A CORRELATIVE STUDY BETWEEN STUDENTS' LISTENING HABIT TO ENGLISH SONGS AND THEIR VOCABULARY MASTERY AT SMAN 16 BANDAR LAMPUNG

(A Script)

By:

Katline Balerina

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

BANDAR LAMPUNG

2022

ABSTRACT

A CORRELATIVE STUDY BETWEEN STUDENTS' LISTENING HABIT TO ENGLISH SONGS AND THEIR VOCABULARY MASTERY AT SMAN 16 BANDAR LAMPUNG

By

Katline Balerina

This research was intended to find out whether there is any significant correlation between students' listening habit with English songs and their vocabulary mastery. This research was quantitative, and the design was ex-post facto design; so, there was no treatment in this research. The population of this research was the second grade students of SMAN 16 Bandar Lampung. 30 students of XI Science 1 were taken as samples through the use of cluster random sampling. A listening habit with English song questionnaire and a vocabulary test were used to obtain the data. Moreover, the data was analyzed by using Pearson Product Moment Correlation in SPPS 20.0. The result of analysis showed that there was a positive and significant correlation between students' listening habit with English songs and their vocabulary mastery since the r-value (0.770) was higher than the r-table (0.361). It means that H1 is accepted and H0 is rejected. This indicates that the more students listen to English songs, the higher their vocabulary score. Moreover, for those who are used to listen to English songs, it is likely to be easier for them to comprehend what they hear. As a conclusion, the habit of listening with English songs helps the development of vocabulary mastery.

***Keywords**: correlation, listening habit to English songs, vocabulary mastery.*

A CORRELATIVE STUDY BETWEEN STUDENTS' LISTENING HABIT TO ENGLISH SONGS AND THEIR VOCABULARY MASTERY AT SMAN 16 BANDAR LAMPUNG

By
Katline Balerina

An Undergraduate Thesis
Submitted in a Partial Fulfillment
of The Requirement for S-1 Degree

In

The Language and Arts Education Department
of The Faculty of Teacher Training and Education

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2022

Research Title	: **A CORRELATIVE STUDY BETWEEN STUDENTS' LISTENING HABIT TO ENGLISH SONGS AND THEIR VOCABULARY MASTERY AT SMAN 16 BANDAR LAMPUNG**
Students' Name	: **Katline Balerina**
Students' Number	: **1753042008**
Study Porgram	: **English Education**
Department	: **Language and Arts Education**
Faculty	: **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor

Dr. Tuntun Sinaga, M.Hum.
NIP 19600622 198603 1 001

Co-Advisor

Novita Nurdiana, S.Pd., M.Pd.
NIK 231804870916201

The Chairperson of
The Department of Language and Arts Education

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

ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Tuntun Sinaga, M.Hum.**

Examiner : **Dr. M. Sukirlan, M.A.**

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

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on: **July 8th, 2022**

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama	: Katline Balerina
NPM	: 1753042008
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: Keguruan dan Ilmu Pendidikan
Judul skripsi	: A Correlative Study between Students' Listening Habit to English Songs and Their Vocabulary Mastery at SMAN 16 Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya

Bandar Lampung, 8 Juli 2022
Yang membuat pernyataan,

Katline Balerina
NPM 1753042008

CURRICULUM VITAE

Katline Balerina was born on October 8th 1999 in Bandar Lampung, as the third child of Faris A. S. and Novie S. She has 2 older siblings named Sarah P. A, Rega A. S and one younger sister named Fairysa E. R.

She began her formal education at TK KARTIK A II-6 Bandar Lampung. She continued her education at SD KARTIKA II-5 Bandar Lampung. Graduated in 2011, she continued her education at SMP KARTIKA II-2 Bandar Lampung and graduated in 2014. Then, she enrolled into SMA YP UNILA Bandar Lampung and successfully graduated in 2017. In the same year, she registered as a freshman in English Education Study Program of Lampung University.

She completed her Community Service Program (KKN) at Argomulyo, Tanggamus on February 2020. She also carried on Pre-Service Teacher Program (PLP) at SMAN 16 Bandar Lampung from August to October 2020.

MOTTO

Keep trying your best to achieve your dreams, but remember to always be gentle to yourself in the process.

DEDICATION

By offering my gratitude to Allah SWT for His abundant blessing to my life, this script is proudly dedicated to:

My beloved parents, siblings, friends, and my almamater.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'aalamin, all praises to Allah the al-Mighty, the Most Gracious and The Most Merciful who granted the writer to finish her research project. This script is written as a partial fulfillment of the requirements for S1 degree of Teacher Training and Education Faculty, Lampung University. The writer would like to show a deep appreciation to:

1. Dr. Tuntun Sinaga, M. Hum., and Novita Nurdiana, S. Pd, M. Pd., as the first and the second advisors who gave me a lot of exemplary guidance, patience, valuable feedback, and constant encouragement which are very helpful in every step throughout the process of accomplishing this script.
2. Dr. Muhammad Sukirlan, M.A., as the examiner, I am thankful for his contributions, comments, and valuable suggestions which is very useful for the improvement of this script.
3. The head master of SMAN 16 Bandar Lampung and the English teacher of SMAN 16 Bandar Lampung who gave me a chance to do my research in the school. I also say thanks to the students who helped me during the research process.
4. Prof. Dr. Patuan Raja, M.Pd., as the Dean of Teacher Training and Education Faculty of Lampung University.

5. Dr. Nurlaksana Eko Rusminto, M.Pd., as the Head of Language and Art Education Department of Lampung University.
6. Dr. Feni Munifatullah, M.Hum., as the Head of English Study Program of Lampung University and for all lecturers who taught during my study at this university.
7. My beloved parents, thank you for the prayer, support and help.
8. My beloved brother and sisters.
9. My lovely friends (SISTER): Adelia P., Anggie R., Cintia C. M., Galih A. O. I., and Shalsa S., who filled my life with many colors of love, friendship, and also gave me much spirit in finishing this script.
10. My friends of English Department '17, especially B class, thank you for the unforgettable moments which we had been experienced together. I pray the best for our future.
11. The last but not the least, for people who cannot be mentioned one by one by the writer, thank you for all support in finishing this script.

At the end, I realize there might be some weaknesses in this research. Therefore, criticism and suggestion are invited for its increase. I hope that this script can be beneficial for the educational development, readers, and other researchers.

Bandar Lampung, July 2022

Katline Balerina

TABLE OF CONTENTS

ABSTRACT ..... **ii**
APPROVAL ..... **iv**
ADMISSIONN ..... **v**
CURRICULUM VITAE ..... **vii**
MOTTO ..... **viii**
DEDICATION ..... **ix**
ACKNOWLEDGEMENTS ..... **x**
TABLE OF CONTENTS ..... **xii**
LIST OF TABLES ..... **xiv**
LIST OF APPENDICES ..... **xv**

I. INTRODUCTION
1.1 Background of the problem 1
1.2 Research Question 4
1.3 Objectives of the Research 4
1.4 Uses of the Research 4
1.5 Scope of the Research 5
1.6 Definition of Terms 5

II. LITERATURE REVIEW
2.1 Review of the Previous Research 7
2.2 Listening Comprehension 9
2.3 Listening Habit 10
2.4 Listening habit to English song 11
2.5 Aspect that measure listening habit 12
2.6 Vocabulary 12
2.6.1 Definition of Vocabulary 12
2.6.2 Aspect of vocabulary 13
2.6.3 Content of Vocabulary 14
2.6.4 Content of Words 14
2.7 Theoretical Assumption 20
2.8 Hypothesis 21

III. METHODOLOGY
3.1 Research Design 22
3.2 The Variables 23
3.3 Population 23
3.4 Sampling Technique and Sample 23
3.5 Research Instruments 24

LIST OF TABLES

Page

Table 3.1 Specification of the Questionnaire 26
Table 3.2 Table of Vocabulary Mastery Specification 27
Table 3.3 Categories for Listening Habit Scores 34
Table 3.4 Categories for Vocabulary Test Scores 35
Table 4.1 Distribution of the Students' Listening Habit Scores 38
Table 4.2 The Quality of the Students' Listening Habit 39
Table 4.3 The Reliability of Listening Habit Questionnaire ..... … 39
Table 4.4 Distribution of the Students' Vocabulary Test Scores 40
Table 4.5 The Quality of the Students' Vocabulary Mastery 41
Table 4.6 The Reliability of Vocabulary Test 42
Table 4.7 The Correlation between Listening Habit and Students' Vocabulary Mastery 43
Table 4.8 Intrepretation Table of r_{value} 43

LIST OF APPENDICES

Page

Appendix 1: Listening Habit Questionnaire 57
Appendix 2: Vocabulary Test 62
Appendix 3: Answer Key of Vocabulary Test 81
Appendix 4: Result of Try Out Students' Listening Habit 83
Appendix 5: Validity of Students' Listening Habit Try Out 85
Appendix 6: Reliability of Students' Listening Habit Try Out 86
Appendix 7: Result of Students' Vocabulary Try-Out Test 87
Appendix 8: Validity of Students' Vocabulary Try-Out Test 90
Appendix 9: Reliability of Students' Vocabulary Try-Out Test 92
Appendix 10: Level of Difficulty 96
Appendix 11: Discrimination Power 98
Appendix 12: Score of Students' Listening Habit 100
Appendix 13: Score of Students' Vocabulary Test 101
Appendix 14: Reliability of the Instruments 102
Appendix 16: Descriptive Statistics 104
Appendix 17: Listening Habit Score and Vocabulary Test Score 105
Appendix 18: The Correlation between Students' Listening Habit to English Songs and their Vocabulary Mastery 106
Appendix 19: Students' Worksheets 107
Appendix 20: Surat Izin Penelitian 112
Appendix 21: Surat Keterangan Telah Melaksanakan Penelitian 113

I. INTRODUCTION

This chapter dealt with introduction of the research used in this study, which are background of the problem, research questions, objectives of the research, uses of the research, scope, and the definition of terms.

1.1 Background of the problem

Vocabulary is one of the language aspects which should be mastered by language learners to get and understand all English skills; reading, speaking, listening, and writing. According to Richards & Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. Stahl (2005) defines vocabulary as knowledge of a word that not only implies a definition, but also implies how that words fits into the world. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Without a large vocabulary, it was impossible to use English language precisely and vividly.

Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning. Furthermore, vocabulary mastery is defined as the power to control, decide, and rule the vocabulary as an useful and fundamental tool

for communication. Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea in a single or more than one word (Coulson et. al, 1998).

Although vocabulary considered as an important language aspect, in the reality, Indonesian students still have problems and difficulties in identifying which one of adverb, verb, adjective, and noun (Andriani & Sriwahyuningsih, 2019). During the learning process, it is so hard to make the students to be active in a discussion, which makes the students unable to express their ideas in English. Thornbury (2007) stated that the learners need to be high concentrated in memorizing and understanding vocabularies. While Gushendra (2017) stated that the learner needs a way of teaching that is practical and fun, so they can integrate themselves into English, for example, singing and listening to English songs. In fact, the students need something to make them interested in teaching learning process, which can make them enjoy in the classroom.

Listening is considered as one of the most important skills that need to be mastered by language learners. The process of learning foreign language is the same as learning mother tongue; it starts from listening. The first step in speech perception is the auditory, in which listening has an important role to receive the information. Moreover, human beings receive utterances in non-directly way. Sounds of the utterances that are heard will be saved in the memory. In listening activity, people have to decode the meaning of language before they produce the language. The speech they listened will help them build understanding the language that they will produce in the future. Limbong (2012) stated that songs have personal quality that

make listener react to it. By listening song, students collect new vocabularies and know how to pronounce them well. Usually they will find new words in the song then search for the meaning and its spelling immediately.

Based on the experts' opinion above, the researcher concluded that by listening English songs, the learners will get a new ideas and also develop their vocabulary. Muqrobin (2012) stated that someone who has listening habit will be a good listener, then, if they become a good listener they will listen closely to get the information that is useful and important for them. Students will be able to enhance their vocabulary by listening English songs on a regular basis because when they hear a new word, their brain will instantly memorize it, and if they do not understand the meaning, they will have a reason to look it up in a dictionary. As a result, listening English songs as a daily routine might help students improve their vocabulary.

Based on the researcher's observation and experience, vocabulary should be mastered by the students and listening English songs is an interesting way to learn it. Chen & Chen (2009) pointed out that students who learn English using English popular songs have positive performances in language learning. In the same way, Shen (2009) stated that popular themes of English songs, like friendship, love story, religious and the other themes affect students' motivation and self-confidence in language learning. When listening English songs become their habits, they will find unfamiliar words because they pay attention it. Usually, students do not realize that they learned some vocabulary or new words from listening English song. In this sense we can see that habit in listening English song makes students to be more

active in practicing their listening skill. Based on the problems stated above, the researcher interested to find the correlation between students' habit in listening English songs and their vocabulary mastery at the second grade students in SMAN 16 Bandar Lampung.

1.2 Research Question

Based on the background of problem, the researcher formulates the problem as follows:

1. Is there any correlation between students' habit of listening to English songs and their vocabulary mastery?

1.3 Objectives of the Research

In line with the problem above, the objectives of the research as follow:

1. To find out the correlation between students' habit of listening to English song and their vocabulary mastery.

1.4 Uses of the Research

The uses of this research are:

1. Theoretically

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

2. Practically

   This research might be efficient for teacher to practice an appropriate technique and media to teach listening especially through the English song as it is an attractive media for teaching the students about vocabulary.

1.5 Scope of the Research

This research is quantitative using ex-post facto design. The researcher conducted the research on the second grade students of SMAN 16 Bandar Lampung in the odd semester. Furthermore, the researcher used cluster sampling in determining the sample. This research only focuses on the correlative study between students' listening habit to English song and their vocabulary mastery. So, the researcher used two tests to collect the data. The first is listening habit questionnaire, and the second test is vocabulary test.

1.6 Definition of Terms

1. Correlation Study

   Correlation study is a type of non-experimental research in which the researcher examines the statistical relationship between two variables (Price et al, 2017).

2. Teaching Listening

   Teaching is a process on how to absorb, process and retain knowledge. Nunan and Miller (2002) stated that the goal of teaching listening is to make the learners' understand any orally uttered by the speaker. Teaching listening can be done with various techniques, such as the use of a tape

recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio and using dictation, etcetera.

3. Listening Habit

   According to Tarigan (2008), listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content or message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language. Thus, listening habit is a repetitive action that aims to catch the meaning from what the listener heard.

4. English Songs

   Song is the art of tones or sounds in the sequences, combination, and temporal relation are usually accompanied with musical instruments in order to produce sounds containing of rhythm or rhythmic sound. According to Anderson & Cullen (1997), song is a piece of music with words that is sung. Thus, English song is a musical composition that contains English words and sentences in their lyrics.

5. Vocabulary

   According to Stahl (2005), Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.

II. LITERATURE REVIEW

This chapter discussed review of the previous research, listening comprehension, listening habit, listening habit to English song, vocabulary, theoretical assumption, and hypothesis.

2.1 Review of the Previous Research

There were several studies related to this topic and the researcher uses the following studies as reference for this study.

The first study was conducted by Sari, Nuhung, and Hastini (2013) entitled The Correlation between Students' Ability in Listening to the English Songs and Students' Vocabulary Mastery. This research was conducted at SMA Negeri 1 Palu. The population was the eleventh grade students consisting of 202 students. The sample was 20 students taken randomly. The instruments were listening and vocabulary tests, and questionnaire. The two tests were used to get data about students' ability in listening to the English songs, and their vocabulary mastery. The questionnaire was used to acquire additional data about their difficulties in doing the tests. The result of both tests showed that the r xy score was 0.269, df was 18, and r table was 0.468. In other words, r_{value} was lower than r_{table}. It means that the correlation between students' ability in listening to the English songs and their

vocabulary mastery was not significant. Moreover, there was a positive correlation between the two variables, since the r_{value} was positive.

The second is a thesis entitled "A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill of the tenth grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013" by Meutia (2014) from English Education Study Program Sebelas Maret University Surakarta. There were three variable in this research, this research was different because other research only had two variables. The similarity is listening to English song and vocabulary mastery variables. Meutia (2014) found there was a positive correlation between habit in listening to English song and vocabulary mastery.

The third related study from Kurniati (2016) who tried to find out the correlation of students' listening habit in English conversation with vocabulary mastery of the second semester students' English education at teacher training and education faculty at Batanghari University Academic Year 2015/2016. Based on the result there was a correlation of students' listening habit in English conversation with students' vocabulary mastery. The result of correlation analysis showed there was correlation with very low correlation (0.000 – 0.199) of variable X and variable Y. This research used Spearman Rank formula which is the rank calculated by using Microsoft Excel program and the calculation of spearman rank shows that there was positive correlation with the value coefficient correlation was 0.075, the value of Zcount is 0.570 and the Ztable is 1.96 with 5% , it can be concluded that Zcount 0.570 < Ztable 1.96 so H0 was accepted and Ha was rejected that means there was

no significant correlation between students listening habit in English conversation and students vocabulary mastery.

The fourth study is from Wardiansyah, Barnabas, and Elfrida (2019). Their research aimed at finding out the correlation between students' listening habit to English song and their vocabulary mastery. This research collected data 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 the calculation was using Pearson Product moment formula process, which showed the score of r_{xy} bigger than the score of r_{table} (0,835 > 0,254). It means that the alternative hypothesis was accepted and null hypothesis was rejected. Based on that, we can conclude that the better of students' habit in listening song, the better students' vocabulary.

2.2 Listening Comprehension

According to Hasyuni (2006), 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. On the other hand, Howatt and Dakin in Yagang (2010) stated that listening is the ability to identify and understand what others are saying. Therefore, Tarigan (2008) said listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content or message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language. Cameron (2001) argues that listening is seen as (primarily) active use of language to access other people's

meaning. Based on the statements above, listening is a process of receiving information from the speaker which aims to understand the utterances. Besides, listening comprehension is one of the language skills that frequently used in our daily activity.

2.3 Listening Habit

Habit is an action which is done repeatedly in their daily so, it becomes their behavior. According to Good (1979), habit is an act, movement, or pattern of behavior that through practice has become easy and familiar, and is performed without conscious thought, hesitancy, or construction. In addition, Covey (2004) stated that; "Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition. Then, the definition of listening According to Helgesen (2007), listening is an active and purposeful process of making sense of what the listeners hear. Besides, Underwood (1989) defines listening as an activity of paying attention to the speaker and trying to understand what one hears.

Thus, habit of listening is a repetitive action that aims to catch the meaning from what the listener heard. Supported by Worden (1970) stated that most of us spend about 45 percent of our time listening. To be effective communicators, we must be effective listeners. We remember only half of what we hear immediately after listening we can learn by listening. Regarding the statement above, listening is an activity that we do the most often in our daily life. It can be effective if we can be good listeners. In addition, Muqrobin (2012) someone who has a habit especially in listening they will be a good listener, then, if they become a good listener they will listen closely to get the information that is useful and important for them.

2.4 Listening habit to English song

Brug and Kremers (2008) defines habit as a regular behavior. Butler and Hope (1995), who believes that habits are automatic routine behavior that is repeated regularly without thinking. It can be concluded from these statements above that habit is an activity which doing by spontaneous, because of the activity that has done frequently. Besides, Chen and Chen (2009) pointed out that students who learn English using English popular songs have positive performances in language learning. In the same way, Shen (2009) stated that popular themes of English songs, like friendship, love story, religious and the other themes affect students' motivation and self-confidence in language learning.

Songs are part of music. Music helps us to focus and on guard, it gives emotional dimension for learning new words, and integrates the power of left brain and right brain. Plato says "Music is an education instrument which stronger than other instrument." Music also makes high remember capacity, that make the words are remembered easier—as a result, words in a song are easier to remember . Words those are synchronized with music need little aware effort to learn it, big possibility its matter because they attractively united left brain (words) and right brain (music) activity. It is known that music has great influence in emotional system centers, which also part of spread which strive to long range memory. Sarining (2017) stated 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 a listening habit.

In summary, English song can be applied in language learning. Through song students can learn some vocabulary either in pronounce and read the words appropriately, it aims to make the students have a communication with other people. The song can be chosen based on the trending genre but still involve the educational value.

2.5 Aspect that measure listening habit

From the research done by Muqrobin (2012), it can be explored that there are some aspects of listening habit that can be used to measure students' listening habit, they are:

1. The reason of listening

   The likeness and good taste of listening will make people think that listening is enjoyable activities. For students, if they feel that it is enjoyable activities, they will always learn to listen, not because there will be examination but because it has been a habit.

2. Time to spend in listening

   Much time to spend listening indicate that student have good listening habit.

3. Source of listening material

   Those who have good listening habit listen to the material not only from the teacher but also other resources.

2.6 Vocabulary

2.6.1 Definition of Vocabulary

Language is a tool to communicate and learning language means we need to learn the vocabulary, because vocabulary is really important. Based on Wilkins (1972), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. That means even though we are good at grammar, if our knowledge lacks of vocabulary, it will be hard to express our idea. According to Aitchison (2001), vocabulary is a set of words known to a person or other entity, or that is part of a specific language. So vocabulary is an important element, because if we want to master a language we must master the vocabulary so that the students can communicate fluently in any language that they learn.

It is impossible if we learn a language without learn the vocabulary according to (Rivers, 1981). It showed that people can do nothing in communication if they do not know the word or vocabulary. Based on the statement above it means that vocabulary is also as the core component of language in form of words and can make language meaningful. To communicate effectively, the learners need an adequate mastery of vocabulary. Bridge & Burton (1982) explains that the larger our vocabulary is the better vocabulary we can perform in the language. From this research statement we can say that the more vocabulary the students gain, the more skilful the language they want to speak or express.

2.6.2 Aspect of vocabulary

a. Denotation

   The denotation of a word is actually meaning.

b. Connotation

Connotation is a suggestive meaning. The emotions and feelings that a word is connected with a word can have positive or negative connotation.

c. Collocation

2.6.3 Content of Vocabulary

There are so many opinions about kinds of vocabulary. One of them is opinion by Haycraft in Hatch and Brown (1995), there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

   The students recognize and understand when they occur in context but which cannot produce correctly. It refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is to make some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

2. Productive Vocabulary

   Refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

2.6.4 Content of Words

a. Noun

   According to Frank (1972) nouns can be classified into five types:

   1. Concrete noun

Concrete noun is a noun that names anything (or anyone) that can be perceived by our sense (we can see, touch or smell the object). For examples: doll and boy as in sentences:

He gives me a cute doll. (doll)

He is my sister's boy friend. (boy)

2. Abstract noun

   Abstract noun is a word for concept, it is an idea that exist only in our mind. The example of abstract noun: beauty and justice as in sentences:

   Her beauty is the reason all the boys in love with her. (beauty)

   That boy needs justice from his parents. (justice)

3. Proper noun

   Proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter, for examples: Mr. Joseph Desaulniers and Paris as in sentences:

   Mr. Joseph is a France lecture in my collage. (Mr. Joseph)

   Paris is the - capital city of French. (Paris)

4. Countable and Uncountable noun Countable nouns

   Countable is a word that can be counted. The example of Countable noun: a cat and four cats, as in sentences:

   She has a cat. (a cat)

   I have four cats. (four cats)

Meanwhile uncountable nouns are for the things that we cannot count with numbers. The examples of uncountable noun: sugar and sand as in sentences:

My father needs some sugar for his coffee. (sugar)

My sister plays sand in a beach. (sand)

5. Collective noun

   Collective noun is a word of a group of person, things, or animals were taken as unity. The examples of Collective noun: class and reptile as in sentences:

   The class will do the math exam tomorrow. (class)

   My brother really likes reptile. (reptile)

b. Verb

Verb is a word to represent the action of the subject, show the events or situations. The verb is the main word in a sentence. No sentence can be completed without a verb.

1. Action Verbs

   An action verb is a verb that expresses an action. The action verb tells us what the subject of our clause or sentence is doing- physically or mentally.

   Example :

   Do you **think** he will come to the party tomorrow?

   Will you **help** me with my homework?

2. Transitive and Intransitive Verbs

   a. Transitive verbs

Transitive verbs are not just verbs that can take an object, they appeal objects. Without an object, the sentence that a transitive verb will not seems to be completed.

Example:

I **like** cookies so much.

She **bought** a beautiful dress for party.

b. Intransitive Verbs

An intransitive verb is the opposite of a transitive verb, it does not need an object to complete the sentence.

Example:

He **jumped** from the tree.

She **walked.**

3. Regular and Irregular Verbs

a. Regular verbs

Regular verbs in English create the past simple and past participle by adding -ed to the base form.

Example:

My boyfriend **played** mobile legends with me.

I have finished all of my homework.

b. Irregular Verbs

Irregular verb is a verb that does not follow the main pattern or rule.

Example:

The painter drew a beautiful picture.

I caught the kitten that fall from the tree.

c. Adjective

Adjective is a word used to describe a noun. Like person, animal or place. There are 7 types of adjectives:

1. Descriptive

   Descriptive adjective is used to describe noun and pronoun.

   Example:

   The **hungry** wolf is searching for food.

2. Quantitative

   Quantitative adjective is for describe the quantity of something.

   Example:

   I ate the **whole** pizza.

   I have **seven** cats in my house.

3. Demonstrative

   Demonstrative adjective describe which noun or pronoun you appoint to.

   Example:

   This bag is mine, and **that** bag is yours.

4. Possessive

   Possessive adjective describes possession. The thing belongs to 'whom'.

   Example:

   He is **my** boyfriend.

   The black guitar is **mine.**

5. Interrogative

   Interrogative adjective describe is used to form a question.

   Example:

   Whose cat is this?

   Which dresses do you like the most?

6. Distributive

   Distributive adjective describe specific thing on a group or unity.

   Example:

   Every villain has kindness.

   Each student has collected their homework.

7. Articles

   Article adjective is used to describe which noun you are referring to.

   Example:

   A cat is stealing my food.

   The book is missing.

d. Adverb

   Adverb is a word that used to describe a verb, adjective or another adverb. Kind of adverbs:

1. Adverbs of time or frequency

   This adverb is used to describe or show time of action in the sentence.

   Example:

My mother went to the market **yesterday.**

He plays game **occasionally**.

2. Adverbs of place or direction

This adverb is used to describe place of the action in the sentence.

Example:

My brother will go to **carnival** tomorrow.

I went to the **hospital** yesterday.

3. Adverbs of degree

This adverb is used to express the important of the action in the sentence.

Example:

I **hardly** studied for tomorrow exam.

He **completely** forgot about our anniversary.

4. Adverbs of manner

This adverb is used to express the manner of the action in the sentence.

Example:

I hold the jewelry **carefully.**

I move the table **slowly**.

2.7 Theoretical Assumption

From the reviews above, we can conclude that listening habit to English songs has a great impact for student improvement in vocabulary. From song, they will

increase their knowledge about vocabularies, known a new word every time they listen to a song. Learning vocabulary through song will give many good impacts for the students, they will get new ideas and also develop their vocabulary. The students who participate in learning through songs can express themselves easily and pick up a lot of new words. Song is one of the best ways to developing vocabulary skills because it can develop the student memory in memorizing vocabulary and it can help the students to memorize the words in long-term memory. By having habitual in listening to English songs, students will be able to improve their vocabulary because when we listen to something new, automatically our brains will save that information. When we cannot understand the meaning of the words in the song, we will have a reason to search the meaning of the unfamiliar words, that's why listening habit can develop vocabulary.

2.8 Hypothesis

Based on the theoretical assumption above, the researcher formulates the following hypothesis:

H_0: there is no correlation between students' listening habit to English songs and students' vocabulary mastery.

H_1: there is a correlation between students' listening habit to English songs and students' vocabulary mastery.

III. METHODOLOGY

This chapter discussed some aspects. They were classified into these following sections: research design, population, sampling technique and sample, research instrument, validity of the instrument, reliability of the instrument, data collecting technique, data analysis, and hypothesis test.

3.1 Research Design

This research aimed to find the correlation between students' listening habit in English songs and their vocabulary mastery. The researcher uses quantitative method to analyze the data. According to Setiyadi (2018) co-relation study is a kind of *ex-post facto* design. The word "co-relation study" refers to a study in which the researcher uses one group and gathers data at one time without administering any treatment. The data gathered by observing any possible correlation between cause and effect (after the fact) (Setiyadi, 2018). In this research there is no treatment because the study is to find out the relationship between listening habit in English sogs and their vocabulary mastery. The researcher gained the data from the tests that measured of each variable. According to Setiyadi (2006), the design of the research as follows:

T1 → T2

Where:

T1 = Students' listening habit to English song

T2 = Vocabulary mastery

3.2 The Variables

This research consists of two variables: independent and dependent variables. The independent variable of this research was the students' listening habit to English songs (variable X) and the students' vocabulary mastery was the dependent variable (variable Y).

3.3 Population

The population of this research was the second grade students of SMAN 16 Bandar Lampung 2021/2022. There are 10 classes which were divided into 6 science classes and 4 social classes. Each class consists of 30 students.

3.4 Sampling Technique and Sample

The researcher used cluster sampling as a technique to determine the sample. Cluster sampling is a technique for selecting a random sample of clusters from a population, with all members of each selected cluster are being invited to participate, and each cluster is having the same chance to be selected. The researcher used lottery to choose the sample. At the end, XI Science 6 was chosen as sample to find the validity and the reliability of the test and XI Science 1 class was chosen for the sample of this research.

3.5 Research Instruments

The aim of this research is to find out the relationship between listening habit to English songs and vocabulary mastery. Therefore, the researcher used questionnaire and vocabulary test to gather the data.

1. Questionnaire of Students' Listening Habit

After deciding sample of the population, the researcher distributed listening habit questionnaire to the students. The questionnaire were used to find out the level of students' listening habit that is correlated to vocabulary mastery. There are several questions about students' listening habit to English song. There are 25 questions, in each question consist of 4 options. The students had to checklist the optional based on their answer. The students are supposed to give their answers as factual and real information about themselves or the information that is close to the fact as provide in the four alternative answers. Furthermore, the questionnaire is adapted from Muqrobin (2012).

2. Vocabulary Test

Vocabulary test was conducted after the researcher distribute the questionnaire. The researcher distributed vocabulary test to find out the students' vocabulary mastery. The form of the test was multiple choices, with 40 items. Each item consists of 4 choices. The researcher used content of words as the material, including: noun, verb adjective and adverb. The items were arranged according to their level and what they have learned, so the students can understand each item easily.

3.6 Validity of the Instruments

Validity of a test refers to the measurement of skills or objectives that need to be measured, it concerns to be a characteristic of a good assessment. Thatcher (2010) stated that validity is the extent to which any measuring instrument measures what it is intended to measure. Content validity concerned with whether the test items or task being tested have represented what has to be measured (Nurweni, 2018). While, Construct validity is concerned with whether the test is actually in line with the theory of what is being measured or not.

3.6.1 Validity of the questionnaire

a. Content Validity of the questionnaire

In content validity, all items of the questionnaire represented listening habit to English songs. The purpose of the questionnaire is to measure srudents' listening habit to English songs. Furthermore, the questionnaire was made based on the used of listening habit to English song which covered of three indicators of listening habit by Muqrobin (2012) it consists of: the reason of listening, time to spend in listening, and source of listening material. Furthermore, the researcher uses inter-rater validity. The raters are the researcher's advisors. So, based on the content that has covered all indicators of listening habit, the researcher assumed that the questionnaire is valid.

b. Construct Validity of the Questionnaire

In the construct validity of the questionnaire, it is an important role to measure what should be measured related with the theory to get the construct validity. The items

were classified based on the theory of listening habit by Muqrobin (2012) there are: the reason of listening, time to spend in listening, and source of listening material. The questionnaire consists of 25 items; so, the students are asked to choose one out of four options by using Likert scale. The answers has to reflect students' real life personality regarding listening habit to English songs.

Table 3.1 Specification of the Questionnaire

No.	Aspect of Listening Habit	Items Number	Total Number
1.	The reason of listening	4, 6, 9, 11, 15, 16, 17, 20, 22	9
2.	Time to spend in listening	1, 2, 3, 7, 8, 10, 14, 18, 21, 25	10
3.	Source of listening material	5, 12, 13, 19, 23, 24	6
Total		25	25

3.6.2 Validity of the Vocabulary Test

a. Content validity

To get the validity of vocabulary, the researcher arranged the materials based on English curriculum and the standard competence in a syllabus for the second grade of senior high school. The researcher needs to arrange the test instructions and directions as clear as possible. She consulted with her advisors to get the vocabulary test examined, and rater by English teacher, to make the test looked right and the instructions were easily understood and not misleading. In content validity, the tests

were needed to reflect what has been taught to the students. Here, the researcher tried to correlate the test with the syllabus used by the teacher. By taking a look at the syllabus, the researcher makes sure that the vocabulary test match to the materials that have been given to the students and has nothing to do with something that has not been taught until that semester. In addition, the resarcher also combined the items of vocabulary test from the last 5 years odd semester final examination items.

b. Construct validity

The construction refers to the theory in line with Downing (2006) about classification of vocabulary test, there are two classification of word classes or part of speech, as open class and close class. But in this research, the researcher will use open class. The open class included as follow; noun, verb, adjective, and adverb. Therefore, vocabulary specification that related to classification of vocabulary is content validity, and the item number that refers to materials students' handbook they are part of content validity. Then, the construction of test will be presented in the table of classification below:

Table 3.2 Table of Vocabulary Mastery Specification

No.	Word Classes	Items Number	Total Number
1.	Noun	10, 11, 16, 26, 31, 32, 33, 36, 38, 39	10
2.	Verb	1, 2, 3, 7, 8, 9, 13, 14, 15, 21, 23, 27	12

3.	Adjective	4, 5, 6, 17, 19, 22, 25, 28, 30, 34	10
4.	Adverb	12, 18, 20, 24, 29, 35, 37, 40	8
Total		40	40

3.7 Reliability of the Instruments

Reliability can be defined as the extent to which a test produces consistent results when administer under similar conditions (Hatch and Farhady, 1982). The instrument which has high reliability means the instrument is valid and if the instrument which has low reliability means invalid instrument.

3.7.1 Reliability of the Questionnaire

To make sure whether the instruments are reliable or not, the researcher used the Cronbach's Alpha in SPSS 20.0. The standard of reliability of the instrument is ≥ 0.60 (Nunnally, in Ghozali, 2005). From the calculation of reliability analysis, the alpha point was 0.774 **(See Appendix 14).** It showed that the questionnaire have high reliability.

3.7.2 Reliability of the Vocabulary Test

The reliability of the vocabulary test is measured based on Pearson Product Moment which examines the correlation coefficient of reliability between odd and even number (reliability of the half test). The formula can be seen as follows

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

In which,

r_{xy}: the correlation of the score from one half of the test with that from the other half

x: the odd-numbered items (variable)

y: the even-numbered items (variable)

n: total number of the students

After the reliability of the half test has calculated, the researcher will use Spearman Brown's Prophecy formula to measure the reliability of the test as a whole:

$$r_{11} = \frac{2\ x\ r\ \frac{11}{22}}{\left(1 + r\frac{11}{22}\right)}$$

In which,

r_{11}: reliability of instrument (the whole test items)

$r_{11/22}$: reliability of a half of the whole test items

The criteria of the reliability are:

-0.80 - 1.00: very high

-0.60 - 0.80: high

-0.40 - 0.60: moderate

-0.20 - 0.40: low

-0.0 - 0.20: very low

If the coefficient of correlation is higher than the value of Product Moment (r) table, it can be said that the instrument is reliable (Arikunto, 1993).

After the researcher analyzed the data, it showed that the coefficient was .799 **(see Appendix 14)**. Based on the criteria of reliability, it indicated that the test had high reliability. It could be interpreted that the test was proper to be used for the research.

3.8 Level of Difficulty

Difficulty level relates to how easy or difficult the item is from the point of view of the students who take the test. The items which are too easy can tell us nothing about differences within the test population. That is why knowing the level of difficulty is important. To see the level of difficulty, the researcher used the formula as follows:

$$\mathbf{DL = \frac{U + L}{N}}$$

In which:

DL : difficulty level

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : the total number of students

The criteria are:

0.0- 0.3 = difficult

0.3- 0.7 = middle (good item)

0.7- 1.0 = easy

(Shohamy, 1985)

Based on the result of the try out test, the test consisted of 1 difficult item (39), 30 average items (1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 28, 29, 31, 35, 36, 37, 38, and 40) and 9 easy items (2, 16, 23, 26, 27, 30, 32, 33, and 34) **(See Appendix 10)**.

3.9 Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who had high ability and those who had low ability. A good item according to this criterion is "one in which good students do better than the poor." (Shohamy, 1985). The researcher used the following formula to calculate the discrimination power:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

In which:

DP : Discrimination Power

U : the number of students from the upper group who answer correctly

L : the number of students from the lower group who answer correctly

N : total number of students

The criteria are:

0.00 - 0.20 = Poor items

0.21 - 0.40 = satisfactory items

0.41- 0.70 = Good items

0.71- 1.00 = Excellent items

(Shohamy,1985)

Based on the criteria above, the test consisted of 7 poor items (22, 25, 26, 28, 30, 32, and 33), 18 satisfactory items (2, 3, 6, 8, 9, 10, 13, 14, 16, 17, 18, 20, 23, 24, 27, 31, 35, and 36), and 15 good items (1, 4, 5, 6, 7, 8, 11 , 12, 15, 19, 21, 29, 34, 37, 38, 39, and 40). **(See Appendix 11)**

3.10 Research Procedure

In this study, the researcher used following step:

1. Determining Research Problem

The research determines the research question of this research. There were one research question in this research, whether there is any correlation between listening habit and vocabulary mastery.

2. Determining Population and Sample

The population of the research was the students of SMA Negeri 16 Bandar Lampung. There were 30 students in one class. The subjects' age are ranged between 16 and 17 years of age.

3. Preparing the Instruments

After deciding the sample, the researcher conducted two test in this research. The first one is listening habit questionnaire and the last is vocabulary test.

4. Trying out the instruments

Before the test was administered to the sample class, the instrument was tried out to the students. The listening habit questionnaires are tried out to the students in

order to find out validity and reliability of the questionnaire. After that, vocabulary test also tried out in order to find the validity, reliability, level of difficulty, and the discrimination power.

5. Analyzing the try out result

After the try-out class finished answering the listening habit questionnaire and vocabulary test, analysis were done in this phase to find out the validity and reliability of the instruments. The researcher also analyzed level of difficulty, and the discrimination power in vocabulary test in order to create good instruments for the next step that was the real test.

6. Administering the instruments

Participants in sample class were asked to answer the listening habit questionnaire. The students filled the questionnaire honestly based on what they feel. The researcher gave the students time to fill the questionnaire about 15 minutes. After that, participants were asked to do the vocabulary test. The participant had to do the test honestly. The researcher gave 60 minutes for the vocabulary test.

7. Analyzing the Data

The researcher analyzed the result of listening habit questionnaire and their vocabulary test by using Pearson Product-Moment Correlation analysis in SPSS (Statistical Program for Social Science) in order to investigate whether listening habit has correlation with students' vocabulary mastery or not.

8. Making a Report and Discussion of Findings

After having all of the data, the researcher made a report and discussion on finding correlation between listening habit and vocabulary mastery.

3.11 Scoring System

a. Questionnaire of Students' Listening Habit

The questionnaire consisted of 25 items that were answered by four point likert scale. The score of each item of the questionnaire were explained as follows:

1. Never/Tidak pernah-Strongly Disagree/Sangat Tidak Setuju = 1 point
2. Rarely/Jarang-Disagree/Tidak Setuju = 2 points
3. Sometimes/Kadang-kadang-Agree/Setuju
   = 3 points
4. Often/ Sering – Strongly Agree/Sangat Setuju = 4 Points

The students' listening habit scores were classified into several categories. The categories are listed as follows:

Table 3.3 Categories for Listening Habit Scores

Category	Score
Good	70-80
Fair	60-<70
Poor	<60

b. Vocabulary Test

There are 40 items in vocabulary test. The students will get 2 points if they answered each question correctly. The students' vocabulary test scores were classified into several categories. The categories are listed as follows:

Table 3.4 Categories for Vocabulary Test Scores

Category	Score
High	60-80
Fair	40-<60
Low	<40

3.12 Data Analysis

1. Scoring and Tabulating Listening Habit Questionnaire and Vocabulary Test

The students' answer of the listening habit questionnaire and vocabulary test were scored and tabulated. Questionnaire of listening habit was used to know the students' listening habit and was scored by the researcher. While, vocabulary test was used know the students' vocabulary mastery.

2. Analyzing the data

The researcher analyzed the score of listening habit questionnaire and vocabulary test to see the students' listening habit and vocabulary mastery. Furthermore, The researcher analyzed the data that had been collected by using Pearson Product-Moment correlation analysis in SPSS (Statistical Package for Social Science). The result of the test was in form of score or interval data. After getting the result, the researcher analyzed the correlation between students' listening habit and their vocabulary mastery.

3.13 Hypothesis Testing

After collecting the data, the researcher analyzed it in order to find the correlation of students' listening habit and vocabulary mastery. To determine whether the first hypothesis is accepted or rejected, the following criteria for acceptance:

H_0: "There is no significant correlation between listening habit and vocabulary mastery at SMAN 16 Bandar Lampung. The hypothesis can be accapted if r_{value} is lower than r_{table}."

H_1: "There is a significant correlation between listening habit and vocabulary mastery at SMAN 16 Bandar Lampung. The hypothesis can be accepted if r_{value} is higher than r_{table}."

V. CONCLUSION AND SUGGESTIONS

This final chapter dealt with the conclusion of the research and suggestions based on the data analysis from previous chapter. This chapter is divided into two parts: conclusions and suggestions.

5.1 Conclusion

Based on the research that was carried out at second grade of SMA Negeri 16 Bandar Lampung, the conclusion of this research would be presented as follows: There was a correlation between students' listening habit and their vocabulary mastery. Through listening to English songs, students learn a set of vocabularies and pronounce or read it correctly, so they can use it to communicate with others. 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. Listening habit affected students' vocabulary mastery because students are used to listening to English songs, they find it easier to comprehend what they hear. As a conclusion, the habit of listening to English songs help with vocabulary development. This can be seen from the result of research which the coefficient correlation result of r-value (0.770) > r-table (0.361) at significant level .01. From that result, the null hypothesis (H_0) is rejected and the research hypothesis (H_1) is accepted. Then it can be concluded that if the students have a

high listening habit to English song, they will also have a high level in vocabulary mastery. Furthermore, The vocabulary mastery of second year students of SMA N 16 Bandar Lampung is in fair criteria.

5.2 Suggestions

Based on the conclusion above, the researcher proposes a suggestion concerning the research finding as follows:

1. **Suggestion for English Teachers**
    a. It is suggested for the teacher to encourage students to listen to English songs and improve their vocabulary mastery. Teachers should use song in the classroom to teach listening in order to enhance students' habit of listening to English songs.
    b. Concerning with the importance of vocabulary, teacher should be more creative in teaching the vocabulary. This can be done by trying unique method or technique, in order to improve students' vocabulary mastery.
    c. It is advised that teachers not only make effective use of their textbooks but also deliberately seek out additional material for enhancing their students' vocabulary. For instance, they should find effective form from other reading texts, such as from online sources, and figure out how to increase the number of basic phrases in their students' vocabulary.

2. Suggestions for Future Research

a. It is suggested for further research to administer more than one method or instrument to find out students' listening habit. Interview, open-ended questionnaire, observation, and students' journals are examples of other methods or instruments that can be used. So, the obtained data will be more precise.

b. This research is only focused in the correlation between students' listening habit to English songs and students' vocabulary mastery. Therefore, it should be explored further to see how songs might be used to teach English, especially vocabulary. As a result of this study, future researchers are suggested to do more research on the use of English songs to increase students' vocabulary as an alternative teaching method.

REFERENCES

Aitchison, J. (2003). *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford: Blackwell.

Anderson, S. & Cullen K., (1997). *Chambers English: Students' Dictionary*. Edinburgh: Chambers Harrap Publisher.

Andriani, D. & Sriwahyuningsih V., (2019). Student's Problem in Vocabulary Mastery at English Department of UPI YPTK Padang. IAIN Batusangkar e-Journal.

Arikunto, S. (1993). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta.

Arsyad, A. 2006. *Media Pembelajaran*. Raja Grafindo Perkasa: Jakarta.

Brug, & Kremers. (2008). Habit Strength of Physical Activity and Sedentary Behavior Among Children and Adolescents. *Pediatric Excercise Science*, 20, 5-17.

Butler, G., & Hope, T. (1995). *Managing Your Mind: The mental fitness guide*. Oxford Paperbacks.

Bridge, C. A., & Burton, B. (1982). Teaching Sight Vocabulary Through Patterned Language Materials. *New Inquiries in Reading Research and Instruction*, 119–123.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press

Chang, A. C., & Renandya, W. A. (2019). The effect of narrow reading on L2 learners' vocabulary acquisition. *RELC Journal*, 003368821987138.

Chen Y. C., & Chen P. C. (2009). The Effect of English Popular Songs on Learning Motivation And Learning Performance. *WHAMPOA – An interdisciplinary Journal*, 13-28.

Coulson, S., King, J. W., & Kutas, M. (1998). Expect the unexpected: Event related brain response to morphosyntactic violations. *Language and cognitive processes*, 13(1), 21-58.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People*. New York: Free Press.

Downing, S. M. (2006). Selected-response item formats in test development. In S.M. Downing & T.M. Haladyna (Eds.), *Handbook of test development*. Mahwah, NJ: Erlbaum.

Frank, M. (1972). *Modern English, A Practical Reference Guide*. New Jersey: Prentice Hall.

Ghozali, I. (2005). *Aplikasi Analisis Multivariate dengan SPSS*. Semarang: Badan Penerbit UNDIP.

Good (1979). Habit reversal treatment: learning an incompatible response or increasing the subject's awareness?. *Behav Res Ther* 17(4):313-6.

Gushendra, R. (2017). An experimental study: improving students' vocabulary mastery by using english songs. *Indonesian Journal of Integrated English Language Teaching* 3.

Hatch and Brown. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

Hatch, E. M., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowley, Mass.: Newbury House.

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. Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu. listening is a creative skill, 8.

Helgesen, M. (2007). *Listening in Practical Language Teaching*. Edited by David Nunan. Mcgraw-hill.

Hornby, A. S. (1995). *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.

Kurniati. (2016). Teaching pronunciation by using games and audio visual media. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4 (1) 237-245, 2016.

Lee, X. (2001). Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners. *Contribution to Music Education*, 73-84.

Limbong, R. (2012). Enriching Students ' Vocabulary Using English Pop Songs. *Journal of English Teaching*, 57, 223–237.

Lynch, L. (2002). *Using Pop Songs to Improve Language Listening Comprehension Skills*. Retrieved August.

Meutia, Z., (2014). A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill. *English Education Journal*, vol. 2, no. 3.

Muqrobin. (2012). The Effectiveness of Using "Fun English" an Audio Visual Media in Teaching Listening Viewed from Students' Habit of Listening to English Song (An Experimental Study at SMK PPS 1 Ngawi in the Academic year of 2011/2012. Unpublished Undergraduate Paper Surakarta: Sebelas Maret University.

Murphey, T. (1992). *Music and Songs*. Oxford: Oxford University Press.

Nunan, D. & Miller, L. (2002). *New Ways in Teaching Listening*. New York: Capitol Communication Systems, Inc.

Nurjanah, N., Miranti, I., & Dwiastuty, N. (2018). The correlation between students' habit in listening song and students' English vocabulary mastery. *DEIKSIS*, 10(01), 43.

Nurweni, A. (2018). *English Teaching Assesment; Artificial and Authentic Assessment*. Yogyakarta: Graha Ilmu.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching*. Cambridge: Cambridge university press.

Rivers, W. M. (1981). *Teaching Foreign Language Skills (Second Edition)*. USA: The University of Chicago Press.

Sari, Nuhung and Hastini. (2013). The Correlation between Students' Ability in Listening to the English songs and Their Vocabulary Mastery. *Journal of English Language Teaching Society (ELTS)*.

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 year of 2016/2017*. IAIN Surakarta.

Setiyadi, Ag. B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing Edisi 2; Pendekatan Kualitatif dan Kuantitatif*. Yogyakarta: Graha Ilmu.

Shen, C. (2009). Using English Songs: Enjoyable and Effective Approach to ELT. *English Language Teaching Journal*, 88-94.

Stahl, S. A. (2005). “Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction),” in E. H. Hiebert and M. L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice*, Mahwah, NJ: Erlbaum.

Stientjes, M. K. (1998). A study of listening assessment stimuli and response mode effects. *International Journal of Listening*, 12(1), 29-39.

Sutarjo. (1988). *Reading Technique for College Students*. Jakarta: Depdikbud.Dikti.

Tarigan, G. H. (2008). *Menyimak: Sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.

Thatcher, R., (2010). Validity and Reliability of Quantitative Electroencephalography. *Journal of Neurotherapy*, 122-152.

Thornbury, S. (2007). *How to Teach Vocabulary*. Malaysia: Pearson Education Limited.

Underwood, M. (1989). *Teaching listening*. New York: Longman.

Ur, P. (1986). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

_____. (1996) *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Wardiansyah, Barnabas, & Elfrida (2019). The Correlation Between Listening Habit to English Song and Vocabulary Mastery of Third Grade Students of SMPN 06 Kota Bengkulu. *Journal of English Education and Teaching (JEET)*, 3 (3), 287-289.

Wilkins, D. A. (1972). *Linguistics in language teaching*. Massachusetts: MIT Press.

Wood, W., & Neal, D. T. (2007). A new look at habits and the habit-goal interface. *Psychological Review*, 114(4), 843-863.

Worden, K. P. (1970). *Are you Listening?*. Kansas: Kansas State University

Yagang. (2010). *Listening: Problems and solutions. Teaching listening comprehension*. Cambridge: Cambridge University Press.