

**THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF  
LISTENING ENGLISH SONGS AND STUDENTS' VOCABULARY  
MASTERY AT SMAN 10 BANDAR LAMPUNG**

**M. Singgih Pangestu**

**1513042059**



**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY**

**2022**

## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF LISTENING ENGLISH SONGS AND STUDENTS' VOCABULARY MASTERY AT SMAN 10 BANDAR LAMPUNG**

By

M. Singgih Pangestu

This research was aimed to know : "The Correlation Between Students' Frequency of Listening English Songs And Students' Vocabulary Mastery". SMAN 10 Bandar Lampung in academic year 2020/2021. The research method of this research was a quantitative. The population of the research was the eleven grade students of SMAN 10 Bandar Lampung in academic year 2020/2021, the number of students was 35 students. The researcher gave a questionnaire to know students' frequency of listening English songs, and test to know the students' vocabulary mastery. The data that has been gathered was analysed by Pearson Product Moment Correlation. Data Analysis shows that there is significant correlation between two variable since  $p < 0.05$  ( $p = 0.342$ ). It can be happened because most of students use their time to listening English songs and it can enrich their vocabulary.

Keywords : Vocabulary mastery, listening English songs, correlation, frequency.

**THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF  
LISTENING ENGLISH SONGS AND STUDENTS' VOCABULARY  
MASTERY AT SMAN 10 BANDAR LAMPUNG**

**By :**

**M. Singgih Pangestu**

**A Script**

**Submitted in a Partial Fulfillment of**

**The Requirements for S-1 Degree**

**In**

**The Language and Art Education Department of**

**The Faculty of Teacher and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY**

**2022**

Research Title : **THE CORRELATION BETWEEN STUDENT'S  
FREQUENCY OF LISTENING ENGLISH SONGS  
AND STUDENT'S VOCABULARY MASTERY AT  
SMAN 10 BANDAR LAMPUNG**

Student' s Name : **M. Singgih Pangestu**

Student' s Number : **1513042059**

Study Program : **English Education**

Department : **Language and Arts Education**


Faculty : **Teacher Training and Education**




Advisor

Co-Advisor

  
**Dr. Muhammad Sukirlan, S.Pd., M.A.**  
NIP 19641212 199003 1 003

  
**Novita Nurdiana, S.Pd., M.Pd.**  
NIP 231804870916201

The Chairperson of  
The Department of Language and Arts Education

  
**Dr. Nurlaksana Edo Rusminto, M.Pd.**  
NIP 19640106 198803 1 001

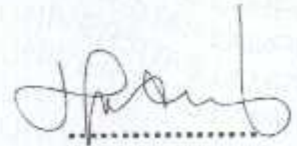
**ADMITTED BY**

**1. Examination Committee**

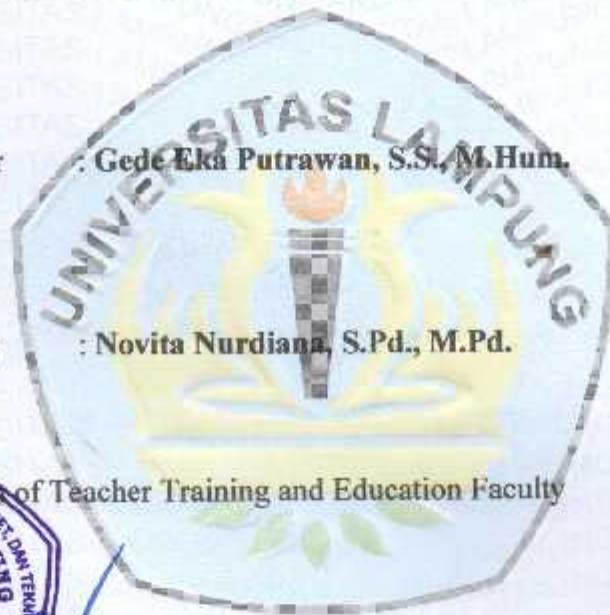
**Chairperson : Dr. Muhammad Sukirlan, S.Pd., M.A.**



**Examiner : Gede Eka Putrawan, S.S., M.Hum.**



**Secretary : Novita Nurdiana, S.Pd., M.Pd.**



**of Teacher Training and Education Faculty**

**Prof. Dr. Patuan Raja, M.Pd.**

**NIP 19620804 198905 1 001**

**Graduated on : June 14th, 2022**



## SURAT PERNYATAAN

Sebagai civitas academic Universitas Lampung saya yang bertanda tangan dibawah ini:

NPM : 1513042059

Nama : M. Singgih Pangestu

Judul Skripsi : The Correlation Between Students' Frequency of Listening English Songs and Students' Vocabulary Mastery at SMAN 10 Bandar Lampung

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

1. Karya tulis ini bukan suduran/terjemahan, murni gagasan dan pelaksanaan penelitian/ implementasi saya sendiri tanpa bantuan dari pihak manapun, kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset;
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka;
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, 14 Juni 2022

Yang membuat pernyataan



M. Singgih Pangestu

1513042059

## **CURRICULUM VITAE**

The writer's name is Singgih Pangestu who was born in Tanjung Karang, 13<sup>th</sup> April 1997. She is the first child of Mr. Suparman and Mrs. Sri.

He started a formal education at SDN 2 Kedaton Bandar Lampung and graduated in 2009 before continuing his study at SMPN 22 Bandar Lampung which graduated in 2012. Then, he continued to senior high school level at SMK 2 MEI Bandar Lampung and successfully finished it in 2015. In the same year, he was registered as a Bachelor Degree Students of Lampung University, particularly at English Department of Teacher Training and Education Faculty.

The writer also carried on Teaching Practice Program (PPL) at SMAN 2 Kasui, Way Kanan on July 15<sup>th</sup> to 16<sup>th</sup> August 2019.

## **DEDICATION**

With a bunch of love and appreciation, this script is proudly dedicated to:

1. My wonderful parents, Mr. Suparman and Mrs. Sri. They are truly the most perfect gift God ever given to me and they are as stars in my life who always guiding and supporting me with their love.
2. My beloved brothers and sisters, Bambang, Hartini, Harianto, Nita Setiyani and Fitri Setyaningsih. You are the greatest spirit when I was down.
3. My beloved best friends. Malika, Keke, Fathia, Selpong, Singgih, Bayu, Asropi, Iwil, Juanda and Gading. Thank you for always being my emergency calls. You guys are really the craziest person I have ever met.
4. My incredible department and alma-mater, English Department of Lampung University.



**MOTTO**

*“I’d rather be hated for who I am, than love for who I am not.”*

(Kurt Cobain)

## ACKNOWLEDGMENT

Praise to Allah, the Almighty God, who has given the writer such a great opportunity to finish this script which entitled “The Correlation Between Students’ Frequency of Listening English Songs and Students’ Vocabulary Mastery”. The aim of this script is to fulfil one of the requirements in accomplishing the S-1 Degree at English Department of Teacher Training and Education Faculty, Lampung University.

In this case, the writer would like to express his deep gratitude and respect for those who have well contribution in helping and supporting him to finish this script.

1. Suparman and Sri as the writer’s parents who always send their love, pray, and support.
2. Dr. Muhammad Sukirlan, S.Pd., M.A. as the first advisor and his inspiration in college for his kindness, advice and motivation.
3. Novita Nurdiana, S.Pd., M.Pd. as the second advisor who always helps him to gain knowledge and gives a lot of criticism in accomplishing this script.
4. Gede Eka Putrawan, S.S., M.Hum. as the examiner who gives some inputs, contribution, suggestions, and great advices to writer in examining this script.
5. All the honorable lecturers of English Department, Lampung University who are never reluctant to motivate ordinary students to do extraordinary things.

6. My best-friends, Malika, Keke, Fathia, Selpong, Singgih, Bayu, Asropi, Iwil, Rido, Juanda and Gading thank you for being my mood-booster, and thank you for always be there.
7. My Second Family since KKN, Hadi, Riko, Rian, Irwan, Kang Teguh, Sarimin, Rejal, Rabi, Era, Elma, Lara, Ade and Paju.
8. All of my friends at English Department 2015, SMK 2 MEI Bandar Lampung and SMPN 22 Bandar Lampung, Bunch of thanks for the memorable friendship.

Bandar Lampung, 21 June 2022

The Writer

M. Singgih Pangestu

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>ABSTRACT</b> .....	ii
<b>CURRICULUM VITAE</b> .....	iv
<b>DEDICATION</b> .....	v
<b>MOTTO</b> .....	vi
<b>ACKNOWLEDGMENTS</b> .....	vii
<b>TABLE OF CONTENT</b> .....	ix
<b>I. INTRODUCTION</b>	
<b>1.1 Background of the Problem</b> .....	1
<b>1.2 Identification of The Problem</b> .....	3
<b>1.3 Limitation of The Problem</b> .....	3
<b>1.4 Research Question</b> .....	4
<b>1.5 Objectives of The Research</b> .....	4
<b>1.6 Significance of The Research</b> .....	4
<b>1.7 Definition of Terms</b> .....	5
<b>II. LITERATURE REVIEW</b>	
<b>2.1 Definition of Vocabulary</b> .....	6
<b>2.2 Types of Vocabulary</b> .....	7
<b>2.3 Classification based on part of speech</b> .....	9
<b>2.3. The Importance of Vocabulary</b> .....	11
<b>2.4 The Importance of Mastering Vocabulary</b> .....	12
<b>2.5 Teaching and Learning Vocabulary</b> .....	12
<b>2.6 Definition of Song</b> .....	14
<b>2.7 Listening to English Songs</b> .....	14
<b>2.8 The Advantages of Using Songs</b> .....	15
<b>2.9 Interest</b> .....	17
<b>2.9.1 Definition of Interest</b> .....	17
<b>2.9.2 The Aspect of Interest</b> .....	18
<b>2.11 Review of Previous Research</b> .....	20

2.12 Hypothesis .....	22
<b>III. METHOD</b>	
3.1 Design .....	23
3.2 Population and Sample .....	24
3.3 Operational Definition .....	24
3.4 Instruments .....	24
3.5 Validity and Reliability .....	26
3.5.1 Validity and Reliability of Questionnaire .....	26
3.5.2 Validity and Reliability of the Vocabulary Test.....	27
3.6 Scoring System.....	28
3.7 Research Procedure .....	28
3.8 Data Analysis .....	31
<b>IV. RESULT AND DISCUSSION</b>	
4.1 Result of the Research.....	33
4.1.1 Result of Students' Vocabulary Mastery.....	33
4.1.2 Result of Students' Questionnaire.....	34
4.1.3 Correlation Between Students' Frequency of Listening English Songs and Students' Vocabulary Mastery.....	35
4.2 Discussion .....	36
4.2.1 Vocabulary Mastery .....	37
4.2.2 Students' Questionnaire.....	38
4.2.3 Correlation Between Students' Frequency of Listening English Songs and Students' Vocabulary Mastery.....	39
<b>V. CONCLUSIONS AND SUGGESTIONS</b>	
5.1 Conclusions .....	42
5.2 Suggestions .....	43
<b>REFERENCES.....</b>	<b>45</b>
<b>APPENDICES.....</b>	<b>49</b>
Appendix 1 .....	50
Appendix 2 .....	59
Appendix 3 .....	62
Appendix 4 .....	64
Appendix 5 .....	64

<b>Appendix 6</b> .....	65
<b>Appendix 7</b> .....	66



## **I. INTRODUCTION**

This chapter consists of background of the problem, formulation of the research, objectives of the research, uses of the research, scope of the research and definition of terms.

### **1.1 Background of the Problem**

English in Indonesia is generally taught as a foreign language. The term of foreign language in the field of language teaching is different from a second language. Foreign language is a language that is not used as a means of communication in certain countries where the language is taught. It can be seen from the existence of English education begun from elementary school to university. In English there are four skills in learning a language, they are listening, speaking, reading, and writing. Listening receives a focus ( Alan Lauder : 2008)

In Indonesia, one of the most difficult and important aspect of learning a foreign language is the retention of vocabulary. Vocabulary can't be separated from the language because vocabulary is a part of language. Vocabulary is important for learning language because of several reasons. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing (Edge, 1993).

Russel and Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

According to the pre-observation which has been done by the researcher, students often find difficulties in using a foreign language because they lack of vocabulary and they often forget easily new vocabulary after they get the meaning from dictionary. Sometimes in speaking class, students can not speak fluently because they are lack of vocabulary. They say only a few sentences because they can't find the appropriate vocabulary to be used in expressing their ideas. The same problem is found in writing classes that students can not write essays easily because they lack of vocabulary. Even though they have already learned the strategies or techniques in writing essays, still they will find difficulties in constructing sentences. They will find difficulties in choosing and using the appropriate vocabulary.

Song is one of audio tools that contain music and lyrics so that students can hear directly. Griffie (1992: 4) says that "songs have personal quality that make listener react to the songs". Listening to music also can provide enjoyment and stimulate cultural interest. It means when students listen to their favorite English songs, students are motivated personally to find out what the songs is about, understanding the meaning of a word, and they can also get more vocabularies from the song

lyrics. Thus, students' interest in listening English songs is expected to improve the students' vocabulary mastery.

Anita Nirmalasari in her research in 2015 showed that there is correlation between student's frequency of listening English song and their vocabulary mastery. This shows that English song have an attraction that is able to motivate students in the learning process. Therefore, the research entitled is Correlation Between Student's Frequency of Listening English Song and their Vocabulary Mastery.

## **1.2 Identification of The Problem**

In reference to the background of problem, the following problems can be identified:

- a) The level of English competence and vocabulary mastery of the students is low in average.
- b) The students have only few vocabularies.
- c) The students cannot identify the word class.
- d) The students cannot pronounce the English words well.
- e) The students do not know the meaning of the words.

## **1.3 Limitation of The Problem**

This research is concentrate on investigating the following issues:

- a) Frequency of listening English music
- b) Vocabulary mastery

#### **1.4 Research Question**

In line with the limitation of the problems above, the research problem can be formulated as follows:

Is there any correlation between students' frequency of listening English songs and students' vocabulary mastery?

#### **1.5 Objectives of The Research**

To find out the correlation between students' frequency in listening English Songs and students' vocabulary mastery.

#### **1.6 Significance of The Research**

Theoretically, this research may develop the teaching-learning technique in vocabulary. Besides, it perhaps can be used as a reference for further study on the use of English Songs in improving students' listening ability. Furthermore, this research is also practically beneficial for English teachers to provide an understanding that can be used as consideration to choose appropriate teaching methods and techniques in the process of teaching learning.

The result of this research is expected to give information for the schools, teachers, and other writers. From the result, the teacher will know the ability of their students in English so that they can find the solution. Furthermore, the teacher can decide to choose English music as their alternative method in teaching vocabulary. In

addition, this research can become a reference for other writers who will do some research in vocabulary and English music.

### **1.7 Definition of Terms**

In order to the same perception about the terms used in this study, the following definitions are presented:

1. Vocabulary is defined of several words which convey a particular meaning, the way individual words do.
2. Music is vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion.
3. Correlation is a mutual relationship or connection between two or more things.

This chapter already discussed the introduction of the research includes the explanation about the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. Those were discussed in order to provide an insight to this research. In the next chapter, the writer tries to describe more about the theories that used in this research.

## **II. LITERATURE REVIEW**

This chapter deals with concept of vocabulary, concept of habit, concept of songs, previous studies, theoretical framework, and theoretical hypothesis.

### **2.1 Definition of Vocabulary**

There are a number of vocabulary definition. Vocabulary is the total of words in a language. When we talk about language, it can't be separated from vocabulary. choosing the right words when someone communicates with others is very important. Someone's mastery of language can be seen from their vocabulary mastery.

According to Hornby (1995), vocabulary is the total number of words, which makes up the language. It can be defined, roughly, as the words we teach in the foreign language. In English study is focus on the meaning, so the students must know the meaning of the vocabulary that they are learning, that they are read, listen.

According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.



Brett and Mckay (2012) states that by building vocabulary, we can get the ability to say what we mean; help us in understanding other people, in understanding what we read, in becoming a more informed and involved citizen, in communicating effectively; can bolster the ability to grasp ideas and think more logically and incisively; boosts powers of persuasion; and help us in making a good impression on others. Therefore, the learner of a foreign language should think more about building vocabulary as many as possible before starting to master language skills.

Based on the statement above, it can be inferred that in learning vocabulary, the students should know how to form the words, understand the meaning of the words, and how to use them. Understanding the meaning of English vocabulary is essential for the students to be able to form and use the word properly. It is also useful for the students to help them in doing assignments in the textbook or when they have to explain something to other people.

## **2.2 Types of Vocabulary**

According to the basis of frequency, Nation (1994:3) mentions that vocabulary can be divided into two kinds; those are high-frequency vocabulary and low-frequency vocabulary. Below is the detailed description of them:

- a. *High-frequency vocabulary* is consisting of words that are used very often in normal language, use in all four skills, and across the full range of situations of use. High-frequency vocabulary consists of 2000 words families, which are about 87% of running words in formal written text and more than 95% of the words in informal spoken texts.

- b. Low-frequency vocabulary only covers only a small proportion of the running words of continuous text, it means that low-frequency vocabulary is rarely used in the common activity of English language. This group includes well over 100.000 words families

Also, according to Nation (2001), the type of vocabulary is divided based on vocabulary knowledge namely receptive vocabulary and productive vocabulary. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another. Receptive vocabulary is learners' words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. Receptive vocabulary is used passively in either listening or reading. Productive vocabulary refers to words which can be produced within an appropriate context and match the intended meaning of the speaker. Productive vocabulary is used actively either in speaking or writing. In this research, the researcher will focus on receptive vocabulary. There are two units of receptive vocabulary as follow:

- a. Listening Vocabulary

Listening vocabulary is every word that is used by people than can be recognized when listening to speech. People may still understand words they are not exposed to before using clues such as tone, gesture, the topic of the discussion, and the social context of the conversation. There are some media that can help the learner to increase their English vocabularies, such as English songs, English songss, and English podcasts. In this study, the researcher will use English songss to increase students' receptive vocabulary. The language learner will get a new vocabulary by listening to the audio (the dialog in the songs).

## **b. Reading Vocabulary**

Reading vocabulary is every word that people can recognize when reading. This is generally the largest type of vocabulary. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you can't "grow" your vocabulary. In this study, the learner will gain a new vocabulary through reading the English subtitle of the English songs.

### **2.3 Classification based on part of speech**

English sentences consist of predications-something is said, or predicated about a subject. The sentence may be further divided according to the function each word has in the subject-predicate relationship. Each of these functions is classified as a different part of speech. According to Frank (2001: 29) identifies that there are seven kinds of vocabulary based on part of speech :

#### **1) Noun**

Noun is one of most important part of speech. It is arrangement with the verbs helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing, or idea. Examples: magazine, book, bed, door, etc.

#### **2) Verb**

Verb is the word, which expresses an action or a help to make a statement. It is used a predicate. It is usually placed after subject. Examples: bring, have, write, take, etc.

#### **3) Adjective**

Adjective is the word used to qualify noun or pronoun. It is usually used after to be in a sentence. Because adjective modifies noun, it is usually located before noun. Examples: beautiful, diligent, clever.

#### 4) Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another verb. It is usually placed after or before verb. In the sentences he speaks loudly, the adverb is loudly. Other examples of verb are slowly, carefully, beautifully, etc.

#### 5) Conjunction

Conjunctions are members of a small class that have no characteristic forms. They function chiefly as non-movable structure words that joins such units as parts of speech, phrases, or clauses. There are two types of conjunctions, coordinate conjunction and subordinate conjunction. Coordinate conjunctions are and, but, so, etc. The example of subordinate conjunctions are when, until, if, Although, Wheater, etc

#### 6) Pronoun

Pronoun is a word that is used to replace people or thing. There are many kinds of pronoun, such as: as subject, object, relative pronoun, possessive pronoun, demonstrative pronoun, reciprocal pronoun, and indefinite pronoun. I, you, we, they, he, she, it are the examples of pronoun as subject. The examples of pronoun as object are me, you, them, him, her, and, it. The examples of possessive pronoun are mine, yours, theirs, hers, his, and its. The example of relative pronoun are who, which, that. Demonstrative pronoun are these, those, this and that. Reciprocal

pronoun are each other and one another. Indefinite pronoun are somebody, anybody, nobody, everybody, etc.

### 7) Preposition

Preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristics endings; (2) each signals syntactic structure that function as one of the other parts of speech. The examples are on, in, at, above, since, by, for, during, within, from-to, before, after, below, beside, between, over, etc.

### **2.3. The Importance of Vocabulary**

Learning English vocabulary in a country that learns English as a foreign language is not easy, because there is not much use of English words in daily life. Unlike English as a second language, English vocabulary is very easy to find wherever they are, such as in schools, restaurants, even in the textbooks. Vocabulary is an essential part of a learner who wants to learn a foreign language. Ghazal (2007, p.84) states that vocabulary learning is one of the major challenge foreign language learners face during the process of learning a language. No matter how good students learn grammar and how successfully the sounds of the second language are mastered, without words to express a wide range of meanings, communication in a second language can't be done in any meaningful way.

From the statement above, it can be proved that vocabulary may affect someone's thinking and the way he expresses his feelings. The communication will be going fine and well to be understood if someone has been mastered vocabulary properly. The idea and feeling can be expressed directly and rightly when someone knows what vocabulary should he uses. So, communication will away from misunderstanding. The linguist David Wilkins stated, 'Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed'. Moreover, he said, 'If students only spend most of their time studying grammar, their English will not improve very much'.

#### **2.4 The Importance of Mastering Vocabulary**

According to Stahl and Nagy (2006:5) a person who knows more words can speak and even think, more precisely about the world. Words divide the world; the more words people have, the more complex way they can think about the world. They are explaining the importance of vocabulary with compare the difference between people who understands about vocabulary with people who do not understand about it.

#### **2.5 Teaching and Learning Vocabulary**

Teaching vocabulary helps students understand and communicate with others in English. Teaching vocabulary is important since it can help the learners to communicate with others. According to Thornbury (2002:17) teaching vocabulary



is one of the most important components of any language classes because through vocabulary, second language learners will be able to understand and express language. By teaching the vocabulary, it can help the learners to enhance their vocabulary in order they can speak and write.

According to Nation (2008: 5) teaching vocabulary is among the least important of a teacher's job. In this case teachers teach the students to know the meaning of the words based on the context. There are several reasons of this. First, there are many words that a learner needs to know. Second, learning word is a cumulative process that requires meeting words. Third, teaching words need to be limited in scope. Finally knowing words well involves knowing a range of aspect of word, including the meaning, form and use. Due to the paramount role of vocabulary, it is important to find out the effective ways to teach vocabulary. Consequently, it is the teacher's task to create and determine the technique that can be used to teach and improve students' vocabulary. The technique that can be used to teach and improve students' vocabulary. The technique should be able to encourage and motivate them to learn.

The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity.

## **2.6 Definition of Song**

Songs, as Griffie states are pieces of music that have words (1992: 3). Webster's dictionary (1976: 506) defines songs as a short musical composition of words and music. The main parts of a songs are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there are usually several lines of the song, which are repeated twice, or more what a so called "refrain" when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

From the definition, the writer concludes that song is the words set into rhyme, poem, or poetic text that are sung with or without musical background as the instrumental accompaniment, used as a conveyance of the expression, feelings, ideas, or emotions of the singer.

## **2.7 Listening to English Songs**

Listening is educated hearing or in another words, it is hearing for the purpose (1963: 186). So listening needs more attention related to the mind than hearing. While according to Rivers and Temperly, listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood (1998: 63). Furthermore, listening is an active process of constructing a message from a stream of sound with what one knows of the phonological, semantic and syntactic potentialities of the language. Songs, as

Griffiee (1992: 3) states are pieces of music that have words. Webster's dictionary (1976: 506) defines songs as a short musical composition of words and music. The main parts of a songs are music and words. While music itself is related with rhythm, a group of words without music to perform them can not be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there are usually several lines of the song, which are repeated twice, or more what a socalled "refrain" when they are performed.

From the definition above the writer conclude that listening to English song is the activity of paying attention and trying to get the meaning from groups of English words contained in the songs.

## **2.8 The Advantages of Using Songs**

Jolly (1975) states that the use of songs in lessons can improve four skills of language: listening, speaking, reading and writing. Songs activate both parts of the brain. The pronunciation of words, understanding, rhythm and musical execution correspond to the left hemisphere, whereas, melodic expression, emotions, and tone correspond to the right hemisphere. Kraus and Chandrasekaran (2010) state that musical training develops auditory skills as well as verbal memory. Listening to songs and singing them improve listening skills in a foreign language that is one of the essential skills for language learning.

Songs are not only good for language learners, but for language teachers songs offer an interesting techniques in presenting the language focus because it provides enjoyment especially in rising excitement and self-confidence for both learners and teachers. Songs take them to the other side of teaching-learning process, but still, there is the material included.

For variety of reasons, songs are enjoyable and highly memorable. Songs can be used to focus on the form of language including grammar, vocabulary and pronunciation. Songs in general use simple, conventional language, with a lot of repetition, so they are effective although there are some songs that can be quite syntactically and lexically complex. Songs provide topics for discussion and extension activities because each song has its own theme, which contains the description, story and purpose of certain topic. Wide range of pop and folk songs also can be used to explore theme by analyzing the story contains in them.

Murphey (1992: 14) states the advantages using songs in the classroom as follows:

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

Based on the statements above, song can give the motivation to the learners in learning English since by listening to the songs; songs can bring the students to particular situation so can inspire them to express their attitude toward what they have heard, students also begin to recognize words, grammar, and pronunciation of the target language. In this study, the writer means that students could recognize lyrics of the songs that contain noun phrases. So, they will get real experience in learning noun phrase.

## **2.9 Interest**

### **2.9.1 Definition of Interest**

Slameto (2003: 57) states that interest is a consistent tendency to pay attention and memorize an activity. It can be said that interest is a preference of something. Being similar with Slameto (2003), Muhibbin (1995: 136) defines the interest as a tendency and great excitement on something. Interest is a preference toward something without any commands from other people. Interest is related to happiness on doing something.

In addition, Hilgard in Roy (2014) says that interest is persisting tendency to pay attention to some activity or content and enjoy it till the end. Hurlock in Surya (2009) defines that interest is “source of motivation which drive people to do what they want to do when they are free to choose..

Therefore, it can be concluded that interest is a positive attitude that motivate individual to give attention to a person, a thing which they attracted. And they will enjoy the activities till the end.

### **2.9.2 The Aspect of Interest**

According to Hurlock in Surya (2009), interest has two aspects, the cognitive and the affective aspect. The cognitive aspect is based on concepts children develop about the areas related to interest. For example, the cognitive aspect of children's interest in school is based on their concepts of school. The affective aspect of interest is expresses in attitude toward the activities. For example, children who have pleasant relationship with teachers usually develop favorable attitude toward school.

According to Slameto (2003) students who are interested in learning have the following characteristics:

- a. Having a fixed tendency to remember to pay attention and learn something continuously
- b. There is sense of love and happy on something of interest
- c. Obtain a pride and satisfaction in something of interest. there is a sense of attachment to things of interest activities



d. More like a thing that became his interest than others e. Manifested through participation in events and activities.

Winkel (1996) also gives opinion about interest by saying that interest is persistent tendency of a subject to feel attracted in an object or a thing and being pleased to learn those things. In addition, Slameto (2003) states interest is someone's desire on a matter or activity, thus he takes it with his own will without being asked. It means, someone can be said interested in and will learn the object without any force.

From the explanation above, it can be concluded that the indicators of interest are:

a. Pleasure The aspect which directs someone to do satisfying activities and makes him/her repeat those activities.

b. Willingness The aspect which produce will, attention, and concentration to an object without any force.

c. Consciousness The aspect which appears when someone has a will. So, he/she aware that what is they doing is learning activity.

d. Attention The aspect which shows someone's attention for the interesting objects.

#### 2.10 Learning Vocabulary through Listening to English Songs

Songs is one alternative ways to increase English especially on vocabulary. This like what Whrenshall in Burhayani state (2013: 69) "there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly Help Vocabulary as well". Burhayani (2013) also stated that "songs have great

tendency to attract attention of students. It also introduces an atmosphere of gaiety, fun and informality in the classroom accordance with improving vocabulary, it can be great help”. Beside, songs are easy to find, songs also brings more fun and familiar to students’ ears.

## **2.11 Review of Previous Research**

There are several researchers which brings similar issues to this study: The first article is the “Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners written by Li (2009). The study used an experimental approach to examine the relative effectiveness of varying the use of songs (lyric and music) on vocabulary acquisition, language usage and meaning for adult ESL students in the peoples’ Republic of China. The result of the study showed that for the students, varying the degree of use of songs produce different English language achievement scores.

The second article is the “The Effect of English Popular Songs on Learning Motivation and learning Performance” by Chen (2009). In this study, Participant included 166 six grade students from five classes in an elementary school in the northern district of Tainan City. The students were introduced four English popular songs during the whole semester. The title were “You Raise Me Up” by Westlife, “you’ll be In My Heart” by Phil Colins as well as “Way Back into Love by Hugh Grant and Haley Bennett. In class all those songs were presents by the CD player & Spotify. The result of this study the researcher found that overall class motivation

has significantly increased after creative teaching. Students were motivated to become more active learners. According to student's responses, it could be elicited that most of the students were fond of learning English popular songs and they were interested to learn more after this activity. As for what aspect did students find motivating, listening, speaking, and reading abilities were the ones that students wanted to improve. It was also important to note that the students felt that their English abilities had improve after learning these English popular songs.

Then, the third article is A Correlative Study between Students' Interest in Listening English Songs and Vocabulary Mastery of the Students of XI IPA 2 at MAN Trenggalek by Muawanah (2012). The purpose of the study was to investigate the correlation between students' interest in listening English songs and their vocabulary mastery. The population in this study was all of the eleventh year students at MAN Trenggalek; 3) the sample was XI IPA 2 class consisting of 32 students; 4) the research instruments were questionnaire and test. The result showed that there was high correlation between students' interest in listening English songs toward their vocabulary mastery.

Even though the previous studies carried out the same topic with this present study, but there are the differences among them. The first and second studies described about the effect of English songs toward the students' vocabulary acquisition while the present study described about the correlation between the students' interest in listening to English songs toward their vocabulary mastery. In addition, although

the third previous study described the same topic which was correlation but the different both them was in their subject of the research and the time setting.

## **2.12 Hypothesis**

Based on the theoretical framework above, the writer formulated the hypothesis as follows :

H1 There is a significant correlation between student's frequency of listening English songs and their vocabulary mastery.

### III. METHOD

This chapter focuses the methods of the research that uses in this study such as the research design, population and sample, instruments, validity, reliability, techniques for data collection, techniques for data analysis,

#### 3.1 Design

In this research, the researcher used ex post facto design. It means that the researcher did not apply any treatment to the students. Neil J. Salkind (2010) There are two types of ex post facto design, those are correlation study and causal-comparative study. In this research, the researcher will find out the correlation between students' frequency of listening English songs and their vocabulary mastery. So that, this study used co-relation study.

T1                      T2

Where:

T1 = Questionnaire of Students' Frequency in Listening English Song

T2 = Vocabulary Test

### **3.2 Population and Sample**

The population of this research is the eleven grade of SMAN 10 Bandar Lampung students' batch 2019. The subject is eleven grade of SMAN 10 Bandar Lampung which consist of 35 students.

### **3.3 Operational Definition**

This research has two variables, they are independent variable and dependent variable.

1. Independent variable (x) of this research is the frequency of listening English songs. This media will be applied to know the correlation between listening English songs and students' vocabulary mastery.

2. Dependent variable (y) is students' vocabulary mastery.

### **3.4 Instruments**

To collect the data, this study will use questionnaire and vocabulary test, as follow:

#### **a) Questionnaire**

The one of instruments that used by researcher is questionnaire. According to Sugiyono (2008: 199) "questionnaire is a technique of data collection by giving the participants written questions to answer by participants." Johnson and Christensen (2008: 170) add "Researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, belief, values, perceptions personality, and

behavioral intentions of research participants. In other words, researchers attempt to measure different kind of characteristics using questionnaire.” The researcher distributed the questionnaire to all participants (all of science students programs in grade X) to filled by them.

In this research, the questions in the questionnaire are written in Bahasa Indonesia in order to make easier the respondents answered the questions. The questionnaire is fully adopted from Muawanah (2012). The questionnaires consisted of twenty five questions in the form of multiple choices. In this part, the researcher ask the students to choose one option that they agreed with. All questions is represented their interest in English song. Each question consisted of four (4) options of the answer: A, B, C and D, which indicated the degree of respondents. To make easy in determining the interval of the score, all answer of the questionnaire will be changed become Likert scale. A Likert scale assessed attitude toward a topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, or disagree. Based on Likert scale, the score of each student will be marked as follows:

- a. Score 4, for item A
- b. Score 3, for item B
- c. Score 2, for item C
- d. Score 1, for item D

Finally, the total scores of the students' answer in the questionnaire would represent their interest in listening English song. Based on the standard score above, the highest score of the questionnaire was 100 and the lowest score was 25.

**Table 3.1. Variable, Indicator & Number of the Questions**

<b>Variable</b>	<b>Indicators</b>	<b>Number of the Questions</b>
<b>Correlation between students interest in English Songs toward their vocabulary mastery</b>	Frequency of listening to English songs	1,2
	Pleasure to interest	3, 4, 5, 6, 7, 8
	Willingness of interest	9, 10, 11, 12, 13, 14
	Consciousness of interest	15, 16, 17
	Attention of interest	18, 19, 20, 21, 22, 23, 24, 25
	Type of English songs	26

### **3.5 Validity and Reliability**

#### **3.5.1 Validity and Reliability of Questionnaire**

##### **a. Validity**

This instrument used content validity. Content validity refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. In this research, the researcher measured students' frequency, students' repetition and students' behavior



of listening English song. So that, the questionnaire used those aspect as the item of the questions.

- b. Reliability In order to measured the reliability of this instrument, the researcher used Cronbach's Alpha with a minimum score is 0.70 (Setiyadi, 2018).

### **3.5.2 Validity and Reliability of the Vocabulary Test**

- a. Validity

The vocabulary test used content validity. Content validity refers to the extent to which a measured represents all facets of given construct. The validity of this research is based on the curriculum in Indonesia. The administration of vocabulary test included adjective, noun, pronoun, and verb.

- b. Reliability

In this study, the vocabulary test used inter-rater reliability. Inter-rater reliability is the extent to which or more raters (or observers, coders, teachers, examiners) agree. According to Bambang Setiyadi (2016), inter-rater reliability is the degree of agreement among raters. In this research, the researcher used 3 observers (teacher, lecturer, and the researcher). This type of reliability is determined based on the similarity between team members. The more people involved in the team, the more reliable the results of the analysis will be. The simplest way to measured reliability is to calculate the percentage of the similarity of each indicator. For example, if there are four people who agree that item number 1 is an indicator of motivation while one

person rejects it, then the value of item number 1 has a percentage of 80% (Bambang Setiyadi, 2016).

### **3.6 Scoring System**

The data of students' vocabulary mastery will be gathered by using multiple choice test. There are 20 questions about vocabulary. The researcher used the formula to get the students' score, as follow:

$$S = \frac{R}{N} \times 100\% = R/N \times 100\%$$

In which:

S = Score of the test

R = Number of the correct answer

N = Number of the test items

### **3.7 Research Procedure**

The procedures for collecting the data are as follows:

Determining the research question and determining the focus of the research, determining the instruments, determining the population and sample of the

research, distributing the instruments, analyzing the data and drawing a conclusion.

Here is the detailed explanation of them:

a) Determining the research question and determining the focus of the research

Considering the fact among the findings found by researcher about the correlation between students' frequency of listening English song and students' vocabulary mastery preference, thus, the researchers have made research questions as follow:

Is there any significant correlation between students' frequency of listening English song and students' vocabulary mastery.

Yet, the study has focused on finding out the result of the correlation between students' frequency of listening English songs and their vocabulary mastery.

b) Selecting instrument materials

In this research, the researcher has used two instrument materials which are questionnaires and vocabulary tests. For the questionnaire, the researcher has considered the three phases, those are students' frequency of listening English song, students' repetition of listening English song, and students' behavior of listening English song. Then, the researcher used vocabulary test which consists of 20 questions.

c) Determining the sample of the research

The sample of the research was determined through a purposive sampling technique or theoretical sampling technique. It means that in determining the research sample

the researcher has used the existing theoretical basis so that the researcher considers that the sample chosen can represent the case study.

d) Distributing the instrument

In this step, the researcher distributed the instrument (questionnaire and vocabulary test) to the sample of the study. At first, each of the participants will get a piece of students' frequency questionnaire and after that the students will have a vocabulary test. Before answering the question, all participants have to mention their name, institution, and batch in the identity box and read the directions in order to fill the answer.

e) Analyzing the data

This step was to found out the students' frequency of listening songs and students' vocabulary mastery. The Correlation in SPSS also will be use as the tool to analyze the data. The data was taken by looking at the test result of vocabulary test and the total score of questionnaire. The result of the test was in form of score or interval data. The correlation between students' frequency of listening English song and their vocabulary mastery will be analyzed at last.

f) Drawing conclusion

After analyzing the data, the researcher made a conclusion about the finding of the study. The conclusion is consisting of the judgment of the researcher towards his/her findings or the result of the study. In order to make a conclusion, either generalization or even prediction, the researcher and the reader of the finding must

believe that the conclusion is having a probability and level of significance (the level of trust in a conclusion) (Bambang Setiyadi, 2018:83).

### 3.8 Data Analysis

The data of the research was statistically analyzed. The Correlation also will be used as the tool to analyze the correlation between students' frequency of listening English song and their vocabulary mastery. The data were computed through the Statistical Package for Social Sciences (SPSS) version 16.0.

The researcher used product moment correlation in SPSS 16.0 version to find out the correlation between students' frequency in listening English song and their English vocabulary mastery. The formula is:

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

Where:

r = coefficient correlation

N = the number of students

$\sum XY$  = the number X variable and Y variable

$\sum X$  = the number of X variable

$\sum Y$  = the number of Y variable

$\sum X^2$  = the square of X variable

$\sum Y^2$  = the square of Y variable

The degree of correlation is represented by correlation coefficient or r. The range of r is from  $-1 \leq r \leq +1$ . If the value of r is close to 1, it means the correlation is strong. If the value of r is positive, that means the correlation is positive: if the value of variable x increases, the value of variable y will also increase. Meanwhile, if the value of r is negative, that means the correlation is negative: if the value of variable x increases, the value of variable y will decrease. In interpreting the coefficient of correlation, the guidelines on Table 3 was used.

**Table 3.2. Interpretations of Correlation**

<b>The Correlation Coefficient</b>	<b>Interpretation</b>
0,00-0,20	Very low correlation
0,20-0,40	Low correlation
0,40-0,70	Moderate correlation
0,70-0,90	High correlation
0,90-1,00	Very high correlation

This is the end of this chapter, this chapter already discussed about research design, the population and sample, the instruments, validity and realibility, data collecting technique, and data analysis.

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

After getting the data which has been analysed on the previous research, the writer concludes about correlation between Students' frequency of listening English songs and Students' vocabulary mastery of eleven grade students of SMAN 10 Bandar Lampung in the Academic Year 2020/2021.

1. There is significant correlation between students' frequency of listening English songs and students' vocabulary mastery, it was found that the coefficient correlation between students' frequency of listening English songs and students' vocabulary mastery was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of listening English songs and their vocabulary mastery. In accordance the analysis, it was revealed that 31 of the students have reached the required size of vocabulary. It was proved 20 % of the students achieved score in high category (76-100). Yet, based on the table 1, it showed that the 69 % eleven grade students at SMAN 10 Bandar Lampung were had average size of vocabulary and 11 % students had minimum vocabulary size. Students frequency got the highest mean score (2.618). On the other hand, students' behaviour of listening English songs got the lowest mean score (2.283)

among the two factors. It shows that students' frequency of listening English songs has the biggest affect towards students' vocabulary mastery.

## **5.2 Suggestions**

From the findings, the researcher would like to propose some suggestions as follows:

### **1. For the English Teacher**

The teacher should use habits and appropriate media to teach English because students still believe that learning English language is difficult. The habits and appropriate media are expected to motivate the students in learning English process. The result of this research show that English song teaching media is better than without English song media in teaching listening skill. They should be careful in selecting the appropriate English song to teaching listening.

### **2. For the Students**

The students should be active in the teaching and learning process and do more practices in the class or out of class. The students have to enrich the listening skill to understand what the content of the English context. The researcher recommended to uses English song as the media to students habit in listening skill.



3. For the School

The school should be supported progressing of the students achievement by give more facilities for the English teacher and the students to uses the appropriate media in teaching learning process

4. For Other Researchers

This research has found out that teaching English listening skill using English song can enrich students "listening effectively. The researcher hope the media can support the teacher in teaching learning process. The rear several technology and media that effective and support the teacher to teach listening skill.

## REFERENCES

- Brett McKay. 2012. *The Art of Manliness Collection: Classic Skills and Manners. Timeless Wisdom and Advice*
- Brett. 2012. *The Importance of Building Your Vocabulary (And 5 Easy Steps to Doing It. A Man's Life. Personal Development.*
- Burhayani, E. (2013). *The effectiveness of teaching vocabulary through songs to the second years students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta. 2nd International Seminar on Quality and Affordable Education.*
- Burton & Humphries. 1992. *Mastering English Language* (2nd ed.). New York: Palgrave.
- Dian, Surya. 2014. *Improving Students' English Vocabulary Through Cluster Technique*. Jakarta: Syarif Hidayatullah State Islamic University.
- Daryanto, 2013. *Inovasi Pembelajaran Efektif*. Bandung: Yrma Widya
- Edge, Julian. 1993. *Essentials of English Language Teaching*. London: Addison Wesley Publishing Company.
- Gazal, Lotfi. 2007. *Learning Vocabulary in Efl Contexts Through Vocabulary Learning Strategies*. Islamic Azad University: Novitas-Royal.
- Griffiee, D. 1992. *Songs in Action: Classroom Techniques and Resources*. New York: Prentice Hall.

- Hasyuni. 2006. *The Students' Preferred Activities for English Listening Classes* (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006). Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu.
- Hornby, A. S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Jiati Endah Sari. 2013. *The Correlation Between Students' Ability In Listening to The English Songs And Their Vocabulary Mastery*
- Johnson, B., & Christensen, L. B. 2008. *Educational Research. Quantitative, Qualitative and Mixed Approaches*. Los Angeles: Sage Publications.
- Lauder , A.. 2008. *The Status and Function of English In Indonesia: A Review of Key Factors*. Makara Seri SosialHumaniora
- Nation, I. S. P. 1994. *New Ways in Teaching Vocabulary*. Alexandria: Tesol.
- Nation, I.S.P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Neil J. Salkind. 2010. *Encyclopedia of Research Design*. University of Kansas.
- Nina Kraus & Bharath Chandrasekaran. 2010. *Music Training For the Development of Auditory Skills*. Nat Rev Neurosci.
- Nurkholis Solehudin. 2017. *The Correlation Between Students' Listening English Songs Habit and Their Listening Skill at The Second Semester of The Eleventh Grade of MAAL- ISLAMBUNUT PESAWARAN*

- Prof. Ag. Bambang Setiyadi, Ph.D. 2016. *Language Learning Strategy Questionnaire (LLSQ)*. Yogyakarta: Graha Ilmu
- Siti, Muawanah, 2012. *A Correlative Study between Students' Interest in Listening English Songs and Vocabulary Mastery of the Students of XI IPA 2 at MAN*.
- Renandya, W.A., & Richards, J.C. 2002. *Methodology in Language Teaching*. New York : Cambridge University Press.
- Rivers, W.M. 1981. *Teaching Foreign-Language Skills*. Chicago and London: The University of Chicago Press.
- Slameto. 2003. *Belajar dan Faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.
- Stahl, Nagy. 2006. *Teaching Word Meanings*. New York : Roultdge
- Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : ALFABETA
- Thornbury, S. 2002. *How to Teach Vocabulary*. Essex: Pearson Education Limited.
- Webster. 1976. *International Dictionaries*. North America: Encyclopedia Britannica, Inc
- W.S. Winkel. 1996. *Psikologi Pengajaran*. Jakarta: Gramedia
- Yi-Chun Chen. 2009. *The Effect of English Popular Songs on Learning Motivation and learning Performance*. Department of Foreign Languages and Literature National Cheng Kung University, Taiwan.

Yukiko S. Jolly. 1975. *The Use of Songs in Teaching Foreign Languages*.

University of Hawaii.