'Poor' level in case of vocabulary mastery, there were no students classified as Poor categories based on the result of vocabulary learning test can be seen in Table 4.2. In conclusion most of the students or 81.7% + 3.3%= 85.0%of the total subjects, were in 'Middle' level and above, also as can be seenon table 4.2 the mean of the total score of students vocabulary mastery indicate that most of the students classified as 'Middle' level.

3. Result of Correlation Between Listening Habit to English

   Song and Vocabulary Mastery

The result of the researchers' calculation from two variables calculated by Pearson's Product Moment formula. The result of the research was the answer of the research question as mentioned in Chapter I. There were two variables that will be analyzed in this research namely:

    1. Variable (X) was students' listening habit to English song of

       third grade junior high school SMPN 05 REJANG LEBONG.

    2. Variable (Y) was students' vocabulary mastery of third grade

junior high schoolSMPN 05 REJANG LEBONG.

In order to know the correlation between students' listening habit to English song toward their vocabulary mastery, the researcher did both of the questionnaire and test in one time to achieve the goal of this research. The first

was listening habit to English song questionnaire and continued to the second instrument that was vocabulary learning test. The researcher gave time 20 minutes for listening habit questionnaire and 40 minutes for VLT test for the students to worked on.

After the students answered the test, the researcher collected and analyzed the answer from both questionnaire and test. Then, the researcher counted each answer by giving them score for each of them. Each item for listening habit questionnaire get 4 score, meanwhile VLT test each item get 2 score. Later on, the researcher counted the each and sum of the scores from both of instruments and got the final score.

Moreover, to identify whether students listening habit to English song has any correlation with students' vocabulary mastery or not, the researcher applied Pearson-Product Moment Correlation Coefficient. By using the same statistical method, Pearson-Product Moment, the correlation between students' listening habit to English song (X) and vocabulary mastery (Y) will be relevant.

Commonly, the result from the researchers' calculation of the two variables was calculated by Pearsons' product moment. In addition, the other previous research used in this research also used the Pearson-product moment correlation coefficient and got the relevant result for their research. It means that the

researcher did manually. However, to ensured the result of the calculation trustworthy, effective and efficient, the researcher used SPSS 20 program, in order to know the result of the correlation between students listening habit to English song and their vocabulary mastery. The Description of the calculation of SPSS was described below:

Table 4.3
Correlation Between Listening Habit to English Song and
Vocabulary Mastery

		Listening Habit	Vocabulary Mastery
Listening Habit	Pearson Correlation	1	.83[**]
	Sig. (2-tailed)		.00
	N	60	60
Vocabulary Mastery	Pearson Correlation	.83[**]	1
	Sig. (2-tailed)	.00	
	N	60	60

The result showed that rxy was 0.838, it was higher than r table. It means that there was no mistake in calculation process and there was correlation between students' mastery of listening habit to English song toward their vocabulary mastery. In addition, the degree of freedom (Df) is 60-2 = 58. Then, in table significant of 0.05 it was obtained 0.254

The next step was to find out the significant of the variables by using paired T Test by IBM SPSS Statistic 20. As mentioned in chapter III, the basic of decision making in this test was if the value of Sig (2-tailed) < 0.05, then there were significant differences between 2 variables. Meanwhile, if the value of Sig (2-tailed) > 0.05, then there were no significant differences between 2 variables.

And here were the result of the researcher find, in the following table :

Table 4.4 **Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Listening Habit to English Song&Vocabulary Mastery	60	.83	.00

Table 4.5 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Listening Habit to English Song & Vocabulary Mastery	2.277	3.523	.455	2.1807	2.362	4.995	59	.00

Based on the result above on table 4.4 paired sample correlation showed the

value of correlation was 0.838 and significant was 0.000, it means the correlation

between 2 variables was high, and there was a significant between two variable.

Then, to find out the level of significance, the researcher referred to the

basic decision that was, if t value> t table in the significant of 5% and degree of

freedom (Df) = 60-1 = 59 means that t table was 2.001. It showed on the table 4.5, the t value was 4.995and t table was 2.001.

Therefore, based on the score of rxy=0.838, it indicates that rxy was higher than r table, in which 0.838 > 0.254 and the score of tvalue= 4.995 was compared by ttable of 5%= 2.001, means that tvalue was higher than ttable, 4.995>2.001. As a result, the correlation between the students' listening habit to English song and their vocabulary mastery was positive or significant. So the null hypothesis (H0) which states that there is no positive correlation between listening habit to English song and vocabulary mastery of the third grade students of SMPN 5 REJANG LEBONG was rejected and the alternative hypothesis (Ha) which states there is positive correlation between listening habit to English song and vocabulary mastery of the third grade students of SMPN 5 REJANG LEBONG was accepted.

Table 4.6 The Interpretation of Correlation Coefficient	
Interval Coefficient	**Level of Correlation**
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

(Source: Cohen, Manion and Marrison (2007)

So, Based on the table above, it can be seen that the correlation index (rxy

= 0.838) was in the interval 0.65 – 0.85 which means that the correlation belong to

strong. In other word, there was strong or high correlation between variable X and Y.

B. Discussion

In this part, the researcher would like to describe and discuss the findings of the research based on the result of listening habit questionnaire, vocabulary test and also the correlation between each variable. As mentioned in the previous chapter that, in this research the researcher was trying to find out whether there was a positive correlation between students' habit in listening to English song and their vocabulary mastery or not. The design of this research was correlation research method.[49]

correlational research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. correlational research was a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there were no variable manipulations. [50] this research was trying to find out to what degree or how significance was a correlation between students listening habit and their vocabulary mastery. Moreover, this research was also in harmony in this research the researcher did not manipulate the variables instead of just testing the variables by using instrument listening habit questionnaire and VLT test.

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[49] Gay, L., H. 1987. Educational Research: Competencies for Analysis and Application (3rd. Ed).
[50] Fraenkel, J., R., and Wellen, N., E. 2008.

In finding the correlation coefficient of students habit in listening to English song and their vocabulary mastery, the researcher was required to get the data of students habit in listening to English song (variable X) and vocabulary mastery (variable Y). The data were collected through 15 item in questionnaire and 30 items of the VLT test. The data were collected from the third grade students of SMPN 5 REJANG LEBONG academic year 2022/2023.

1. **Listening Habit to English Song**

Listening habit questionnaire used in this research used to collect the data of students listening habit to English song. Here the questionnaire was adapted,[51] consist of 15 questions and 4 possible answer. And the score of the questionnaire was interpreted.[52]

Based on the result, the researcher found that there were 14 students (23%) who classified as Low category, it means that they have a weak habit toward listening habit to English song. Next there were 36 students (60%) who classified as moderate category, it means that listening to English song has already being their habit but the habit was not strong. Last there were 10 students (16%) who classified as high category, it means that they were often listening to English song not only in school but also in the other places, also means that the strength of their listening habit was high. In short, the researcher concluded that there were 66.7% subjects who already made listening to English song as their habit. The result of the questionnaire was in accordance to the previous research;

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[51] Verplanken, B. and Orbell, S. 2003. Reflections on Past Behavior: A Self Report of Habit Stregth.

[52] Djarwanto, P. S., and Subagyo, P. 1996. Statistikinduktif.Yogyakarta: BPFE.

which concluded that in this era of technology where we can access music wherever and whenever we want even we did hear music unconsciously, and because of that most of the high school students already get used to listening to English song and then that formed a habitual formation as listening habit.[53]

Also the result of listening habit questionnaire supported the theory who stated that habit was a pattern of behavior that was regular and which has become almost automatic as a result of repetition. used in this research was also establish habit in term of frequency, repetition, and automaticity.[54]

2. Vocabulary Mastery

In order to get the data about vocabulary mastery, the researcher used an adapted vocabulary learning test design. As explained before in the beginning of this chapter, the way the VLT test works in this research was; the number of vocabulary was divided into three levels (levels) where each level consists of 1.000 words. Every 1.000 words was then taken 10 words as vocabulary test material. Then if students were able to answer 10 questions in the first level correctly, then five correct questions on the second level (1.000 second words), and two correct questions on the third level (1.000 third words) then it can be said that the known vocabulary number was 1.700 said. Further, the test were consisted of 30 item test needed to be answered based on students own knowledge. In determining

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[53] Sarining, S., M. 2017. A correlation study between vocabulary mastery, Habit of listening to english song and speaking skill Of the eleventh grade students of sma n nogosari

[54] Verplanken, B. and Orbell, S. 2003.

the score of the questionnaire, the sum of students score was interpreted refer.[55]

Refer to research result, the researcher found that there were 9 students (15%) who classified in beginner level, it means that they have poor vocabulary compared to the standard of students vocabulary level in Indonesia. In addition, their vocabulary was in range of 500 – 1.400. Next there were 49 students (82%) who classified in middle level, it means that the result was in accordance to the standard of vocabulary level of Indonesian students by Depdiknas (2004) who state that if the students vocabulary range was between 1.500 – 2.900 words, means that their English skill was in late junior high school to senior high school education, while all the subjects of this research was in third grade junior high school.

Then, there were 2 students (3%) who classified as intermediate level, it means that they have rich vocabulary one level above the average junior high school students that was in middle level. If we referred to the standard it means that the range of words they have was more than 3.000 words, if the students have more than 3.000 words it means their knowledge about vocabulary was similar to late senior high school students or higher education. In short, most of the students can be grouped as students with rich vocabulary on junior high school, proved by the score they got in VLT test. Actually, their score on the test were quiet good for their grade which was more than 80% of the subjects was in middle level and above. Such

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[55] Depdiknas. 2004. KerangkaDasarKurikulum 2004. Jakarta.

result were probably caused by their habit of listening to English son

Also, the result of VLT test was supporting the previous study conducted who said that if the students have good habit in listening to English song then the level of their vocabulary mastery will improve and also it will enrich their vocabulary. Besides, this result was relevant with the result of questionnaire which showed that most respondent were in Moderate category in strength of listening habit. Additionally, the researcher found out the result of VLT test was also supporting who stated that learning English by listening to music and English song was highly remembered and motivating so it will be easier for students to enrich vocabulary.[56]

3. **The Correlation Between Listening Habit to English Song and Vocabulary Mastery**

After finding the result of data from both variables X and Y, the next step conducted by the researcher was finding the correlation coefficient between listening habit (X) to English song and vocabulary mastery (Y). This step should be conducted in order to answer the research question in the previous chapter. So, to find out the correlation coefficient, as explained before in the beginning of this chapter, the researcher used Pearson Product Moment formula process using SPSS 20 Windows program. After the researcher calculated the data, it showed the correlation value was,rxy = 0.838. So, based on the result, the correlation

[56] Murphey, T. 1992. Music and Songs, Oxford: Oxford University Press.

between the students' listening habit to English song and their vocabulary mastery was positive and significant. Then, this result proved the assumptions stated by the researcher in the previous paragraph about the reason why most of the students have good vocabulary was because they have a good habit on listening to English song.

the result of correlation coefficient also indicated there was strong correlation between students listening habit to English song and their vocabulary mastery. It was proved by the value of correlation coefficient in this study was, rxy : 0.838 was in the interval 0.65 – 0.85 which belong to 'Strong' in this case. This result means that the habit of listening to English song can improve students vocabulary mastery. In relation to the result of this research, it showed that the Null Hypothesis (H0) was rejected, and Alternative Hyphotesis (H1) was accepted which means that there was a positive correlation between students listening habit to English song and their vocabulary mastery.[57]

Moreover, the result of this research was in line with three previous studies used by the researcher in this research. First, the result was in accordance to Meutia (2013), who found there was a positive correlation between habit in listening to English song and vocabulary mastery which means habit in listening to English song can increase students vocabulary mastery. who found out if the students make listening to English song as their habit then it will influenced their

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[57] Cohen,L., Manion,L., &Morrison,K. 2007. Reseacrh Methods in Education

English skill and knowledge especially in enriching vocabulary. who found out the implication of English song in the process of teaching and learning English will help students to relax and make them easier to receive the material given by the teacher end with expanding their English knowledge especially their vocabulary mastery.[58]

Compared to the result of those 3 previous study, the result of this researchalso indicated that most of the students classified as Moderate to High category that was good in listening habit as well as most of the students classified as Middle to Intermediate level that was good in vocabulary mastery. And the calculated of correlation coefficient indicated that there was a 'Strong' correlation between both variables X and Y. In conclusion, the correlation between listening habit to English song and vocabulary mastery was; if students make listening habit to theirhabit then it will positively increase their vocabulary.

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[58] Jiati, E., S. 2013. The Correlation Between Students'

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the research conclusion and suggestions. The research conclusion is to answer the problem statements so answering about the objective of the study. The suggestion is used to give the suggestion to the teacher, the students and the other researcher for the future research.

A. Conclusion

Based on the research finding, it was found that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. The result of this research confirmed to other correlation in previous research. It showed that listening habit to English song has correlation to students English skills and knowledge especially in vocabulary mastery. If the students have a good level on listening habit to English song, then it can help the students to get better result in vocabulary mastery. Based on the result of this study, the value of correlation between both variables were 0.833 which means there was a strong correlation between listening habit and vocabulary mastery. Then it can be concluded that if the students have high listening habit to English song, they will also have high level in vocabulary mastery. It was caused by the English teacher of SMPN 5 REJANG LEBONG who implemented English song in teaching English, it also caused by the entertaining aspect of the song which made the students relax and enjoy, as the result the vocabulary was become easier to be caught and remembered.

B. Suggestion

After the researcher draws the conclusion of the research, he is going to present the suggestion to the teacher, students and the other researcher as follows:

1. For English Teachers

Based on the fact that the students' listening habit to English song has ahigh correlation toward their vocabulary mastery, so for the other English teacher should consider to use English song as media in teaching English. It will be much better if the teacher add more chance for students listening to English song, for example in extracurricular e.g English club, in order to increase their vocabulary mastery.

2. For Students

By knowing that the students' listening habit to English song has contribution for vocabulary mastery development, the researcher suggest them to try and start listening to English song frequently and also put more attention on it in order to increase their vocabulary mastery. The students also should put more attention to their habit, whether it will cause good or harm for them in the future.

3. For Other Researcher

In this research the researcher realizes the limitations of this research, found out by the researcher while conducting this research, these were the comparison between students listening habit to English song and their vocabulary mastery both A and B class as well as for gender male and female. So the

researcher suggest the other researcher to start conduct another research related to

those limitations mentioned by the researcher.

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APPENDIX 1

The Validity of Students' Listening Habit to English Song Questionnaire

NO	Question Items	R-Hitung	Result
1	Question 1	0.478	Valid
2	Question 2	0.540	Valid
3	Question 3	0.568	Valid
4	Question 4	0.545	Valid
5	Question 5	0.622	Valid
6	Question 6	0.702	Valid
7	Question 7	0.666	Valid
8	Question 8	0.506	Valid
9	Question 9	0.550	Valid
10	Question 10	0.651	Valid
11	Question 11	0.667	Valid
12	Question 12	0.572	Valid
13	Question 13	0.264	Valid
14	Question 14	0.653	Valid
15	Question 15	0.398	Valid

Note R-Table : 0.254

APPENDIX 2
The Validity of Students' Vocabulary Learning Test (VLT)

No	Question Item	R-Hitung	Result
1	Question	0.501	Valid
2	Question	0.432	Valid
3	Question	0.262	Valid
4	Question	0.362	Valid
5	Question	0.452	Valid
6	Question	0.408	Valid
7	Question	0.466	Valid
8	Question	0.454	Valid
9	Question	0.301	Valid
10	Question	0.474	Valid
11	Question	0.565	Valid
12	Question	0.274	Valid
13	Question	0.355	Valid
14	Question	0.465	Valid
15	Question	0.291	Valid
16	Question	0.387	Valid
17	Question	0.428	Valid
18	Question	0.357	Valid
19	Question	0.387	Valid
20	Question	0.377	Valid
21	Question	0.566	Valid
22	Question	0.439	Valid
23	Question	0.550	Valid
24	Question	0.492	Valid
25	Question	0.426	Valid
26	Question	0.304	Valid
27	Question	0.555	Valid
28	Question	0.376	Valid
29	Question	0.308	Valid
30	Question	0.394	Valid

Note R-Table : 0.254

The Reliability of Students' Listening Habit to English Song Questionnaire andVocabulary Learning Test (VLT)

A. Listening Habit Questionnaire

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Varianceif Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
hb1	40.42	37.434	.379	.838
hb2	40.52	36.898	.450	.834
hb3	40.45	36.523	.479	.833
hb4	40.47	36.558	.449	.834
hb5	40.57	36.182	.544	.829
hb6	40.52	35.169	.633	.823
hb7	41.12	35.257	.586	.826
hb8	40.13	37.372	.416	.836
hb9	41.13	36.355	.451	.834
hb10	40.75	35.886	.578	.827
hb11	40.53	35.440	.590	.826
hb12	41.32	36.254	.479	.833
hb13	40.32	39.576	.153	.850
hb14	40.63	35.931	.581	.827
hb15	40.60	38.075	.286	.844

Sum of the Item-Total Statistics

NO	Instrument Used	Cronbach's Alpha	N of items	Result
1	Listening Habit to English Song Questionnaire	0.843	15	Reliable

Note :Cronbach's Alpha > 0.6

B. **Vocabulary Learning Test**

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Varianceif Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V1	19.88	29.461	.466	.823
V2	19.98	29.135	.375	.823
V3	20.03	29.762	.190	.829
V4	20.15	29.113	.284	.826
V5	20.17	28.616	.379	.822
V6	20.33	28.768	.328	.824
V7	20.08	28.688	.400	.822
V8	20.12	28.681	.384	.822
V9	20.02	29.610	.233	.827
V10	20.12	28.579	.405	.822
V11	20.18	27.983	.501	.818
V12	20.08	29.637	.198	.829
V13	20.10	29.210	.281	.826
V14	20.15	28.570	.394	.822
V15	20.28	29.427	.205	.829
V16	20.03	29.185	.320	.825
V17	19.90	29.549	.386	.824
V18	20.08	29.230	.284	.826
V19	20.22	28.918	.308	.825
V20	20.08	29.129	.305	.825
V21	20.12	28.105	.506	.818
V22	20.27	28.606	.361	.823
V23	20.10	28.227	.489	.819
V24	20.22	28.342	.420	.821
V25	20.37	28.677	.348	.824
V26	20.15	29.418	.224	.828
V27	20.08	28.247	.496	.819
V28	20.17	29.023	.298	.825
V29	20.18	29.373	.225	.828

| V30 | 20.03 | 29.151 | .328 | .824 |

Sum of the Item-
Total Statistics

NO	Instrument Used	Cronbach's Alpha	N of items	Result
2	Vocabulary Learning Test	0.829	30	Reliable

APPENDIX 4

<u>KUESIONER</u>
<u>PENELITIAN</u>

Yth. Para Respondent

   Ini merupakan kuesioner penelitian skripsi saya yang berjudul "The Correlation Between Listening Habit to English Song and Vocabulary Mastery of Third Grade Students on SMPN 05 REJANG LEBONG".

   Listening habit to English song adalah suatu aktivitas yang dilakukan berulang ulang dalam halmen dengarkan music berbahasa Inggrisdan   vocabulary mastery adalah penguasaan siswa terhadap kosa kata bahasa Inggris dalam bentuk pemahamandan pengguna an kosa kata. Kuesioner ini bertujuan untuk mengetahu itingkat kebiasaaan siswa dalam mendengarkan lagu berbahasa Inggris di dalam atau pun di   luar sekolah.Untuk itu saya mohon kesediaan respondent untuk   berpartisipasi dalam mengisi kuesioner ini dengan jujur dan apa adanya. Kuesioner ini tidak akan mempengaruhi nilai siswa di sekolah.

   Nickname   :

   Gender   :

      Jawablah pernyataan di bawah ini dengan memberi tanda(√) pada kolom yang telah di sediakan. Keterangan :

      STS : Sangat tidak Setuju   S : Setuju
      TS: Tidak Setuju   SS : Sangat Setuju

NO	Pernyataan	Tanggapan			
		STS	TS	S	SS
1	Saya mendengarkan lagu berbahasa Inggris lebih dari 7 kali Dalam seminggu.				
2	Saya mendengarkan lebih dari 7 Lagu berbahasa Inggris dalam seminggu.				
3	Saya mendengarkan lagu berbahasa Inggris yang Sama lebih dari 7 kali dalam seminggu.				
4	Saya mendengarkan lagu berbahasa Inggris lebih dari 30 Menit dalam seminggu. (1 lagu berkisar 3 – 5 menit)				
5	Saat merasa bosan,biasanya saya akan mendengarkan lagu berbahasa Ingrris.				
6	Saatmerasabosanl,Sayasadarjikasayainginmendengarkanl aguberbahasaInggrisuntukmengisikekosongan.				
7	Sayamerasaanehatauada yang kurangjikatidakmendengarkanlagubahasaInggrisdalamse hari.				
8	Saya merasa enjoy Saat mendengarkan lagu berbahasa Inggris.				
9	Saya merasa sulit untuk berhenti saat sedang mendengarkan lagu berbahasa Inggris.				
10	Saya mendengarkan lagu berbahasa Inggris sebagai rutinitas harian / mingguansaya.				
11	Saya secara tidak sadar memutar dan mendengarkan lagu Berbahasa Inggris saat sedang sendirian.				
12	Saya merasa sulit untuk tidak mendengarkan lagu berbahasa Ingris dalam sehari.				
13	Saya perlu berfikir lagu apa yang Ingin saya putar sebelum mendengarkan lagu berbahasa Inggris.				

14	Mendengarkan lagu berbahasa Inggris saat sedang bosan atau Sendirian adalah ciri khas ku.				
15	Saya telah mendengarkan lagu bahasa Inggris sejak lebih dari 3 tahun terakhir				

APPENDIX 5

(Test Based on students English book 'Think Globally Act

Locally. revised 2017)Adapting Vocabulary Test made by

Meara (1992) on students vocabulary mastery.

Nickname :
Gender :
Class :
Answer the following questions by translating each word on the table below correctly.

NO	WORD	TRANSLATION (Indonesia)	NO	WORD	TRANSLATION (Indonesia)
1	Competition		6	Celebrate	
2	Great		7	Prize	
3	Champion		8	Role	
4	Practice		9	Proud	
5	Participate		10	Deserve	
11	Repeat		16	Trust	
12	Mistake		17	Correct	
13	Advice		18	Carefully	
14	Should		19	Replace	
15	Disagree		20	Present	
21	Purpose		26	Direction	
22	Statement		27	Procedure	

23	Observe		28	Turn	
24	Describe		29	Immediately	
25	Refer		30	Quiet	

APPENDIX 6
The tabulation of
students listening
habit scores

No	Kelas	Gender	hb1	hb2	hb3	hb4	hb5	hb6	hb7	hb8	hb9	hb10	hb11	hb12	hb13	hb14	hb15	Sum	Mean	CATEGORY
1	A	L	2	1	2	2	2	1	2	4	2	2	2	2	3	2	3	32	2.13	Low
2	A	P	2	2	2	2	2	2	2	4	1	2	2	1	4	2	4	34	2.27	Low
3	A	P	3	2	3	4	3	3	3	4	3	3	3	2	4	3	4	47	3.13	Moderate
4	A	P	3	3	3	4	4	3	3	3	2	2	3	2	3	3	3	44	2.93	Moderate
5	A	P	4	4	4	3	4	4	3	4	3	3	4	2	3	4	3	52	3.47	High
6	A	L	3	3	3	3	3	2	2	3	2	3	2	2	3	2	2	38	2.53	Low
7	A	L	1	1	2	2	3	3	1	3	2	2	3	2	4	3	4	36	2.40	Low
8	A	P	3	3	4	3	3	3	2	3	3	4	3	3	3	3	3	46	3.07	Moderate
9	A	L	4	4	3	3	3	3	2	3	2	3	2	2	3	3	3	43	2.87	Moderate
10	A	P	3	4	3	4	3	3	2	4	3	3	3	2	2	3	3	45	3.00	Moderate
11	A	P	3	3	4	4	3	3	2	3	3	3	4	2	4	2	3	46	3.07	Moderate
12	A	P	3	3	4	4	3	3	2	3	3	3	4	2	4	2	2	45	3.00	Moderate
13	A	P	3	3	3	4	4	3	2	3	2	3	3	2	3	3	2	43	2.87	Moderate
14	A	P	4	4	4	3	3	4	4	4	3	4	4	2	4	3	4	54	3.60	High
15	A	L	2	2	2	2	3	3	2	3	2	2	2	1	4	3	2	35	2.33	Moderate
16	A	L	2	2	2	2	4	4	2	4	1	2	4	2	4	3	4	42	2.80	Moderate
17	A	L	3	3	3	4	3	4	3	4	1	3	3	1	3	3	4	45	3.00	Moderate
18	A	L	3	3	4	3	2	2	3	4	3	4	3	3	1	3	3	44	2.93	Moderate
19	A	P	3	3	3	4	3	4	2	4	3	3	3	1	4	3	3	46	3.07	Moderate
20	A	L	3	3	4	3	2	2	2	4	2	4	2	2	4	2	2	41	2.73	Moderate
21	A	P	3	3	3	4	3	3	3	4	3	3	3	3	4	3	3	48	3.20	Moderate

22	A	P	3	3	3	3	4	3	2	4	2	3	3	2	3	3	3	44	2.93	Moderate
23	A	P	4	4	3	3	3	3	2	3	2	2	4	1	3	3	4	44	2.93	Moderate
24	A	P	4	3	2	4	4	3	4	4	3	3	4	3	4	3	2	50	3.33	Moderate
25	A	P	4	3	4	3	3	3	2	4	4	3	4	3	3	3	2	48	3.20	Moderate

APPENDIX 6
The tabulation of
students listening
habit scores

No	Kelas	Gender	hb1	hb2	hb3	hb4	hb5	hb6	hb7	hb8	hb9	hb10	hb11	hb12	hb13	hb14	hb15	Sum	Mean	CATEGORY
26	A	P	3	3	3	3	2	2	2	2	2	2	4	2	2	2	3	37	2.47	Low
27	A	P	3	3	2	2	2	2	3	2	3	2	3	2	3	4	4	40	2.67	Moderate
28	A	P	4	4	2	2	3	3	1	3	1	2	2	1	3	2	2	35	2.33	Low
29	A	L	3	2	3	3	3	4	2	3	2	2	3	2	2	2	3	39	2.60	Moderate
30	A	L	1	2	2	3	2	2	2	2	1	2	3	1	3	2	2	30	2.00	Low
31	B	P	3	3	4	4	4	4	3	4	3	3	4	3	2	4	3	51	3.40	High
32	B	P	4	3	3	2	2	3	1	4	2	3	3	2	4	2	2	40	2.67	Moderate
33	B	P	3	3	4	3	3	4	3	4	3	4	3	3	4	4	3	51	3.40	High
34	B	P	4	3	4	3	3	4	4	4	2	4	4	3	3	4	4	53	3.53	High
35	B	L	2	2	3	4	1	2	3	1	2	3	2	1	3	2	2	33	2.20	Low
36	B	L	3	3	3	1	4	1	2	3	4	1	1	2	3	3	3	37	2.47	Low
37	B	P	4	4	4	3	4	4	4	4	2	4	4	2	4	4	4	55	3.67	High
38	B	L	3	3	3	4	3	2	1	3	1	3	3	2	1	2	3	37	2.47	Low
39	B	P	4	4	4	4	4	4	3	4	2	3	4	2	4	4	4	54	3.60	High
40	B	P	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	58	3.87	High
41	B	P	4	3	3	2	2	3	1	3	2	3	1	1	3	4	2	37	2.47	Low
42	B	P	4	3	4	3	3	3	2	3	2	2	3	2	3	3	2	42	2.80	Moderate
43	B	L	2	2	2	1	2	2	2	4	2	2	2	2	4	2	2	33	2.20	Low

44	B	P	3	3	4	3	4	3	3	4	3	3	3	4	3	3	4	50	3.33	Moderate
45	B	P	3	4	3	3	4	3	3	4	3	3	4	3	4	3	3	50	3.33	Moderate
46	B	P	2	3	3	3	3	3	3	3	1	3	3	1	3	3	3	40	2.67	Moderate
47	B	L	4	4	4	3	2	3	2	2	2	2	3	2	3	3	2	41	2.73	Moderate
48	B	L	3	3	3	3	3	3	3	3	3	3	3	4	4	4	3	48	3.20	Moderate
49	B	P	4	4	4	3	3	3	2	2	2	3	3	3	3	3	3	45	3.00	Moderate
50	B	P	4	4	4	3	3	3	2	3	3	2	2	2	2	2	2	41	2.73	Moderate

APPENDIX 6
The tabulation of
students listening
habit scores

No	Kelas	Gender	hb1	hb2	hb3	hb4	hb5	hb6	hb7	hb8	hb9	hb10	hb11	hb12	hb13	hb14	hb15	Sum	Mean	CATEGORY
51	B	P	2	2	3	2	3	3	3	3	3	3	3	2	3	3	2	40	2.67	Moderate
52	B	P	3	3	3	4	3	4	3	4	3	3	4	4	4	3	3	51	3.40	High
53	B	P	4	4	3	3	2	3	1	3	2	1	3	2	3	1	2	37	2.47	Low
54	B	L	3	3	2	3	3	4	2	4	4	3	3	3	3	3	3	46	3.07	Moderate
55	B	L	4	2	1	2	2	2	2	4	1	2	2	3	3	2	3	35	2.33	Low
56	B	L	3	3	2	4	3	3	2	4	2	2	2	3	3	4	4	44	2.93	Moderate
57	B	L	3	3	3	3	2	4	4	3	3	3	3	3	3	3	1	44	2.93	Moderate
58	B	L	3	3	4	4	3	3	3	4	4	3	3	3	4	3	4	51	3.40	High
59	B	P	3	3	3	4	4	4	3	4	2	3	3	2	3	3	4	48	3.20	Moderate
60	B	L	3	4	3	3	3	3	2	3	3	4	3	2	3	4	4	47	3.13	Moderate
			TOTAL															2612	2.90	Moderate

APPENDIX 7
The tabulation of
students VLT
scores

No	Kelas	Gender	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20	V21	V22	V23	V24	V25	V26	V27	V28	V29	V30	SUM	Category
1	A	L	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	9	Beginner
2	A	P	1	1	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	1	0	1	14	Beginner
3	A	P	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	25	Middle
4	A	P	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	24	Middle
5	A	P	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	24	Middle
6	A	L	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	22	Middle
7	A	L	1	0	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	15	Middle
8	A	P	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	25	Middle
9	A	L	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	21	Middle
10	A	P	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	22	Middle
11	A	P	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	25	Middle
12	A	P	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	20	Middle
13	A	P	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	24	Middle
14	A	P	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	25	Middle
15	A	L	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	1	9	Beginner
16	A	L	1	1	0	0	0	0	1	1	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0	10	Beginner
17	A	L	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	24	Middle
18	A	L	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	21	Middle
19	A	P	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	24	Middle
20	A	L	1	1	1	1	1	0	0	0	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	15	Middle
21	A	P	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	22	Middle
22	A	P	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	23	Middle
23	A	P	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	21	Middle
24	A	P	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	23	Middle
25	A	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	29	Middle
26	A	P	1	0	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	1	18	Middle
27	A	P	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	1	17	Middle
28	A	P	1	1	0	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	21	Middle
29	A	L	1	1	0	0	1	0	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	17	Middle
30	A	L	1	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	13	Beginner

No	Kelas	Gender	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20	V21	V22	V23	V24	V25	V26	V27	V28	V29	V30	SUM	Category
31	B	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	Intermediate
32	B	P	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1	21	Middle
33	B	P	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28	Middle
34	B	P	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	26	Middle
35	B	L	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	8	Beginner
36	B	L	0	0	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	0	0	1	1	0	0	16	Middle
37	B	P	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	26	Middle
38	B	L	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	1	1	16	Middle
39	B	P	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	28	Middle
40	B	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	Intermediate
41	B	P	1	0	0	1	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	1	0	1	1	0	0	1	1	0	0	1	14	Beginner
42	B	P	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	25	Middle
43	B	L	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	10	Beginner
44	B	P	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	27	Middle
45	B	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	25	Middle
46	B	P	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	23	Middle
47	B	L	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	23	Middle
48	B	L	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	26	Middle
49	B	P	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	1	17	Middle
50	B	P	1	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	19	Middle
51	B	P	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	1	1	0	0	0	0	0	1	17	Middle
52	B	P	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	26	Middle
53	B	P	1	1	0	0	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	19	Middle
54	B	L	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	24	Middle
55	B	L	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	0	0	0	11	Beginner
56	B	L	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	0	0	1	1	1	21	Middle
57	B	L	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	1	1	0	20	Middle
58	B	L	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	25	Middle
59	B	P	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	23	Middle
60	B	L	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	23	Middle
																																	TOTAL		21.6	Middle

APPENDIX 8
Vocabulary Learning Test (VLT) Answer Keys

NO	WORD	TRANSLATION (Indonesia)	NO	WORD	TRANSLATION (Indonesia)
1	Competition	Kompetisi	6	Celebrate	Merayakan
2	Great	Bagus.Besar	7	Prize	Hadiah
3	Champion	Pemenang.Juara	8	Role	Peran
4	Practice	Berlatih.Latihan	9	Proud	Bangga
5	Participate	Ikut.Partisipasi	10	Deserve	Pantas.Layak
11	Repeat	Ulangi	16	Trust	Percaya.Kepercayaan
12	Mistake	Kesalahan	17	Correct	Benar.Tepat
13	Advice	Saran.Nasihat	18	Carefully	DenganHati-hati
14	Should	Seharusnya	19	Replace	Menggantikan
15	Disagree	TidakSetuju	20	Present	Menyajiikan.Hadiah
21	Purpose	Tujuan	26	Direction	Arahan
22	Statement	Pernyataan	27	Procedure	Tata cara
23	Observe	Mengamati	28	Turn	Giliran.Belok
24	Describe	Menjelaskan	29	Immediately	Dengansegera
25	Refer	Mengacu	30	Quiet	Tenang.Diam

Result of Correlation Coefficients Calculated by SPSS IBM
Statistic Version 20.

Table 4.12
Correlation Between Listening Habit to English Song and
Vocabulary Mastery

		Listening Habit	Vocabulary Mastery
Listening Habit	Pearson Correlation	1	.838**
	Sig. (2-tailed)		.000
	N	60	60
Vocabulary Mastery	Pearson Correlation	.838**	1
	Sig. (2-tailed)	.000	
	N	60	60

Source : Research result. 2022

Table 4.13
Paired
Samples
Correlati
ons

		N	Correlation	Sig.
Pair 1	Listening Habit to English Song & Vocabulary Mastery	60	.838	.000

Table 4.14 Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Listening Habit to English Song & Vocabulary Mastery	2.277	3.523	.455	2.1807	2.362	4.995	59	.000

APPENDIX 10

Table of Content " Think Globally Act Locally" revised 2017

DAFTAR ISI

APPENDIX 11

R table

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931

T table

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079

APPENDIX 13

Description of Respondent's Respond toward Listening Habit to English
Song Questionnaire

No	Item	STS	TS	S	SS	Mean	Category
1	Saya mendengarkan lagu berbahasa Inggris lebih dari 7 kali dalam seminggu.	2	8	31	19	3.12	Moderate
2	Saya mendengarkan lebihdari 7 lagu berbahasa Inggris dalam seminggu.	2	10	33	15	3.02	Moderate
3	Saya mendengarkan lagu berbahasa Inggris yangsamalebihdari 7 kali dalamseminggu.	1	12	28	19	3.08	Moderate
4	Saya mendengarkan lagu berbahasa Inggris lebih dari 30 Menit dalam seminggu. (1 lagu berkisar 3 – 5 menit)	2	11	28	19	3.07	Moderate
5	Saat merasa bosan, biasanya saya akan mendengar kan lagu berbahasa Ingrris.	1	14	31	14	2.97	Moderate
6	Saat merasa bosan, Saya sadar jika saya ingin mendengarkan lagu berbahasa Inggris untuk mengisi kekosongan.	2	11	31	16	3.02	Moderate
7	Saya merasa aneh atau ada yang Kurang jika tidakmendengarkan lagu bahasa Inggris dalam sehari.	6	29	19	6	2.42	Low
8	Saya merasa enjoy saat mendengarkan lagu berbahsa Inggris.	1	5	23	31	3.40	High

| 9 | Saya merasa sulit untuk berhenti saat sedang mendengarkan lagu berbahasa Inggris. | 8 | 25 | 22 | 5 | 2.40 | Low |
| 10 | Saya mendengarkan lagu berbahasa Inggris sebagai rutinitas harian / mingguan saya. | 2 | 18 | 31 | 9 | 2.78 | Moderate |

No	Statement					Mean	Category
11	Sayase cara tidak sadar akan memutar dan mendengarkan lagu berbahasa Inggris saat sedang sendirian.	2	12	30	16	3.00	Moderate
12	Saya merasa sulit untuk tidak mendengarkan lagu berbahasa Inggris dalam sehari.	10	31	15	4	2.22	Low
13	Saya perlu berfikir lagu apa yang ingin saya putar sebelum mendengarkan lagu berbahasa Inggris.	2	5	31	22	3.22	Moderate
14	Mendengarkan lagu berbahasa Inggris saat sedang bosan atau sendirian adalah ciri khas ku.	1	16	31	12	2.90	Low
15	Saya telah mendengarkan lagu bahasa Inggris sejak lebih dari 3 tahun terakhir.	1	18	25	16	2.93	Moderate Rate
AVERAGE						2.90	Moderate

APPENDIX 14

Description of Respondent's Respond toward Vocabulary Learning Test (VLT)

NO	Item	Respondents Answer		Percentage	
		Correct Answer	Wrong Answer	Correct Answer	Wrong Answer
1	Question 1	56	4	93.3%	6.7%
2	Question 2	50	10	83.3%	16.7%
3	Question 3	47	13	78.3%	21.7%
4	Question 4	40	20	66.7%	33.3%
5	Question 5	39	21	65.0%	35.0%

6	Question 6	29	31	48.3%	51.7%
7	Question 7	44	16	73.3%	26.7%
8	Question 8	42	18	70.0%	30.0%
9	Question 9	48	12	80.0%	20.0%

10	Question 10	42	18	70.0%	30.0%
11	Question 11	38	22	63.3%	36.7%
12	Question 12	44	16	73.3%	26.7%
13	Question 13	43	17	71.7%	28.3%
14	Question 14	40	20	66.7%	33.3%
15	Question 15	32	28	53.3%	46.7%
16	Question 16	47	13	78.3%	21.7%
17	Question 17	55	5	91.7%	8.3%
18	Question 18	44	16	73.3%	26.7%
19	Question 19	36	24	60.0%	40.0%
20	Question 20	44	16	73.3%	26.7%
21	Question 21	42	18	70.0%	30.0%
22	Question 22	33	27	55.0%	45.0%
23	Question 23	43	17	71.7%	28.3%
24	Question 24	36	24	60.0%	40.0%
25	Question 25	27	33	45.0%	55.0%
26	Question 26	40	20	66.7%	33.3%
27	Question 27	44	16	73.3%	26.7%
28	Question 28	39	21	65.0%	35.0%
29	Question 29	38	22	63.3%	36.7%
30	Question 30	47	13	78.3%	21.7
AVERAGE				66.9%	23.1%