

**THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF
LISTENING TO ENGLISH SONGS AND STUDENTS' VOCABULARY
KNOWLEDGE**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF LISTENING TO ENGLISH SONGS AND STUDENTS' VOCABULARY KNOWLEDGE

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This research was conducted to find out if there was a correlation between students' frequency of listening to English songs and Students' vocabulary knowledge of SMAN 14 Bandar Lampung students in the academic year 2020/2021. The method of this research was quantitative. The population of the research was the eleventh-grade students of SMAN 14 Bandar Lampung in the academic year 2020/2021, the number of students was 35 students. The researcher gave a questionnaire to know the students' frequency of listening to English songs, and a vocabulary test to know the student's vocabulary knowledge. The data was conducted by Pearson Product Moment Correlation. Data Analysis shows that there was a correlation between the two variables since $p < 0.05$ ($p = 0.342$). Most students use their time to listen to English songs and it can enrich their vocabulary knowledge.

Keywords: Vocabulary Knowledge, Listening to English Songs, Correlation, Frequency.

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A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
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2022

Research Title : **THE CORRELATION BETWEEN STUDENTS' FREQUENCY OF LISTENING TO ENGLISH SONGS AND STUDENTS' VOCABULARY KNOWLEDGE**

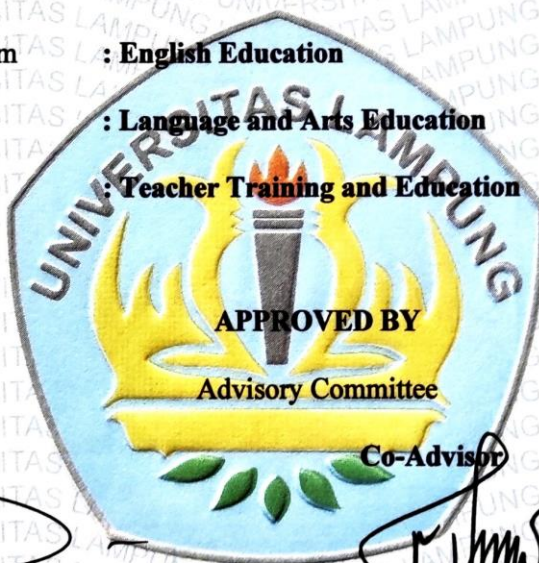
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CURRICULUM VITAE

The writer's name is Panji Romansah, born in Bumi Dipasena Jaya, on 4th January 1998. He is the first child of Mr. Rohmadi and Mrs. Sri Estining.

He started formal education at SDN 1 Bumi Dipasena Jaya and graduated in 2010 before continuing his study at SMPN 1 Rawajitu Timur where graduated in 2013. Then, he continued to the senior high school level at SMKN Rawajitu Timur and successfully finished it in 2016. In the same year, he was registered as a Bachelor's Degree Student at Lampung University, particularly at the English Department of Teacher Training and Education Faculty.

DEDICATION

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

1. My wonderful parents, Mr. Rohmadi and Mrs. Sri Estining. They are truly the most perfect gift God has ever given to me and they are stars in my life who always guide and support me with their love.
2. My beloved brothers, M. Irfan Maulana and Haikal Ibnu Ramdhani. You are the greatest spirit when I was down.
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I. INTRODUCTION

This chapter deals with the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

Listening plays the main role in language learning because before people understand and start to speak, they have to hear the sound, word, and speech pattern first (Mee, 1990). Listening also develops the students speaking, reading, and writing. So, listening is the first skill and the most important of the other language skill, i.e. (speaking, reading, and writing). The students still get difficulties listening. They hate listening comprehension in the teaching-learning process.

Listening is the first skill that is required to be taught before people can speak, Vandergrift cited in Angliawati (2011) argues that listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill. There are several reasons for considering their language skill as an important element for language acquisition. Firstly, it is to provide input for language learning. Secondly listening is dominantly used in daily life. It is an important role in daily life because information and communication cannot be achieved without listening first. Students often take the wrong way when listening and this leads them to poor results. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986).

The students confront with many problems when they study English in class like having low motivation in learning English. So, the students have a negative attitude to learn English because they get difficulties understanding the subject and finally the students regard English as a difficult subject. Therefore, the media in the teaching and learning process is very important to solve students' problems and make them understand more English subjects.

Most people like listening to music to spend their time on daily activities. This activity is fun and a good way because it has many benefits for study. Piro and Ortiz in the *Psychology of Music* (2009) state that children who were exposed to music training performed better on vocabulary and reading comprehension tests than those who were not. Some students feel that English song is a good way for them to learn English. In some teaching and learning processes, they learned English from textbooks, the learning process will be ordinary and it makes the students bored because the process is not interesting for the student. Therefore, they prefer listening to English songs to improve their English. Lynch (2006) cited in Angliawati (2011) argues that one way of developing listening ability is by listening to songs since for most students singing songs and listening to music are enjoyable experiences. The song exposes students to a wide vocabulary related to a lyric of the song.

On the other hand, vocabulary is one of the important aspects for the learner and it has a big influence on English language learning. Hatch and Brown (1995) state that vocabulary is a set of words with their meaning as a fundamental and useful tool for communication and acquiring knowledge of the language. It is one of the problems

confronted by the students because the students usually study the theory but the chance of practicing English is not given sufficient proportion. According to Nation (1994; 3) the basis of the frequency of vocabulary can be divided into two kinds. First, high-frequency vocabulary consists of words that are very often in normal language, used in all four skills and across the full range of situations of use. It consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts and low-frequency vocabulary. Second, low-frequency vocabulary, on the other hand, covers only a small proportion of the running words of a continuous text, which means that low-frequency vocabulary is rarely, used in the common activity of the English language. This group includes well over 10,000-word families.

If the learners lack vocabulary, they will also have a limited capacity to understand other skills of English and they cannot communicate with others clearly in the English language. conversely, when they have a large number of vocabularies, the students can speak fluently and accurately. They can also read the text effectively. Students with a sufficient amount of vocabulary might be to write the passage comprehensively.

When the students listen to an English song for the first time, they try to find the lyric of the song and look up the dictionary to know some vocabulary that they do not know. Unconsciously, that is the enjoyable activity learning process in a good way. In other words, if the students listen to English songs frequently, they will get more new words. Murphey (1992) cited in Millington (2011: 134) says that songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Moreover, Millington (2011: 135)

points out that songs can provide the opportunity for vocabulary practice. They are usually based on a theme or topic that can provide the context for vocabulary learning. Therefore, students can get the advantage of using the song as an input for their English language learning, especially to achieve vocabulary. According to Zatnikasari (2008), the song is also effective to make the students remember the word easily and feel more motivated in class because they learn interestingly.

Based on the explanation above, this study aims to investigate the frequency of listening to English songs and the vocabulary achievement of Senior High School Students. The researcher assumes that a high frequency of listening to English songs can make students have good skills and help them develop their vocabulary. Thus, the writer wants to know the correlation between the frequency of listening to English songs and students' vocabulary.

1.2 Identification of the Problem

Regarding the background of the problem, the following problems can be identified:

1. The level of English competence and vocabulary knowledge of the students is low on average.
2. The English teacher's method to improve students' vocabulary knowledge is not effective yet.
3. The students need to improve their vocabulary knowledge.

1.3 Limitation of the Problem

This research is concentrated on investigating the following issues:

1. Frequency of Listening to English song
2. Vocabulary knowledge

1.4 Formulation of the Problem

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 to English songs and students' vocabulary knowledge in the second year of SMAN 14 Bandar Lampung?

1.5 Objective of the Research

The objective of this research is to find out whether there is a correlation between students' frequency of listening to English songs and students' vocabulary knowledge in the second year of SMAN 14 Bandar Lampung.

1.6 Uses of The Research

The uses of this Research are :

- Theoretically
 - The result of this research supports the theories concerning the benefit of song toward listening comprehension.
 - To provides information for English teacher in teaching and learning English to improve student's vocabulary by using song

- Practically
 - To help the students to increase their vocabulary knowledge using English songs.

1.7 Scope of the Research

Relevant to the problem that has been formulated above, this research is only to investigate the second-year students on the frequency of listening to English songs correlated to their vocabulary knowledge at SMAN 14 Bandar Lampung. The type of vocabulary consists of nouns, verbs, adjectives, and adverbs. By using songs, the teacher can develop the skills of students to acquire a new vocabulary of song lyrics and can increase their vocabulary. In the result of the research, the writer described the correlation between the students' frequency of listening to English song and their vocabulary

1.8 Definition of Terms

To the same perception about the terms used in this study, the following definitions are presented:

1. Vocabulary knowledge refers to the knowledge of words as well as the meaning of words. Vocabulary knowledge is more than just citing the definition of a word. It requires that the reader use the word appropriately based on a given context.
2. Listening Frequency is how often listening is done.

3. Song in language teaching is one of the interesting ways of teaching and learning process and it is enjoyable because the song is familiar in our daily life.
4. Correlation is a mutual relationship or connection between two or more things.

II. LITERATURE REVIEW

This chapter describes the review of the previous research, concepts of listening, concepts of a song as media, concepts of vocabulary, listening to songs toward vocabulary knowledge, and the hypothesis.

2.1 Review of the Previous Research

Concerning the topic under the discussion, several studies have been carried out, the first is Wati (2012) investigated the use of English songs to improve students' vocabulary mastery in the second grade of vocational school. In her research, students have difficulties in the learning process of memorizing vocabulary with traditional language teachings like oral drills, flashcards, written, definitions, and lists. Therefore, she investigates whether English songs can improve students' vocabulary mastery. She employed a quasi-experimental method with two groups; an experimental group and a control group. The result showed that there was a significant increase in students' vocabulary after being taught English songs. Then a good part of vocabulary acquisition has to be incidental. Incidental learning is facilitated through exposure to language input, by using a song as one the way.

The second is Rosyida (2012) investigated the correlation between students' frequency of listening to English songs and their listening achievement. She investigate that many students regarded listening ability as the basic and the major of language mastery because good communication is not only indicated by the good speaking ability of the

speaker but also by the good listening ability of the listener. She applied one group and two variables. The result showed that there was a positive correlation between the frequency of listening to English songs and their listening achievement

Based on the previous research, there is one issue that has not been investigated concerning the correlation between students' frequency of listening to English songs and vocabulary knowledge. The researcher wants to know whether the frequency of listening to English songs correlates with students' vocabulary knowledge

2.2 Concept of the listening

Listening is the first skill that should be mastered because it has an important role in the learner to study of the language and it has the largest percentage of other skills. In the teaching and learning process in the class, the student requires to listen to receive and understand incoming information of knowledge from their teacher. Listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story but how it is told, the use of language and voice, and how the other person uses their body. As mentioned in Mee (1990), listening is a complex process in which many things happen simultaneously inside the mind.

According to Borisoff & Purdy in *Listening in Ec in Everyday Life*, 1997 there are some components in listening; is learned, a dynamic process, and an active process. Listening involves verbal and nonverbal communication and allows us to be receptive to the needs, concerns, and information of others, as well as the environment around us. Buck cited in Angliawati (2011) states that there are three characteristics of

listening activity; firstly, automatic processing is important in listening activity. To make it successful, knowledge of the language that can make language processing fast and efficient is needed when there is no time to think about the meaning. Secondly, the total of the listener's knowledge, experience, current thoughts, feeling, intentions, personality, and intelligence are allowed by the normal process of listening comprehension to interact freely with the acoustic input and with each other and to create the interpretation of the text. Thirdly, listening is a cognitive process and in reality, the context is not external to the listener and the context of interpretation is a cognitive environment of the listener. From the statement above, it can be inferred that listening is an active process to identify and interpret what they listen, to so they can understand what others are saying.

There are many types of listening. These five types of listening are classified according to the purpose of listening, proposed by Wolvin and Coakely cited in Goh, (2002);

1. Discriminative listening is where the objective is to distinguish sound and visual stimulation. This objective doesn't take into account the meaning; instead, the focus is largely on sounds. In a basic level class, this can be as simple as distinguishing the gender of the speaker or the number of speakers, etc. As mentioned before the focus is not on comprehending; but on accustoming the ears to the sounds. If one thinks she/he can see that this is where L1 listening begins - the child responds to sound stimuli and soon can recognize its parents' voices amidst all other voices. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.

2. Comprehensive listening where the focus is on 'understanding the message'. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors (both individual and social) students can end up understanding the same message in different, different ways. A lot of work in teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills.

3. Therapeutic listening - is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. This kind of listening to the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.

4. Critical listening is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.

5. The final one is Appreciative listening where the focus is on enjoying what one listens to. Here the students raised the point that when they listen to English music, even if they don't understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for the other three types of listening. Then the teacher reflected on the practice of listening to songs in the language lab. Generally, the students listen to the songs once and try to make out the lyrics before listening to them a second time with the lyrics. Then they recalled that they appreciated the song better the second time and were able to see the relationship between how one would enjoy something that s/he can make sense of.

There are six basic stages of the listening process according to Goh (2002): hearing, attending, understanding, remembering, evaluating, and responding. These stages occur in sequence, but they have generally performed with little awareness and often in rapid succession.

a. **Hearing** - it refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is a perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).

b. **Attention** - brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening; strong stimuli like bright lights, and sudden noise are attention-getters; attention to more commonplace or less striking stimulate requires special effort; postural adjustments are aided by physical changes in sensory receptor organs; receptor adjustments might include tensing of the ear's tympanic muscle for better response to weak sounds.

c. **Understanding** - to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like a blue uniform that has symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

d. **Remembering** - it is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

e. **Evaluating** - it is a stage in which active listeners participate; it is at this point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

f. **Responding** - this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message. (Stages of the listening process explained, articlesfactory.com)

The explanation above has a purpose to be a good listener because it has benefits. By having good listening skills one can avoid misunderstandings, resolve conflicts, get people to open up, and build trust. Listening skills may help attain better information and research or even assist in reaching a compromise or conclusion.

2.3 Concept of Listening to English Song

According to Griffee (1992), Listening to an English song means that listeners appreciate the lyrics, rhythms, vocals, and melody and try to understand the whole meaning of that song. Listening to a song means we invite the learners to hear new information, and language and invite them to understand. Today, almost all people especially students, prefer to listen to songs as they can be good entertainment in boring activities.

Murphy in Rosova (2007) states that “in our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants, and cafes, shopping mall, at sports events, and everywhere. It would seem that the only place music and song are slow to catch on is in schools”. The song itself consists of words that express the written ideas, feelings, and experiences.

2.4 Concept of the Song as media

Media is an important tool to support the teaching and learning process. It has some functions and purposes for the educational setting. Media or instructional media can be defined as a tool that can help the teacher teach (Sundjana and Rivai, 2009). It makes the students more active and stimulates their minds. Media refers to the people getting information from a source to a receiver and it is considered an instructional system of teaching and learning process. Reiser and Dick (1996: 68) state that media might be all the traditional means to deliver the lesson (teachers, chalkboards, textbooks, and other printed materials) or the new instructional media (computer, CD-Room, interactive video, and multimedia system). Media is used to help the teacher to reach the aim of the teaching-learning process. The teacher always tries to find the

media from traditional media ones up to modern ones that can facilitate the teaching and learning process.

Nowadays, we are surrounded by songs because it has a big part in our daily life and it is impossible to escape from the song. Therefore, the song is one of the media, the teacher can use to support their teaching and learning activity because it has to be very creative in ways to keep learners' interest and the best ways to make learning English fun. Harmer (2000: 242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. The song is a natural way because it is not only for entertaining when we are bored, but also it is a new way of language learning.

When the teacher chooses the song as a medium in the teaching and learning process, they should know what kind of song which suitable for their students. According to Harmer (2000: 243), there are two ways to guide the teacher in selecting the song to bring in teaching and learning activity: the first way is to have students bring their favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. There are some criteria of English song for students, memorable, useful language, easy to sing, can use the language differences can be varied, have both positive feelings and positive social and moral values that stimulate emotions, and be repetitive so the teacher can select a song that the students like and are appropriate for them.

Based on the explanation above, it can be said that song is one of the media which can use by the teacher as a medium to teach their students in the learning process. Futonge (2005) states that song is also a great language package that bundles culture, vocabulary, listening, grammar, and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons. Orlova (2003) states that it is possible to suggest that among the methodological purposes of songs used in class, it is possible to rank the following: Practicing the rhythm, stress, and intonation patterns of the English language. Teaching vocabulary and grammar. Developing listening comprehension, writing skills, and speaking. For this last purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.

Using a song has a positive contribution to language learning, Song will help learners with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization. Again, this will enable learners to remember chunks of language that they can use in conversations or writing.

Mol (2009) states that “As language teachers, we can use songs to practice listening, speaking, reading and writing”. There are some benefits of the song for students in the learning process:

1. Enhance language skills

Language skills are increased when vocabulary, grammar, and syntax are learned through song. In the same way that children all over the world implement simple

songs to learn the alphabet, days of the week, and numbers or colors, songs can be used to help ESL students memorize phrases and words set to a melody.

2. Language in Context

The language used in simple songs is in context, enabling quicker comprehension. This makes the words and phrases more meaningful to the students and gives them a frame of reference that is easy to retain. They absorb knowledge subconsciously during fun activities and can draw on that knowledge later.

3. Repetition without the drudgery

While memory by rote is a time-honored form of teaching language, adding songs to the mix allows a break from mere repetition and gets children involved on an interactive level. The songs used can be catchy and recyclable – many songs can be adapted easily to personalize them to a particular lesson, child, or group.

4. Fluency and natural English

Songs rely on the concept that hearing a language is one of the best ways to learn it. They present the rhythms of language in a way that encourages fluency; when performed by a native speaker, the natural stresses and rhythms are audible, helping students achieve not only the correct pronunciation but a natural flow of speech.

5. Multiple Intelligences

Auditory learners will find songs to be the perfect learning tool. Actions can be easily integrated into singing time for kinesthetic and tactile learners, and visual learners can also benefit from watching the group using actions or the implementation of flashcards.

6. Enjoyment is always motivating

Motivation is a wonderful reason to start using English songs for children in your ESL classroom. Most children love music and singing, and this portion of classroom time can be used as a reward for a harder section of the class being completed, or as a break when the class becomes bored or frustrated.

7. ESL songs are non-threatening and confidence building

Songs also can build the self-esteem of the group as well as each student. They provide a non-threatening way for students to join in at their comfort level without being singled out. Each can learn at their own pace, becoming more and more comfortable with the song with each repetition. Children allowed to learn at their speed build confidence along the way.

In addition, according to Lynch (2005), as cited in Vanessa (2011), there are nine reasons why the song is useful in English Language Teaching:

1. Song contains authentic and natural language
2. Song can introduce a variety of new vocabulary
3. Song is easily obtainable
4. Song can suit the needs and interests of the students
5. Song can introduce grammar and cultural aspects
6. Time length of the song can be easily controlled
7. Students can experience a wide range of accents
8. Song lyrics can be used in relating to situations of the world around us
9. Song is fun and flexible

In summary, using a song as media in teaching and learning activities has some good effects on students. The use of songs as media is very important in teaching and learning to help students learn the English language. Based on the type of listening that is explained in the concept of listening before when the students listen to a song, they can listen to the sound of the pronunciation, they can comprehend the meaning or message of the song and they can respond by giving their opinion. According to Mol (2009), more difficult songs often contain interesting vocabulary and idioms. Thus, through a song students can learn about the culture, and history and they can learn a new vocabulary.

2.5 Listening to English Song Frequency

Nowadays, people love to listening songs to entertain themselves, get information, or even learn something from them. Based on the researcher's experience, from Song, we can learn something new like vocabulary especially, from the English Song. Most people also have different frequencies of listening to English songs.

By listening to English songs students can learn the language, able to improve their knowledge, enrich their information, etc. In this era, people not only use a song as entertainment but also for pedagogic purposes. An experiment conducted by Lynch (2006) shows that songs can develop students' listening and communication skills. Lynch noted that Listening to the song in foreign languages give benefits to students, such as (1) their ability in understanding spoken language increases, (2) their pronunciation improvement (3) their acquiring new vocabulary, (4) they can develop students' self' expression ability, and (5) they unconsciously adapt to the language's grammatical forms and sentence patterns in context. Furthermore, Mujazidah (2018)

states that listening to a song can improve students' vocabulary knowledge. Students may have good vocabulary achievement with a high frequency of listening to an English song. Conversely, the students with a low frequency of listening to English songs may have less vocabulary knowledge. The more they listen to English songs, the more vocabulary they get.

To know the students' frequency of listening to English songs can be measured by using the close-ended questionnaire. The questionnaire consists of three phases, those are students' frequency of listening to English songs, students' repetition of listening to English songs, and the last is students' behavior of listening to English songs.

2.6 Concept of Vocabulary

Vocabulary is one of the problems faced by English language learners because of the limited vocabulary, the students cannot communicate with each other clearly and they have a limited understanding of the skill of speaking, listening, reading, and writing. Mastering vocabulary is the ability to get or receive a lot of words. It is a crucial aspect because the students will know the meaning of vocabulary to avoid making mistakes in understanding the context. Hatch and Brown (1995) state that vocabulary is a set of words with their meaning as a fundamental and useful tool for communication and acquiring knowledge of the language.

According to Nation (1994; 3), the basis of the frequency of vocabulary can be divided into two kinds; there are high-frequency vocabulary and low frequency vocabulary.

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

B. The low-frequency vocabulary, on the other hand, covers only a small proportion of the running words of a continuous text means that low-frequency vocabulary is rarely, used in the common activity of the English language. This group includes well over 10,000-word families.

According to Thornburry (2002), there are two types of vocabulary knowledge; receptive (knowing) and productive (using) knowledge. Knowing a word is when the learner can understand the meaning of written or spoken words; make a correct connection between the form and the meaning of the word, including discriminating the meaning of closely related words; we're using a word is when the learner can use the correct form of a word for the meaning intended with the appropriate context.

Vocabulary is needed to help the students to make the sentence. The sentence is divided according to the functions of each word, the function is classified as a different part of speech. They are as follows:

1. **Noun**

2. It is a crucial part of speech because it is the arrangement of the verb as
3. the sentence core which is essential to complete the sentence. It could be
4. the name of the person, thing, or place.

Example :

- It is a newspaper
- This hotel is very famous

2. Verb

It is the word that expresses an action or helps to make a statement.

Generally, verbs are divided into transitive and intransitive:

a. Transitive verb

This verb is a verb that needs an object, for example; concern, need, discuss, give, see, etc.

b. Intransitive verb

This verb is a verb that does not need an object, for example; laugh, smile, sleep, cry, sit, etc.

3. Adjective

An adjective is often defined as a word that describes or gives more information about a noun or pronoun.

- My student is very diligent
- My mother is extraordinary

4. Adverb

an adverb is a modifying part of speech. It describes verbs, other adverbs, adjectives, and phrases. They are used to describe how, where, when, how often, and why something happens. Here are a few examples:

- Verb- The cat climbed quickly up the tree. (quickly describes how the cat climbed)

- Adverb- Mike worked very carefully on his paper. (very shows how carefully he worked)

- Adjective- She is nearly ready to go. (nearly tells to what extent she is ready)

a. Adverbs of manner describe how something happens. Where there are two or more verbs in a sentence, adverb placement affects the meaning. Some commonly used adverbs of manner include; carefully, correctly, eagerly, easily, fast, loudly, patiently, quickly, quietly, and well.

Example in the sentence:

- She decided to write her paper. (no adverbs)

- She quickly decided to write her paper. (her decision was quick)

- She decided to write her paper quickly. (her writing was quick)

b. Adverbs of place describe where something happens. Most adverbs of the place are also used as prepositions. Some commonly used examples include the following; abroad, anywhere, downstairs, here, home, in, nowhere, out, outside, somewhere, there, underground, upstairs.

Example in the sentence:

- I wanted to go upstairs.
- She has lived in the city since June.

c. Adverbs of frequency describe how often something happens. The following adverbs are commonly used in this way; always, every, never, often, rarely, seldom, sometimes, and usually.

Example in the sentence:

- Shinta often gets a gift from her brother.
- The fish usually swims near the top of its tank.

d. Adverbs of the time describe when something happens. These examples are commonly used; after, already, during, finally, just, last, later, next, now, recently, soon, then, tomorrow, when, while, and yesterday.

For example in the sentence

- He came home before dark.
- It will be too dark to play outside soon.
- Jessica finished her supper first.
- Andy left school early.

In summary, when the students learn vocabulary, they can know a word from its meaning and they can use the word in the appropriate context. Thus, the teacher should help the students to achieve the vocabulary with strategy or technique to make a good result in vocabulary learning.

When the teacher teaches vocabulary to the students, they should provide the material to help students in two broad areas: first, they need to be presented and practiced in natural contexts; the vocabulary that is frequent, current, and appropriate to students' needs. Second, the material should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom (McCarten, 2007: 18).

In this discussion, it can be inferred that vocabulary plays an important role in expressing ideas and thoughts. Learning vocabulary is expected to increase their vocabulary, they can understand the meaning and can use appropriate vocabulary related to the context. In the teaching process, strategies are one of the aspects which should have the teacher help them in teaching activity. It can make it easy for the teacher to deliver the knowledge of vocabulary, thus the students can achieve it. Lewis (1992) holds the idea that vocabulary acquisition is the main task of second language acquisition and language skills as listening, speaking, reading, writing, and translating all cannot go without vocabulary

2.7 Listening to a Song and Vocabulary Knowledge

The song becomes a part and relation of human life, people listen to the song when they feel bored or to spend their time. Unconsciously, the song has a good effect on students in language learning. Thus, the song is one of the media to learn a language because many aspects of the song can be used to help students in language acquisition. Using a song can introduce a new English word to the students to improve their vocabulary.

According to Smahillah (2011), Songs and lyrics are provided as a tool to predict the sentence so that the students can glean the meaning of a particular sentence with their interpretation. By using this technique the teacher just becomes the facilitator of the students because the teacher lets the students read and comprehend the lyrics as the text consists of new words. Murphey (1992) cited in Millington (2011: 134) says that songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture

Moreover, Millington (2011: 135) points out that songs can provide the opportunity for vocabulary practice. They are usually based on a theme or topic that can provide the context for vocabulary learning. Šišková (2008, p. 14) states that the words used in the lyrics remain in the active store as long as students listen to the particular song and since this work aims to use students' favorite songs, the period when pupils listen to the song is long.

From the explanation previously, it can be inferred that increasing and understanding the vocabulary is not an easy process, but it can be easy if the students have time to practice with good techniques or strategies. Lynch (2006) states that there are some factors contributing to listening comprehension of song and one of the factors is "the use of new vocabulary, idioms, and expressions. Students need to address the new material offered in each song. This includes grammar, vocabulary and usage". Hence, vocabulary is an important role in language acquisition. One way of developing students' vocabulary is by listening to a song. The frequency of listening to English song activities can help the students to develop their vocabulary. Through this

research, the writer investigates the frequency of listening to English songs and vocabulary knowledge.

2.8 Theoretical Assumption

Ghazal (2007, p.84) indicates that vocabulary is central to language and is of great significance to language learners. In other words, we can say that vocabulary is the basic step for the learners to achieve the language target. To be successful in improving students' vocabulary size they must apply a proper learning strategy. One of them is by listening to an English song. When the students listen to an English song for the first time, they try to find the lyric of the song and look up the dictionary to know some vocabulary that they do not know. Unconsciously, that is the enjoyable activity learning process in a good way. In other words, if the students listen to English songs frequently, they will get more new words.

Murphey (1992) cited in Millington (2011: 134) says that songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Moreover, Milillington (2011: 135) points out that songs can provide the opportunity for vocabulary practice. They are usually based on a theme or topic that can provide the context for vocabulary learning. Therefore, students can get the advantages of using the song as an input for their English language learning especially to achieve the vocabulary. From the explanation above, the researcher assumes that listening to English songs will affect students' vocabulary. The more they listen to English songs, the more vocabulary they get.

2.9 Hypothesis

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

1. Null Hypo (H₀): There is no correlation between students' frequency in listening to English songs and students' vocabulary knowledge
2. Alternative Hypothesis (H_a):
 - a. There is a positive relationship between students' frequency of listening to English songs and student's vocabulary knowledge
 - b. There is a negative relationship between students' frequency of listening to English songs and student's vocabulary knowledge

III. METHODOLOGY

In this chapter, research methods are discussed to answer the research question and achieve the objectives of the research. The research method consists of research design, population and sample, research instruments, data collecting technique, validity and reliability, research procedure, data analysis, and hypothesis testing.

3.1 Design

In this research, the researcher used an ex post facto design. It means that the researcher did not apply any treatment to the students (Setiyadi, 2018). There are two types of ex post facto design, those are co-relation study and causal-comparative study. In this research, the researcher was about to find out the correlation between students' frequency of listening to English song and their vocabulary knowledge. So, this study used a co-relation study.

T1 T2

Where:

T1 = Questionnaire of Students' Frequency in listening to English song

T2 = Vocabulary Test

3.2 Population and Sample

The population of this research is the third grade of SMAN 14 Bandar Lampung. The subject was the class of second grade of SMAN 14 Bandar Lampung which consist of 35 students.

3.3 Operational Definition

This research has two variables, the independent variable, and the dependent variable.

1. The Independent variable (x) of this research is the frequency of listening to an English song.
2. The dependent variable (y) is students' vocabulary knowledge.

3.4 Instruments

To collect the data, this study has used a questionnaire and vocabulary test, as follows:

a. Questionnaire

The questionnaire was given to the Senior High School Students. The questionnaires were adapted from *The Correlation Between Student's Habit in Watching English Movies and Their Vocabulary Mastery* by Suci Ramadayanti Gultom (2017). The questionnaire was given in the first meeting using Google Forms. The questionnaire consisted of three phases. The first phase was about the frequency of students listening to the song which consists of five questions (1-5). The second phase was about the repetition of the listening song which consisted of four questions (6-9). The third phase was the automatic behavior of listening song, there were five questions (10-14).

Table 3.1 Phases of the Questionnaire

No.	Phase	Question
1	The students' frequency of the listening song	1-5
2	The students' repetition of the listening song	6-9
3	The student's behavior in listening song	10-14

The questionnaire was written in Bahasa Indonesia. It also used Likert Scales from 1-4. This scale was created in the 1930s by Rensis Likert to measure students' attitudes into ordinal data. The Likert scale type presents several positive and negative statements regarding the attitude of the respondents. In responding to the items on these scales the respondents indicate whether they are Always, Often, Sometimes, or Never with each statement. The numerical value assigned to each response depends on the degree of agreement or disagreement with individual statements. A subject's score is determined by summing the values assigned to individual responses. The response is usually expressed in terms of the following five categories; the response option is assigned four points to each response indicating always with favorable statements, a value of three for often with these statements, two for sometimes, and one for never. For an unfavorable statement, one reverses the scoring procedure, since never with the unfavorable statement is assumed psychologically equivalent to an agreement with always of a favorable statement. It makes no difference whether four is high and one is low or vice versa. The main consideration is that the response is scored consistently in terms of the attitude they represent, whether strongly approve or strongly disapprove is the favorable attitude depends on the content of the statement. The outline of the scoring of the questionnaire can be seen as follows;

The scale was interpreted as follows:

4 = Strongly Agree/ Sangat Setuju (SS)

3 = Agree/ Setuju (S)

2 = Disagree/ Tidak Setuju (TS)

1 = Strongly Disagree/ Sangat Tidak Setuju (STS)

b. Vocabulary Test

The test was given after the questionnaire. The test consisted of 20 questions.

The questions are based on the vocabulary material. The students will get a possible score of 0-100, where 0 is the minimum score and 100 were the maximum score.

3.5 Validity and Reliability

According to Setiyadi (2018), validity and reliability are two elements that are relatively inseparable from measuring instruments. When the instrument is valid, it means that the instrument is also reliable. Otherwise, if the instrument is reliable, it does not mean that the instrument is valid.

3.5.1 Validity and Reliability of the Questionnaire

a. 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 has measured students' frequency, students' repetition, and students' behavior in listening to an English song. So, the questionnaire used those aspects as the item of the questions.

b. Reliability

To measure 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. Content Validity

Content validity refers to the extent to which a measure represents all facets of a given construct. The validity of this research was based on the curriculum in Indonesia. The administration of vocabulary tests included adjectives, nouns, pronouns, and verbs. The administration of the vocabulary test can be seen in The Blue-Print of Vocabulary Test below:

Table 3.2 The Blue-Print of Vocabulary Test

Standard Competency	Basic Competency	Indicator	Item Indicator	Kind of Item	Number of Items
Students can understand the meaning of vocabulary in the English context.	Students can use vocabulary well based on the text.	Students can understand the meaning of the vocabulary.	Students understand the use of adjectives.	Multiple-choice items.	3, 6, 11
			Students understand the suitable vocabulary of adjectives.	Matching the alphabet	12-20
			Students understand	Multiple-choice items.	4, 7, 9, 10

			the use of nouns.		
			Students understand the use of pronouns.	Multiple-choice items.	2, 8
			Students understand the use of verbs.	Multiple-choice items.	1, 5

b. Reliability

In this study, the vocabulary test was used inter-rater reliability. Inter-rater reliability is the extent to which or more raters (or observers, coders, teachers, examiners) agree. According to Setiyadi (2006), inter-rater reliability is the degree of agreement among raters. In this research, the researcher used 3 observers (a teacher, a lecturer, and the researcher). This type of reliability was 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 measure reliability is to calculate the percentage of the similarity of each indicator. For example, if four people 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%.

3.6 Scoring System

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

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

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 a detailed explanation of them:

a. Determining the research question and the focus of the research

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

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

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

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, which are students' frequency of listening to English songs, students' repetition of listening to English songs, and students' behavior of listening to an English song. Then, the researcher will use a vocabulary test that 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 by google form. At first, each of the participants has been given a piece of the students' frequency questionnaire and after that, the students had 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 to fill the answer.

e. Analyzing the data

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

f. Drawing conclusion

After analyzing the data, the researcher concluded the finding of the study. The conclusion is consisting of the judgment of the researcher toward his/her findings or the result of the study. To conclude, 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) (Setiyadi, 2018:83).

3.8 Data Analysis

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

The researcher will use product-moment correlation in SPSS 16.0 version to find out the correlation between students' frequency of listening to English song and their

English vocabulary knowledge. In interpreting the coefficient of correlation, the guidelines in Table 3 were used.

Table 3.3 Interpretations of Correlation

The Correlation Coefficient	Interpretation
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 has already discussed the research design, the population and sample, the instruments, validity and reliability, the data collecting technique, and data analysis.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After getting the data that has been analyzed in the previous research, the writer concludes about the correlation between Students' frequency of listening to English songs and Students' vocabulary knowledge of eleven grade students of SMAN 14 Bandar Lampung in the Academic Year 2020/2021.

There is a correlation between students' frequency of listening to English songs and students' vocabulary knowledge, it was found that the coefficient correlation between students' frequency of listening to English songs and students' vocabulary knowledge was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of listening English song and their vocabulary knowledge.

In conclusion, there is a tendency that when the listening frequency to English songs is high, the student vocabulary knowledge also can be high. It can be said too that the listening frequency to English songs can Increase student vocabulary knowledge.

5.2 Suggestions

1. For Teachers

- a. Teachers have to be more creative and selective in choosing a method in the learning process. Teachers have to know what students need and want in the learning process so they will be more enjoy and feel comfortable during the process.

b. The use of media is one of the learning methods that must be capable by the teacher. By using media, the teacher will be more helpful in the teaching process because it can make students more interested in the material that the teacher wants to deliver.

2. For students

- a. The writer hopes that Students can improve their English ability independently.
- b. The writer hopes that Students are more interested in English lessons.
- c. The writer hopes that Students study more and respond to the teaching process.

3. For the Researchers

It is suggested for other researchers complete this research by conducting other research using English songs. Based on the explanation, the writer would like to suggest to other researchers that this research will be useful as an additional reference.

4. The writer hopes that schools can add more facilities such as audio-visual media so that the teachers and students will enjoy and it also maximizes the learning process.

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