

ABSTRACT

Mustaufidah, Feri. 2015. *The Correlation between Students' Interest in Listening English Song and Vocabulary Mastery at the Second Semester of English Department of STAIN Ponorogo in Academic Year 2014/2015.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor: Andi Susilo, M. Pd.

Key word: Interest, Listening, English Song, Vocabulary Mastery

Interest is source of motivation which drives people to do what they want to do when they are free to choose. Students' interest in listening English song can increase students' vocabulary mastery. English song not only make the students to be more relax but also, it can help them increase students' motivation in learning English especially in learning vocabulary. The objective of this research was to find out whether there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015. The problem statement was "Is there any significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015?"

This research was quantitative research and the population of this research were 83 at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015. The researcher used random sampling technique with the total sample 65 from the total population. The data were collected by using questionnaire to measure the students' interest in listening English song, and the documentation of middle test. It was used to know the students' vocabulary mastery. The technique of data analysis used in this research was the formula of correlation, or called the correlation product moment.

The result of the study showed that the category of students' interest in listening English song was sufficient category. There were 38.46% students in high category, 49.23% students in sufficient category and 12.31% students have low category. Students' vocabulary mastery was low category. There were 26.15% students have high category, 27.69% in sufficient category and 46.15% students have low category. The research revealed that the correlation coefficient (r_{xy}) was 0.646 in which r_{table} was 0.250. Because of $r_{xy} \geq r_{tabel}$. So, H_a was accepted and H_o was rejected. It means that there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015.

CHAPTER I

INTRODUCTION

This chapter discusses background of study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, significances of the study, and organizations of the thesis.

A. Background of the Study

Learning English should cover some language components. They are structure, vocabulary, spelling, and pronunciation. As a part of language components, vocabulary has an important role in learning English. According to Richards et al, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, write and read.¹ Based on the statement above, it can be concluded that vocabulary must be mastered by students in order to learn English successfully. Without mastering adequate vocabulary, students cannot communicate effectively and express their ideas in both oral and written form and to discover the meaning of what others say. So, vocabulary mastery must be developed by all students in order to improve language.

In the university level, English students department are also expected to master vocabulary independently as they are in epistemic level. On the epistemic level, students are able to express knowledge into the target language. This

¹ Jack C Richards, et al. Methodology in Language Teaching (UK: Cambridge University Press, 2002), 255.

implies that they learn English not only to develop their communicate skill, but also increase other skill, including their pedagogical skill. Pedagogical skill refers to science and arts of teaching. As English teacher to be, it is sure that students should develop their vocabulary quantity and must master more vocabularies, as one of objectives to master the four skills in English language. It can also help them succeed in teaching English.

But in fact, some of students at second semester of English Department of STAIN Ponorogo have less in vocabulary mastery. Some of them get difficulties in mastering vocabulary. They have difficulties in enriching their vocabulary and memorizing the new words. It can be seen from the students' score vocabulary on KHS result that mostly they get bad grade in vocabulary. As a results of this case, they tend passively to communicate and difficult to express their ideas.

On the other hand, not all students get difficulties in mastering vocabulary. Some students are able to master vocabulary well. They have good vocabulary quantity and get good grade in vocabulary. So they tend to communicate better and active to express their ideas. Besides that, some students also have high motivation in learning vocabulary. This case can be pointed out on their performance when the vocabulary learning has been going in the class. They tend to follow the vocabulary learning enthusiastically. Based on the statement above, it can be concluded that there are some factors that influence students' vocabulary mastery. One of them is interest.²

² Interview with Mrs. Faiz, the lecturer of vocabulary in STAIN Ponorogo, Thursday, January, 22th 2015, at 09.00-09.45 am.

Hurlock defines that interest is source of motivation which drives people to do what they want to do when they are free to choose.³ It means when students are interested in doing something, they will be motivated to learn what they are interested without being forced. Students who have interested particular activity will show their attention to do and accomplish the enjoyable activity. After doing the activity, students are aware that their activity is learning process. So they find satisfaction from it and improve their quality of learning process and achievement.

The example of students' interest activity that can improve their vocabulary mastery are students interest in playing games, watching movies, and also from listening English song. English song is very popular in the education, English song have benefit as tools in learning English, Many teachers take advantage of the popularity and repetitive structure of songs to practice key vocabulary in an enjoyable way. Hence, language teachers in Turkey have been using English language songs to help students pick up their English through enjoyable activities.⁴

Based on observation, there was interesting phenomenon at the second semester of English department related with the students' interest in listening English song. By having interest in listening English song, some students tend to have high motivation in learning vocabulary. It is supported that, they are motivated personally to open dictionary or asking someone to get the meaning of

³ Elizabeth B. Hurlock, *Perkembangan Anak*, terj. Meitasari Tjandrasa (Jakarta: Erlangga, 1999), 114.

⁴ Registrar." Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh".*The Dhaka University Journal of Linguistics*: Vol. 2 No.3 February, 2009,167

song lyric. In doing show, this process helps the students improve the vocabularies and provides motivation to learn English regularly.

According to Murphy, Songs can be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.⁵ It means that song help students to get new ideas, new vocabularies, structures and learn how to organize an idea becomes an interesting story which is easy to be delivered. So by listening English song, students can learn how word is pronounced correctly, understand the meaning of a word how to arrange word into a good sentence and they can also get more vocabulary from the song lyrics.

According to the statement above, it is necessary to conduct a co relational study between students' interest in listening English song and vocabulary mastery. It relates to subject of study at the second semester of English department of STAIN Ponorogo in academic year 2014/2015. This study is entitled "The correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015.

B. Identification of the Problem

1. Some students lack of vocabulary mastery but there are students who have motivation in learning vocabulary because they have interest in listening English song.

⁵ Neil T. Milington. "Using Song Effectively to Teach to Young Learners" Language Education in Asia, 2, (2011), 134.

2. There is tendency about students' interest in listening English song influence their vocabulary mastery.

C. Limitation of the Study

This study is focused on the correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015.

To limit the discussion, the researcher covers some points:

1. Students' interest in listening English song refers to four indicators of interest. There are pleasure, willingness, consciousness, and attention.
2. Vocabulary mastery meanwhile deals with the students' vocabulary score of middle test

D. Statement of the Problem

Based on the background of the study, this study promotes the problem statement as follow; "Is there any significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/ 2015?"

E. Objective of the Study

The objective of this study is to find whether the significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/ 2015 or not.

F. Significances of the Study

The result of the study is expected to be able to give contribution in education aspect especially in learning process like theoretically and practically.

The contribution as follow:

1. Theoretically

The result of this study is strengthen the existing theory on the English song can be useful tool in learning vocabulary. And also expected to give treasure in improve learning process especially in vocabulary learning.

2. Practically

a. English Teachers

By knowing the factors that influence students' vocabulary mastery, it will help teachers in designing the material and the teaching method that can be applied in the classroom to maximize the learning result especially in vocabulary lesson.

b. Students

It can give information for the second semester of English Department of STAIN Ponorogo in academic year 2014/2015 that their interest in listening English song are giving influence to their vocabulary mastery.

c. Future Researches

This study expected to give a contribution to future researches, particularly at the students of English Department STAIN Ponorogo in enriching references concerned with correlation between students' interest in listening English song

and vocabulary mastery at the second semester of English department of STAIN Ponorogo in Academic year 2014/2015.

d. Organizations of the Thesis

In order to ease the readers understand this study, the research report is arranged systematically. This report consist of five chapters in which each has interconnection to others, it is highlighted in detail as follows:

Chapter I is Introduction. This chapter explains about background of study, identification of the problem, focus and limitation of the study, statement of the problem, objective of the study, significances of the study, and organizations of the thesis.

Chapter II presents review of related literature. It covers the theoretical study, previous research finding, theoretical framework, and hypothesis.

Chapter III discusses the research methodology. It covers about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV discusses research result. It covers to presents the general of description data, data description, data analysis, interpretation and discussion.

Chapter V as conclusion that draws conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter tells about review of related literature of this study. The purpose of this chapter is to give more information and some theories that support and connect with the researcher's idea in this chapter.

A. Theoretical Study

1. Vocabulary Mastery

Vocabulary is the main part of language. So, students who want to master those language skill, they have to master the vocabulary English first. By mastering vocabulary, someone becomes easier in understanding the language. According to Richards et. al, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, write and read.⁶ So, the mastery of vocabulary must be developed by all students if they want to master all skill.

a. Definition of Vocabulary

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word, for example, post office and mother-in-law, which are made up of two or three

⁶ Jack C Richards, et al., *Methodology in Language Teaching* (UK: Cambridge University Press, 2002), 255.

words but express a single idea.⁷ It means that vocabulary is a number of English words which is taught to students in teaching learning process.

Language consists of words. Vocabulary also defined as the collection of words that an individual knows.⁸ The acquisition of an adequate vocabulary is essential for successful second language use. This is because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.⁹ So, students have to master the vocabulary of English first. Without vocabulary mastery, students will not be able to grasp the meaning of what they listen to and they can not to comprehend what they read.

So, from the definition above, we can be concluded that vocabulary is a total number of words for particular language which are used by particle person, class, or professions to make up language.

b. Important of Vocabulary

Vocabulary is a group of word in language. Students use vocabulary which is arranged into sentence to express their opinion, thinking and also idea in their society. They use it in social communication. The other important of vocabulary is suggested as follows:

“Vocabulary is important to students. It is more important than grammar for communication purposes, particularly in the early stages when students are

⁷ Penny Ur, *A Course in Language Teaching* (Britain: Cambridge University Press, 1996), 60.

⁸ David Nunan et al., *Practical English Language Teaching: Young Learner* (New York: McGraw-Hill, 2003), 121.

⁹ David Nunan, *Language Teaching Methodology* (UK: Prentice Hall International, 1991), 117.

motivated to learn the basics words they need to get by in language. Also, as the lexical system is ‘open’ there is always something new to learn when students have ‘done’ the grammar. So more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions”.¹⁰

From the explanation above, we can conclude that students should develop their vocabulary quantity and must be mastery more vocabularies. It caused, it will make students easy to learn English, especially to learn a text. It also helps the students to add their knowledge and new information.

c. Kinds of Vocabulary

Words are usually grouped into seven classes “part of speech”: Verb, noun, adjectives, adverbs, preposition, conjunctions, and interjection. Verb, noun, adjectives, and adverbs are sometimes called vocabulary words, because they make up more than ninety- nine percent of all words listed in the dictionary.¹¹

1) Verb

The verb is the most complex part of speech. It is varying arrangement with noun, determiner, of the different kinds of sentences, statement, question, command, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties are which require agreement with the subject.¹²

¹⁰ Roger Gower, et al., Teaching Practice Handbook New Edition (Thailand: Macmillan Publisher, Ltd, 1995), 142.

¹¹ John C. Hodges, et a. Harbrace College Handbook: 5th edition (US America: Harcourt, 1962), 8.

¹² Frank Marcela, Modern English a practical Reference Guide, (USA: Prentice Hall Inc, 1972), 48.

It means verb is a word or phrase that expresses an action an even or states. Process verb which have no definite and points also seem fewer verbs like than strong actions. Example: Dad had eaten, she was angry, Jane is a waitress.

2) Noun

The noun is one of the most important parts of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence.¹³ It means noun is a kind of word that refers on name of something such as person, place, thing, plant, animal and etc. Example: John, Rose, cat.

Noun can be divided into: noun clause and noun phrase. In a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a specially introductory word, by special word order, or by both.¹⁴ While, in abstract noun phrase, verbs, and predicate adjective are change to nouns that function as a grammatical center of the construction.¹⁵

3) Adjective

An adjective is a modifier that has grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. It is most usually position is before the noun it modifies, but it fills other positions as well.¹⁶ So it can be concluded that adjective are used to highlight qualities or attributes. Certain adjective are typically used to describe particular nouns. Example: red, strong, sad, tall, happy, good, and etc.

¹³ Ibid, 6

¹⁴ Ibid, 283

¹⁵ Ibid, 363

¹⁶ Ibid, 109.

4) Adverbs

Adverb range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place) to those that are used merely for emphasis. They range in function from close to loose modifiers of the verb; from close modifiers of single words, prepositional phrases or clauses, to loose modifiers of the entire sentence.¹⁷ Adverbs often tell when, where, why, or under what conditions something happens or happened. Hence, an adverb is a word used to tell more about a verb, and it almost always answers the question like when, where, how often, and in what way. Words like slowly, loudly, quickly, carefully, or sadly.

In order to be able to master vocabulary, it is important to understand that the words which are used in a sentence. By understanding kinds of parts of speech, we will be able to make a good sentence easily without confusion about its utilization.

d. Aspects of Studying Vocabulary

In teaching vocabulary, the teacher should consider the aspect (the form, grammar, collocation, aspect meaning (1), aspect meaning (2), and word formation) of any new vocabulary item that will be introduced to students.¹⁸

1) Form: Pronunciations and Spelling

The learner has to know what a word sounds like (pronunciations) and what it looks like (spelling). These are fairly obvious characteristics, and one or other will be perceived by the learner when encountering the item (item means

¹⁷ Ibid, 141.

¹⁸ Penny Ur, *A Course in Language Teaching* (Britain: Cambridge University Press, 1996), 60.

vocabulary that may be more than a single idea) for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts. It is important to provide learners with the information at the same time the teacher teaches the base form of a word.

3) Collocation

The collocation typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So, this is become an important information that the teacher should give a special attention on.

4) Aspects of meaning (1): denotation, connotation, appropriateness

Denotation is the meaning of a word that primarily refers to in the real world. It is often the sort of definition in a dictionary. For example, the word 'dog' denotes a kind of animal; more specifically, a common, domestic carnivorous mammal.

Connotation is a less obvious component of the meaning of an item. For example, within the English language, 'slim' has favorable connotations while 'thin' has unfavorable; so that one could describe something as 'slim body' where 'thin body' would sound absurd.

Appropriateness is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal situation, or belongs to a certain dialect. For example, the word weep is virtually synonym in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

5) Aspects of Meaning (2): meaning relationship

How the meaning of one item relates to the meaning of others can also be used in teaching. There are several of such relationships:

- a) Synonym is items that mean the same, or nearly the same. It refers to the relationship of similarity or identity in meaning. Example: bright, clever, smart, may serve as synonym of intelligent.
- b) Antonym is used for oppositeness of meaning; words that are opposite are antonyms. Example: rich is an antonym of poor.
- c) Hyponyms is item that serve as specific example of general concept. In other words, hyponyms is a sense relation between predicate (or something longer phrases) that the meaning of one predicate is included in the meaning of the other. Example: dog, lion, mouse are hyponyms of animal.
- d) Co- hyponyms or co-ordinates are other items that are the 'same kind of thing'. Example: red, blue, green, brown are co-ordinates.
- e) Super-ordinates are general concepts that covers specific item. Example: animal is the super ordinate of dog, lion, mouse, etc.

f) Translation is words or expressions in the learners' mother tongue that is (more or less) equivalent in meaning to the item being taught.

6) Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information- perhaps mainly for more advanced learners.¹⁹ Certain vocabulary can be broken down into their components. Students understanding in prefixes and suffixes can help them in knowing the meaning of words.

From the explanation above, it can be concluded that vocabulary mastery means complete knowledge or great skill of a list of English words that include words form (spelling), word formation (prefixes/ suffixes), and meaning of words in right context.

2. Interest

a. Definition of Interest

Every individual have tendency to deal with something in their environment. If it gives something good to them, possible, they will interest to it.

Interesting of something is arising from the individual's interested to something because of their requirement or their feeling that something, they will be learned will mean for them. Students who have certain need or desires toward

¹⁹ Ibid, 60.

something, they will have high interest a more enthusiastic to achieve what they want to do.

Hurlock defines that interest is source of motivation which drives people to do what they want to do when they are free to choose.²⁰ It means someone can be said interested in an object if he has attention, pleasure, and will to learn the object without any force.

Interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object.²¹ Interest also defined as a preference and awareness to something or activity without any forces.²² It can be shown by while someone saying to show that they want more than others. And this can show like their participant for activities. Someone which have interest in a subject disposed to more attention in one activity more than others.

Based on definitions above, it can be concluded that interest is a motive that drives a person to do what he/she likes, to choose what he/ she attracts, and to reach what he/she expects that always involves pleasure, willingness, consciousness, and attention.

²⁰ Elizabeth B. Hurlock, *Perkembangan Anak*, terj. Meitasari Tjandrasa (Jakarta: Erlangga, 1999), 114

²¹ Stephen N Elliot et al, *Educational Psychology: Effective Teaching, Effective Learning* (USA: The McGraw-Hill, 2000), 349.

²² Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2008), 191.

b. Aspects of Interest

According to Hurlock, interest has two aspects, as follows:²³

1) The cognitive aspect

The cognitive aspect is based on concepts children develop about the areas related to the interest. Concept that makes up to cognitive aspect of interest is based on personal experiences which learned at home, at school, and at community. For example, the cognitive aspect of children' interest in school is based on their concepts of school.

2) The affective aspect

Affective is everything that is related about someone's feeling. This concepts make up the affective aspect of interest is expressed in attitude toward the activities. It is the development of personal experience, from attitude, of significant people- parents, teachers toward the activities interest give rises to. For example, children who have pleasant relationship with teachers usually develop favorable attitudes toward school.

The two aspects are important. But the affective aspect is more important than the cognitive one. It is because the affective aspect plays a great role in motivating action than the cognitive one the affective aspect of interest tends to be more resistant to change.

²³ Elizabeth B. Hurlock, *Perkembangan Anak*, terj. Meitasari Tjandrasa (Jakarta: Erlangga, 1999), 116

Furthermore, Skinner mentions people interest toward a certain object is based on the four aspects of interest, they are pleasure, willingness, consciousness, and attention. Each aspect will be discussed below: ²⁴

1) Pleasure

An intense interest in reality objects and their relationships is likely to continue until the child has become quite familiar with the surroundings. Pleasure occurs only through the alleviation of an irritant; according to another, pleasure may arise as something "positive" (like) as an experience added to an otherwise "neutral" state. Both views depend largely upon an arbitrary definition of terms, and need not delay us here.²⁵ Pleasure seems to be derived from simply watching the movements of people and objects. At first this activity is primarily biological, but as perceptions occur and concepts begin to form, the psychological component becomes more important. The child learns to avoid those activities perceived as unsatisfying and to repeat those that have proved to be worthwhile.²⁶

A list of possible broad types of satisfactions would extend from the vegetative satisfactions associated with hunger, thirst, elimination, and sex; range through the countless alleviations of local irritations; and continue on into the pleasure associated with one's activities.²⁷

²⁴ Charles E Skinner, Educational Psychology (USA: Prentice Hall, I984), 338

²⁵ Ibid ;279

²⁶ Ibid; 338

²⁷ Ibid; 279

It means that the children learn to avoid activities that make them unsatisfied and they don't want to do the activities repeatedly. In other word, there is correlation between pleasure and emerging of interest because pleasure will emerge one's interest to the objects and people that make them satisfied.

2) Willingness

The willingness as an concious motivation based on throughfully, felling, and the whole of individual person which make an directed activity in order to attained the specific purposes which have a relationship with live need.²⁸ For example, a woman who wants to a doctor will have a strong will and full attention to learn everything dealing with her expected dream to be a doctor and she will try hard to actualize it.

The characteristics of willingness are :²⁹

- a. Willingness is made up from an active and energetic characteristic to use when it is drive awaken the objective will also appear.
- b. Willingness is motivation that human have because it is motivation that realized and considered.
- c. Willingness is the booster for a willingness that based on some consideration as a thought of moral value of an action that coming from it.

3) Consciousness

People are said that to be interested in something if they have consciousness. Consciousness is defined as our subjective awareness of ourselves

²⁸ Abu Ahmadi, Psikologi Umum (Jakarta:Rineka Cipta, 2009),123

²⁹ Ibid

and our environment. The study of consciousness is also important to the fundamental psychological question regarding the presence of free will. Although we may understand and believe that some of our behaviors are caused by forces that are outside our awareness.³⁰ According to Atkinson that consciousness encompassing perceptions and thoughts by an individual that seems vague at first until it is become a focus attention. And because it there is awareness in consciousness.³¹

So consciousness always exist in every individual because the individual will be interested in something if he/ she is awareness that the objects are very interested to him/ her.

4) Attention

Attention is represented of concentration or activity of soul to perception; understanding.³² Attention to the activities of adults and mimicry of them begins to be interesting to the child.³³ It means when the students give good attention to English song, certainly the students have an interesting in English song. In the other hand, interest comes from attention.

There are some factors that influence attention, they are:³⁴

a. Exercise and Habits

Although no disposition to a field, but with habits and exercise is able to lead to the emergence of attention to a field.

³⁰ Chrales Stangor, Introduction to Pshycology,230

³¹ Rita L. Atkinson et al, Pengantar Psikologi terj Nurdjannah Taufiq et al (Jakata: Erlangga, 1999), 249

³² Agus Pujiyanto, Psikologi Perkembangan (Jakarta: Aksara Baru, 1986) , 94

³³ Charles E Skinner, Educational Psychology (USA: Prentice Hall, 1984), 338

³⁴ Abu Ahmadi, Psikologi Umum (Jakarta: Rineka Cipta, 2009),147

b. Need

Need with something probably can cause the attention to the certain object. Need defined as a condition or situation in which something is required or wanted.³⁵ For the example when children need to learn English might be caused by the lack of English. Need could motivate the children give attention to the lesson.

c. Environment

There are many stimulation around us. For example noisy, confusion, social economy etc that can influence our attention.

From the explanation above, it can be concluded that interest is an active psychological intent that relates to pleasure, willingness, consciousness/ awareness and attention in responding a given object because it attracts him/her.

3. English Song

a. Listening English Song

Listening is an active process in which the receiver assumes a responsibility. The psychological process of listening begin with someone's awareness or and attention and recognition of specific auditory signal and ends in comprehension.³⁶ It means listening is a complex active mind process of paying attention to and trying to get the meaning from a stream of sounds.

³⁵ <http://www.thefreedictionary.com/need>

³⁶ Heinich, Molenda & Russell, *Instructional Media : and the New Technologies of Instruction* Fourth Edition (New York : Macmillan publishing Company, 1995), 121.

According to Griffe, Song is part of music that you sing through words. It means that song is a group of word with tones and rhythm that people sing.³⁷ Song also defined as 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.³⁸ Song felt more interesting from the other activities, song can be used in the background to set the mood for a lesson; to energize, relax, inspire, cue transition, and focus attention. Music can influence students' mood and behavior.

By the definition above, it can concluded that listening English song is a complex active mind process or activity of paying attention to and trying to get the meaning of groups of English words performed in rhythms or music.

b. Characteristics of a Good Song

According to Larry M Lynch there are three principle song selection criteria as follows:³⁹

1. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.

³⁷ Jiati Endah Sari et al, "The Correlation between Students' Ability in Listening to the English Songs and their Vocabulary Mastery " e-Journal of English Language Teaching Society (ELTS) Vol. 1, (2013), 2.

³⁸ Edgar Alberto Reina Arevalo, "Listening and Cultur In EFL Classes", Cuadernos De Lingüística Hispánica, 15, (2010) 123

³⁹ <http://www.eslbase.com/articles/pop-songs> accessed on 12 January 2015 20.00

2. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.

3. Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

b. Benefits of Song

Singing is a popular activity throughout the world and EFL/ESL students often delight in learning English song. Dobson mentions the functions of song in language learning as follows:⁴⁰

- 1) As using or play a recording of an English song, the students are apt to listen attentively, thereby improving their aural comprehension.
- 2) The vocabulary, sentiments, and cultural background of the song can serve as discussion material.
- 3) Singing allows the students a chance to relax from the pressure of conversation.
- 4) Group spirit is forested through singing.
- 5) The students can carry the song beyond classroom doors and sing for family and friends.
- 6) Singing is suitable for small and large groups alike.

⁴⁰ Julia M. Dobson, *Effective Techniques for English Conversation Groups* (Washington: Newbury House Publisher, 1997), 92

According explanation above, it can be concluded that song provides students to increase their vocabulary mastery. Through song, students can get new vocabularies and understanding the meaning of the new word. It is because songs contain word that are performed with music, so they will raise students' excitement and makes them to catch the words contained in the songs.

4. Correlation between Students' Interest in Listening English Song and Vocabulary Mastery

Vocabulary is one of the main parts of language. The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.⁴¹ Hence, vocabulary must be mastered by students in order to learn English successfully. Without mastering adequate vocabulary, students cannot communicate effectively and express their ideas in both oral and written form and to discover the meaning of what others say, it can be influenced by many factors. One of them is students' interest in listening English song.

Hurlock states that "An interest is a learned motive which drives the individual to act in accordance with that interest. It is defined as preoccupation with an activity when the individual is free -to-choose. When the child finds an activity satisfying, it continues to be an interest".⁴² From numerous activity that students may interested, their interest in listening English song has a

⁴¹ David Nunan, *Language Teaching Methodology* (UK: Prentice Hall International, 1991), 117.

⁴² Elizabeth B. Hurlock, *Child Development*. (New York: Mc Graw HillBook Company, 1956), 440.

significant influence in order to improve their vocabulary mastery. According to Hancock, Songs can be used to focus on the form of the language, including grammar, vocabulary, and pronunciation.⁴³ So songs are suitable authentic language material to develop vocabulary mastery.

Considering the explanation above, it can be predicted that the students' interest in listening English song can increase students' vocabulary mastery since by having interest in listening English song, students can learn how word is pronounced correctly, understand the meaning of a word how to arrange word into a good sentence and students can also get more vocabulary from the song lyrics.

B. Previous Research Findings

There were several previous research findings which bring similar issues with the researchers' research. In this research, the research uses the previous research findings as a reference as follows;

Mohammad Jafre Zainol Abidin, conduct quantitative research entitled "The effectiveness of using songs in YouTube to improve vocabulary competence among upper secondary school studies".⁴⁴ This study investigated whether learners exposed to songs using You Tube would experience a change in vocabulary competence compared to those exposed to the traditional teacher-fronted approach. To fulfill this purpose, 68 form four students were selected from a government-run secondary school located in Kedah, Malaysia. These participants were then divided into two equal groups of experimental and control.

⁴³ Mark Hancock, *Singing Grammar* (New York: Cambridge, 1998), 6.

⁴⁴ Mohamad Jafre Zainol Abidin, "The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies", *Theory and Practice in Language Studies*, 1, (November, 2011)

The Results revealed that the experimental group experienced a significant improvement in their vocabulary competence compared to the control group. Some recommendations are finally presented based on research findings. In conclusion, using songs in You Tube to improve the vocabulary competence among secondary school students is indeed an interesting and effective method. With proper planning and song selections, students will be able to learn more new words effectively.

Additionally, Siti Nurahfia' research investigated about the correlative study between students' habitual in listening English song and listening achievement at the fourth semester of English department class STAIN Ponorogo in academic year 2012/ 2013. This study used descriptive quantitative method. The population of this research were 135 students; they were the total number at the fourth semester of English department class STAIN Ponorogo in academic year 2012/2013. This study also used random sampling techniques with the total sample 88 from the total population. The technique of data collection in this research was the formula correlation or called the product moment. The result of study show that the correlation study between students' habitual in listening English song and listening achievement was sufficient correlation with that value is significant for $\alpha= 5\%$ and $\alpha= 1\%$. In conclusion listening English song can to improve performance especially in listening achievement, besides that can students' motivation in learning English as foreign language.⁴⁵

⁴⁵ Siti Nurahfia, "The Correlative Study between Students' Habitual in Listening English Song and Listening Achievement at the Fourth Semester of English Department Class STAIN Ponorogo in Academic Year 2012/ 2013 ", (Thesis, STAIN, Ponorogo, 2013)

In line with the research above, Jumi'ah' research investigated about the influence of students' listening intensity to English song toward their vocabulary power (a study at the eleventh grade students of SMA Unggulan Nurul Islami Mijen Semarang in the academic year of 2012 / 2013).⁴⁶ This study was a quantitative type which specifies in a correlation study and regression because writer identified the influence of students' listening intensity to English song toward their vocabulary power. The population of this research was the eleventh grade students of SMA Unggulan Nurul Islami Mijen Semarang. The researcher used questionnaire and test of vocabulary to collect data. The data were analyzed using regression. The result of study was found that there was significant influence between students' listening intensity to English song toward their vocabulary power. It could be seen from correlation result that the price of $r_{xy} > r$ table 0,611 in 0.05/ 5%, hence H_0 was refused and correlation coefficient was significant. Regression result was $F_{reg} > F_{table}$, it is $20.27 > 4.130$. It means that students' listening intensity to English song had affected vocabulary power. So, the hypothesis was accepted.

Additionally, Ika Nurkhaeni' research investigated about improving vocabulary mastery through English Song (a classroom action research at the fifth grade students of SD Negeri Demakan 02, Mojolaban, Sukoharjo in 2009/2010 academic year).⁴⁷ The approach used in this study was a classroom action

⁴⁶ Jumi'ah, "The influence of Students' Listening Intensity to English Song toward their Vocabulary Power (A study at the Eleventh Grade of SMA UNGGULAN NURUL ISLAMI Mijen Semarang in the Academic Year of 2012/2013)", (Thesis, IAIN Walisongo, Semarang, 2013)

⁴⁷ Ika Nurkhaeni, "Improving Vocabulary Mastery through English Song (a Classroom Action Research at the Fifth Grade Students of SD Negeri Demakan 02, Mojolaban, Sukoharjo in 2009/2010 Academic Year)", (Thesis, UNS, Surakarta, 2010)

research. This action research was two cycles. Every cycle consist of four steps: planning, action, observation, and reflection. In collecting data, the researcher used observational, field note, test, interview, questionnaire, and document analysis. Test were given in pre test, post test. The researcher analysis the mean score of each test to find out the improvements of students' vocabulary mastery after the action was conducted. Interview done before and after the action research. Giving students questionnaire is done before the researcher done action research. The last was document analysis; they included photographs, students' worksheet, lesson plan, and list of students' pre test and post test result. The result of the research showed that there were positive improvements in students' vocabulary mastery and class situation in teaching learning process. The improvement of students' vocabulary mastery shows that their mean score of the post test was higher than the mean score of pre test. The mean score of pre test was 63.3. Meanwhile, the means score in post test cycle 1 was 72. 4 and the means score post test in cycle 2 wass 80, 0. The improvement was also shown from the teaching learning process and vocabulary mastery.

The last inspiration coming from Yi-Chun Chen' research, entitled "The Effect of English Popular Songs on Learning Motivation and Learning Performance".⁴⁸ The objective of this study was to explore whether the use of English popular songs can enhance elementary school students' motivation for learning English. It was also an attempt to investigate the relationships between learning motivation and learning performance. Five intact six-grade classes of a

⁴⁸ Yi-Chun Chen, "The Effect of English Popular Songs on Learning Motivation and Learning Performance", WHAMPOA An Interdisciplinary Journal 56 ,(2009) 13-28.

public elementary school in Tainan city were selected to be the study subjects in the one-semester research. Four English popular songs were chosen as the teaching materials. After the instruction, a questionnaire was distributed to collect data for further analysis. of a total of 166 questionnaires, 131 were valid, yielding a response rate of 79%. The results of this study showed that the majority of students were interested in learning English popular songs and their learning motivation also increased after engaging in this creative teaching activity. As for learning performance, students felt that their English abilities, especially listening ability, have improved after learning the songs. There was a high correlation between learning motivation and learning performance. Pedagogical implications based on the findings were provided.

C. Theoretical Framework

Students who have interest in listening English song are being accustomed to learn vocabulary. According to Murphy, Songs can be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture⁴⁹. It means students who have interest in listening English song will be curious to understand the content of the song. By this curiosity, students will try to understand the meaning of new word or sentence in context. Understanding the meaning of new words or sentences in context is an easy and effective way to learn vocabulary. So, unconsciously students who have interest' in listening English song learn vocabulary effectively. Moreover listening

⁴⁹ Neil T. Milington. "Using Song Effectively to Teach to Young Learners" *Language Education in Asia*, 2, (2011), 134.

to English song is fun and pleasing activity. Students who have interest' in listening English song tend to be pleased while doing this activity. It make easier and more effective for students to learn vocabulary. From the explanation above, it can be concluded that students' interest in listening English song can improve vocabulary mastery.

Based on statement above, the researcher can determine X and Y variables as follows:

X = Students' interest in listening English song

Y = Vocabulary mastery

Those variables X (Students' interest in listening English song) as independent variable and Y (Vocabulary mastery) as dependent variable. From the two variables above, we can conclude the theoretical framework as follows:

- 1) If the students have low interest in listening English song, the students also have low vocabulary mastery.
- 2) If the students have high interest in listening English song, the students also have high vocabulary mastery.

D. Hypothesis

Hypothesis in this research can be stated based on the review of related literature and theoretical framework. In general there are two kinds of hypotheses, namely: null hypothesis (Ho) it a states that there is no relationship between the

variables in the population. While the so called, alternative hypothesis (H_a) it states that the relationship between variables in the population.⁵⁰

The hypothesis in this research is alternative hypothesis (H_a) that there is a significant correlation between students' interest in listening to English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015.

⁵⁰ Donald Ary, et al. Introduction to Research in Educational, 8th ed (Canada: Wadsworth Cengage Learning. 2010), 91.

CHAPTER III

RESEARCH METHOD

This research applied correlative research. The research method covers a set of research activities conducted by research. It included research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

Research is the systematic method consisting of enunciating the problems, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusion either in the form of solutions towards the concerned problem or in certain generalizations for some theoretical formulation.⁵¹ In this study, the researcher used quantitative research method. This research applied a correlative research. This research was aimed at finding whether there is correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 or not. A correlation is the measurement of the correlation ship between two or more variables using co relational statistics.⁵²

This research promoted a hypothesis "there is significant correlation between students' interest in listening English song and vocabulary mastery at the

⁵¹ Kothari, Research Methodology, Methods and Techniques, (New Delhi: New Age International, 2004), 60

⁵² Mohammad Adnan Latif, Research Methods on Language Learning (Malang: UM Press, 2012), 112.

second semester of English department of STAIN Ponorogo in academic year 2014/ 2015". The hypothesis offered two variables: X variable and Y variable. X variable was identified as students' interest in listening English song and Y variable was identified as students' vocabulary mastery.

Both students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 were measured that students' interest in listening English song is using questionnaire and students' vocabulary mastery took from documentation the score of middle test. The result of test was used to know whether there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 or not.

B. Population and Sample

1. Population

Population is one of the research methodologies. Population can be defined as follow; population is all the members of a real or hypothetical set of people, events, or objects to which educational research wish to generalize the result of the research.⁵³ It means that population is the object of the research from which the researcher may collect data. Population provided the researcher with information or data that will be used to solve the research problems.

⁵³ Ibid, 181

The population in this research were the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 consists of four classes. The total population were 83 students.

2. Sample

To limit the number of research subject, it is necessary for the researcher to take sample. Sample is representative of the accessible population and so the knowledge gained from the sample can be safely generalized into the accessible population.⁵⁴ It means that sample is part of population that as a representative for research.

There are two kinds of sampling technique, probability and non probability sampling. Probability sampling include simple random, proportionate stratified random, disproportionate stratified random, and area random or cluster random. Non probability sampling includes systematic sampling, quota sampling, and accidental sampling, purposive sampling, and snowball sampling.⁵⁵

In this research, the researcher used probability sample, especially random sampling. Random sampling ensures the law of statistical regularity which states that if on an average the sample chosen is a random one, the sample will have the same composition and characteristic as the universe.⁵⁶

⁵⁴ Ibid, 181

⁵⁵ Andhita Desi W, Penelitian Pendidikan Suatu Pendekatan Praktik Menggunakan SPSS (Ponorogo: STAIN Ponorogo Press),43.

⁵⁶ Kothari, Research Methodology Methods and Techniques, (New Delhi: New Age International, 2004), 60.

The population in this research were 83 students. Furthermore, the researcher took 65 students as sample in this research. The table of sampling techniques can be seen on the table 3.1

Table 3.1
Table of Sample⁵⁷

Population	Sample 1%	5%	10%
83	75	68	65

C. Instrument of Data Collection

Instrument of data collection is the tool for assist which is chosen and used by researcher in gathering data in order to the activities will systematic and become easy.⁵⁸ It means instruments is a tool used by the researcher when be applies a method a technique. There are some kinds instruments of data collection in quantitative research, like; questionnaire, check list and documentation. This research used questionnaire and documentation.

In this research, the researcher used questionnaire method for obtain information from respondents about how is the students' interest in listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/2015.

And document to obtain data of students' vocabulary mastery. Students' vocabulary mastery can be determined from documentation the score of middle test at the second semester of English department of STAIN Ponorogo in

⁵⁷ Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: ALFABET, 2012), 178.

⁵⁸ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik (Jakarta: Rineka Cipta, 2006), 160.

academic year 2014/ 2015. The instrument of data collection can be seen on the table 3.2

Table 3.2
Instrument of Data Collection

Title of Research	Variable of Research	Sub Variable	Indicator	Item Number before Validity	Item Number after Validity
The Correlation Between Students' Interest in Listening English Song and Vocabulary Mastery at the Second Semester of English Department of STAIN Ponorogo in Academic Year 2014/ 2015.	Variable X: Students' interest in listening English song	1. Pleasure	1.1 Students like English song	1, 2, 3, 5, 16	3, 6, 16
			1.2 Students find satisfaction when listening English song	11, 12, 14, 15,	12, 14
		2. Willingness	2.1 Students have motivation in listening English song	13, 21, 30	13, 21, 30
			2.2 Students always active with activity about English song	23, 24, 27, 28	24, 27, 28
			2.2 Students have some considerations about their interest in	25, 26	25, 26

			listening English song		
		3. Consciousness	3.1 Students are aware that listen to English song is learning activity	17, 19, 20	17, 19, 20
		4. Attention	4.1 students need English song as tools in English learning	9, 18, 22.	9, 18, 22
			4.2 students have habits in listening English song	6, 8, 10, 29	6, 8, 10, 29
			4.3 students' environment give influence to their interest in listening English song	4, 7	4, 7
	Variable Y: Vocabulary mastery	-	-	Document ation the score of middle test	

Before the questionnaire given to the respondents, it was conducted validity and reliability test. The purpose is to make questions given valid and reliable for used as an instrument research.

1. Validity Test

An instrument must be valid because it is needed that an instrument actually measures what it sets out to measure. According Person, Validity is correlation product moment technique.⁵⁹ The formula that was used to analyze the validity was as follows:

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

Notes:

- r_{xy} : the correlation coefficient between X and Y variable
- $\sum xy$: the total number of multiplication score of X variable (students' interest in listening English song) and Y variable (students' vocabulary mastery)
- $\sum x$: the total number of X variable score
- $\sum y$: the total number of Y variable score
- $\sum x^2$: the total number square score of X variable score
- $\sum y^2$: the total number square score of Y variable score

The steps of data analysis applied in this research are:

- Determining $\sum x$, $\sum y$, $\sum xy$, $\sum x^2$, $\sum y^2$
- Computing by applying the formula of product moment correlation
- Determining of significant standard 5%.⁶⁰

Each item of questionnaire was valid if the value or the coefficient of the validity r_{xy} is higher than r table (r_t) or it can be said that $r_i > r_t$ where r_t is 0.432

⁵⁹ Retno Widyaningrum, Statiska (Yogyakarta: Pustaka Felisha, 2013), 101

⁶⁰ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik (Jakarta: Rineka Cipta, 2006), 276.

for $n = 22$ at the level of significance 5%. To the validity test in this instrument, the researcher took a sample of 22 respondent using 30 item instruments about students' interest in listening English song. The result of validity could be seen as the table below:

Table 3.3
The Calculation Result of Validity Test

Number Item	Correlation Coefficient	Price of Critic Product Moment	Conclusion
1	0.330	0.432	Invalid
2	0.364	0.432	Invalid
3	0.647	0.432	Valid
4	0.727	0.432	Valid
5	0.370	0.432	Invalid
6	0.742	0.432	Valid
7	0.630	0.432	Valid
8	0.709	0.432	Valid
9	0.749	0.432	Valid
10	0.737	0.432	Valid
11	0.404	0.432	Invalid
12	0.789	0.432	Valid
13	0.876	0.432	Valid
14	0.780	0.432	Valid
15	0.411	0.432	Invalid
16	0.703	0.432	Valid
17	0.603	0.432	Valid
18	0.732	0.432	Valid
19	0.676	0.432	Valid
20	0.580	0.432	Valid
21	0.723	0.432	Valid
22	0.811	0.432	Valid
23	0.407	0.432	Invalid
24	0.767	0.432	Valid
25	0.535	0.432	Valid
26	0.712	0.432	Valid
27	0.604	0.432	Valid

Number Item	Correlation Coefficient	Price of Critic Product Moment	Conclusion
28	0.775	0.432	Valid
29	0.767	0.432	Valid
30	0.663	0.432	Valid

Based on table 3.3, it can be concluded that the testing instrument for 22 respondent from 30 number instruments that valid were: 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30. So the instrument can be used for further research. The computation of validity of students' interest in listening English songt can be seen in Appendix 4.

2. Reliability Test

Reliability is used to measure instruments of data collection and to identify the reliable of data collection, especially questionnaire. In quantitative research, reliability is means dependability. It means that the numerical results produced by an indicator do not vary because of characteristic of measurement instruments itself.⁶¹ So the instrument reliability test was conducted in order to determine the consistency of the instrument as a measuring tool.

The reliability in this research is a measured through two kinds of method, the first method with the split- half method. The test is divided into halves based on the odd- even of item. By applying this method, it is rescored, yielding two scores- one for each half – for each test taker.⁶² Then compute the correlation between the two sets of scores. The steps to measure the reliability are:

⁶¹ William Lawrence Neumann, *Social Research Methods Qualitative and Quantitative Approaches* (Unites States of America: Allyn and Bacon, 1999), 164.

⁶² Lyle F. Bachman, *Fundamental Considerations in Language* (New York: Oxford University Press, 1997), 174.

- 1) Make the table of item analysis of all items.
- 2) Make the table of odd- even split.
- 3) Apply the data to the formula of product moment correlation.

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

- 4) Apply the result to the Spearman – Brown formula.

$$r_i = \frac{2 \cdot r_b}{1 + r_b}$$

Notes:

r_i : instruments reliability

r_b : rxy as the indexes of correlation between split half.

- 5) Consult the correlation result (r_i) to the “r” table of product moment after find out the degrees of freedom (df). The formula is:

$$df = N - nr$$

Notes:

df : Degrees of freedom

N : Number of cases

Nr : Number of variables

The instruments was reliable if the value or the coefficient of the reliability is higher than r table where r_t is 0.432 for $n= 22$ at the level of significance 5%.

The instruments of reliability test can be shown as the table 3.4

Table 3.4
The Calculation Result of Reliability Test

Reliable	Value r_i	Table r	Conclusion
Students' interest in listening English song	0.957	0.432	Reliable

Based on instrument test table above, it can be seen value r_i $0.957 \geq 0.432$. So the instrument can be used for further research. The process of calculation can be seen in Appendix 5.

D. Technique of Data Collection

In this study, the researcher used the technique of data collection as follows:

1. Questionnaire

Questionnaire is written instrument consistency of a question to be answered or statement to be responded by respondent.⁶³ It means questionnaire is a test that consists of some questions to know about the object.

There are two kinds of questionnaire; there are open questionnaire and enclosed questionnaire.⁶⁴ In this research, the researcher used an enclosed questionnaire to the students' interest in listening English song at second semester

⁶³ Mohammad Adnan Latif, *Research Methods on Language Learning* (Malang: UM Press, 2012), 193.

⁶⁴ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: ALFABET, 2012), 82.

of English department of STAIN Ponorogo in academic year 2014/2015. For obtain from respondents.

Questionnaire was used to gain the primary data related with students' interest in listening English song at second semester of English department of STAIN Ponorogo in academic year 2014/ 2015. It referred to four indicators of interest. There were pleasure, willingness, consciousness, and attention.

The scores questionnaire answer is a number that is interpreted to make it easier to understand. The questionnaire was prepared five answers in each question, can be shown as the table 3.5

Table 3.5
Alternative Answer of Questionnaire

Number	Alternative of Answer	Scores
1	Strongly Agree (Sangat Setuju)	5
2	Agree (setuju)	4
3	Less Agree (Kurang Setuju)	3
4	Disagree (Tidak Setuju)	2
5	Strongly Disagree (Sangat Tidak Setuju)	1

The scale which is used in this questionnaire was likert scale. The likert scale is used to measure attitude, argument, and also people perception about social phenomena.⁶⁵ In this research, social phenomena has appointed specifically by the researcher, and it called research variable.

⁶⁵ Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: ALFABET, 2012), 82.

2. Documentation

Documentation provides the researcher with information that is used to support the available data. Documentation is a way of getting information or data through notes, transcript, books, newspaper, magazines, and agenda.⁶⁶

The material of document is about public records, textbooks, letter, films, tapes, diaries, theme, reports and so on.⁶⁷ In this research, the researcher used documentation to obtain data of students' vocabulary mastery that can be determined from the score of middle test at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015.

E. Technique of Data Analysis

The data have been collected by using research instrument to be analyzed. Dealing research construction, there is correlation between variable X and variable Y. Thus, to identify there is significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 or not.

Before analyze data and identify hypothesis, the data have to fulfill the requirement test that are normality and homogeneity.

1) Normality test

Normality test is a test to find out wheter the data is normal distribution or not. It was aimed to determine whether the data has been collected in normal

⁶⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 158.

⁶⁷ Donald Ary, et al. *Introduction to Research in Educational*, 8th ed (Canada: Wadsworth Cengage Learning. 2010), 350.

distribution or taken from normal population. In this research the researcher used Lilifors formula.⁶⁸ It can be caused the theory is very familiar and can avoid some mistakes.

The data are considered as normal distribution if the value of L is lower than L table at the significance 5%.

2) Homogeneity test

Homogeneity test is a test to find out wheter the data is homogeny or not . It was aimed to determine whether the data of research homogeny or heterogenic. In this research, the researcher used Harley theory⁶⁹. Because the theory very simple and available to the research. The formula as follows:

$$F(\max) = \frac{\text{Var max}}{\text{Var min}} = \frac{SD_{\max}^2}{SD_{\min}^2}$$

Notes:

F (max) : Dissemination Harley

SDx : Deviation standard of variable X

SDy : Deviation standard of variable Y

After calculated of the data, then compare the result of data analysis with Harley table. The data are considered as homogeneity if the value of F (max) is lower than F (max) table at the significance 5%.

⁶⁸ Retno Widyaningrum, Statiska (Yogyakarta: Pustaka Felisha, 2013), 204.

⁶⁹Ibid, 204

In this research, the researcher used two techniques to analyze the data of that have collected. They are:

1. The technique used to classify the students into three criteria, they are up rank (high), middle rank (sufficient), bottom rank (low).

The formula is:

a. $M_x + 1. SD_x$

$M_x - 1. SD_x$

$$M_x = M' + \left(\frac{\sum fx'}{n}\right) i$$

$$SD_x = i \sqrt{\left(\frac{\sum f(x')^2}{n}\right) - \left(\frac{fx'}{n}\right)^2}$$

Notes:

M_x : Mean of students' interest in listening English song

SD_x : Standard Deviation of students' interest in listening English song

i : Interval class

$\sum fx'^2$: Number of frequency of every interval with x'^2

$\sum fx'$: Number of frequency of every interval with x'

After the calculation above, then the result is used to classification with the formula: $M_x + 1. SD_x$ is called good (up rank), $M_x - 1. SD_x$ is called low (bottom rank), and between $M_x + 1. SD_x$ and $M_x - 1. SD_x$ is sufficient (middle

rank).⁷⁰ After classification, then calculate the frequency with the formula: $P = \frac{ft}{n} \times 100\%$.⁷¹

b. $M_y + 1. SD_y$

$M_y - 1. SD_y$

$$M_y = M' + \left(\frac{\sum fy'}{n}\right) i$$

$$SD_y = i \sqrt{\left(\frac{\sum f(y')^2}{n}\right) - \left(\frac{\sum fy'}{n}\right)^2}$$

Notes:

M_y : Mean of vocabulary mastery

SD_y : Standard Deviation of vocabulary mastery

i : Interval class

$\sum fy'^2$: Number of frequency of every interval with y'^2

$\sum fy'$: Number of frequency of every interval with y'

After the calculation above, then the result is used to classification with the formula: $M_y + 1. SD_y$ is called good (up rank), $M_y - 1. SD_y$ is called low (bottom rank), and between $M_y + 1. SD_y$ and $M_y - 1. SD_y$ is sufficient (middle

⁷⁰ Anas Sudjiono, Pengantar Statistik Penelitian (Jakarta: PT Raja Grafindo Persada, 1999), 175.

⁷¹ Retno Widyaningrum, Statiska (Yogyakarta: Pustaka Felisha, 2013),19.

rank).⁷² After classification, then calculate the frequency with the formula: $P = \frac{ft}{N} \times 100\%$.⁷³

2. The data has been collected by using research instrument to be analyzed. Dealing research construction, it correlates between two variables and two data that were obtained are interval. The technique of data analysis in this research is the product moment formula for the data 30 or more than 30. Thus, to know whether or not there is significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015. The formula is as follows:⁷⁴

$$r_{xy} = \frac{\frac{\sum x'y'}{n} - Cx'Cy'}{SDx' SDx'}$$

Notes:

r_{xy} : the correlation coefficient.

$\sum x'y'$: the coefficient of correlation between the two variables.

Cx' : the correlation value of X variable, $Cx' = \frac{\sum fx'}{n}$

Cy' : the correlation value of Y variable, $Cy' = \frac{\sum fy'}{n}$

SDx' : standard of deviation or X variable.

⁷² Anas Sudjiono, Pengantar Statistik Penelitian (Jakarta: PT Raja Grafindo Persada, 1999), 175.

⁷³ Retno Widyaningrum, Statiska (Yogyakarta: Pustaka Felisha, 2013),19.

⁷⁴ Ibid, 101.

SDy' : standard of deviation or Y variable.

N : number of cases.

The steps of the calculation are as follows:⁷⁵

1. Determining $\sum x$, $\sum y$, $\sum xy$, $\sum x^2$, $\sum y^2$.
2. Computing by applying the formula of product moment correlation.
3. Determining the significant standard 5%.
4. Determining the correlation criteria by applying the indexes of correlation, as it is shown in table 3.6.⁷⁶

Table 3.6
The Indexes of Correlations

No	Scale	Interpretation
1	0.800- 1.000	High Correlation
2	0.600-0.800	Sufficient Correlation
3	0.400-0.600	Fair Correlation
4	0.200-0.400	Low Correlation
5	0.00-0.200	Very low Correlation

Interpretation:

Researcher search degrees of freedom (df) = N – nr (number of variables that we have correlated). Then, researcher looks in “r” Product Moment Value Table.⁷⁷

If $r_{xy} \geq r_t$ then H_0 is rejected/ accepted H_a , so unsubstantiated, mean between students' interest in listening English song and students' vocabulary

⁷⁵ Ibid , 111

⁷⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 245.

⁷⁷ Look at more in Appendix 12

mastery, there is positive correlation that significant. If $r_{xy} \leq r_t$ then H_0 is accepted/ rejected H_a , so unsubstantiated, mean between students' interest in listening English song and students' vocabulary mastery, there is no positive correlation that significant.

STAINPONOROGO

CHAPTER IV

RESEARCH FINDING

This chapter presents the research result used in this study. The existence of the research result is a good guiding for research in order to work systematically. The research method covers research location, data description, data analysis, interpretation, and discussion.

A. Description of General Data

1. Description of Research Setting

State Islamic College of Ponorogo (STAIN Ponorogo) is one of university in Ponorogo that was released on 25th Syafar 1418 H/ 30th June 1997. It was located on Pramuka Street 156 Siman District of Ponorogo Regency. In this university, there were three faculties such as Syari'ah faculty, Tarbiyah Faculty and Usuluddin. For each faculty have some department. In Syari'ah faculty have two departments, Tarbiyah faculty has four departments and Usuluddin faculty have two departments.⁷⁸

English Education Department was one of English program in State Islamic College of Ponorogo. It can be called Tadris English Department (TBI). It stands under Tarbiyah Faculty (Faculty of Education). English Education Department (TBI) included a new department that released on August, 15th 2012. It was decided based on decision letter of institutional General Director at number 1223 in 2012 year. English Education Department has a vision as an English

⁷⁸ Look at more in Appendix 13

education center and education staff development. Besides that, it also has some missions such as it was doing performance in English education implementation and development, doing performance in research implementation for English education development, doing performance in society submission in English teaching area, doing academic construction in English Education program and the last doing relationship with the others formal and non formal education institute.

The graduate students of English Education Department of State Islamic College of Ponorogo were supposed to be an English teacher. It was appropriate with the goal of English Education Department in State Islamic College of Ponorogo that it was produce Islamic education's bachelor as the teachers from the basic education levels until intermediate levels whose have ability in English education in an active manner or passive, in oral or written form, have a professional ability to teach it and have an ability related on English teaching.

2. Time Schedule of Research

The research was conducted at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015. The research was held from January to the middle June 2015. A detailed schedule of the research can be seen on the table 4.1

Table 4.1
Time Schedule of Research

No	Activities	January				February				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposal																				
2	Reviewing Literature																				
3	Developing Instrument																				
4	Collecting Data																				
5	Analysis Data																				

B. Data Description

In this research, the data was taken 65 sample students from a population. Those samples took at second semester of English department. This chapter showed variables of students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015. The researcher got score data from questionnaire and documentation.

1. The Data Description about Students' Interest in Listening English Song

In this description, to get data the researcher conducted by giving a questionnaire about students' interest in listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015. The scoring system in the data collection questionnaire is by using likert scale. The result from the students' interest in listening English song of each student can be shown in table 4. 2

Table 4.2
Score of Students' Interest in Listening English Song

No	Name	Score of Students' Interest in Listening English Song
1	Ilma F	88
2	Karimatul A	79
3	Yenny A	90
4	Dista T	115
5	Milatul K	105
6	Nur I	80
7	Anita S	88
8	Faridatus S	85
9	Latifatun N	71
10	Wahyu N	83
11	Wahyu Noor	80
12	Nanda C	93
13	Shulikah R	99
14	Rina A	77
15	Rismaya R	113
16	Yuhanit Z	97
17	Nur R	67
18	Rimayatul I	73
19	Anik P	100
20	Dias A	62
21	Nanik A	63
22	Fitria R	69
23	Hane Y	76
24	Septian E	70
25	Ahmad J	61
26	Tri A	70
27	Rica Cerly	66
28	Roudlotul H	79
29	Nurma Y	79
30	Nur Laila	76
31	Purwati	71
32	Qodri I	95
33	Shofi N	73
34	Fakhrul A	65

No	Name	Score of Students' Interest in Listening English Song
35	Nila A	73
36	Binti H	82
37	Yuli P	77
38	Rina S	67
39	Miftakhul N	69
40	Nawawi	85
41	Rika V	100
42	Imro'atus	83
43	Efrilia F	88
44	Happy F	90
45	Miftahul L	99
46	Dina P	77
47	Titik S	84
48	Ida S	69
49	Rika D	64
50	Sindy R	80
51	Hajar Q	84
52	Ludfiana	92
53	Marsini	76
54	Neneng	82
55	Sandya N	95
56	Umar K	97
57	M Ado	82
58	Rini S	93
59	Dewi Y	98
60	Devi K	92
61	Eliya H	84
62	Linda K	80
63	Chindy F	98
64	Wahyu S	83
65	Ria R	92

From this table 4.2, it was founded that the students' interest in listening English song has variations score. The highest score was 115 and the lowest score was 66.

2. The Data Description about Students' Vocabulary Mastery

In this description, the researcher used data documentation to analyze students' vocabulary mastery. The data had gotten from data documentation students' middle test at the second semester of STAIN Ponorogo in academic year 2014/ 2015. The result of vocabulary mastery can be shown in the table 4.3

Table 4.3
Score of Students' Vocabulary Mastery

No	Name	Score of Students' Vocabulary Mastery
1	Ilma F	56
2	Karimatul A	66
3	Yenny A	58
4	Dista T	84
5	Milatul K	96
6	Nur I	60
7	Anita S	56
8	Faridatus S	64
9	Latifatun N	54
10	Wahyu N	72
11	Wahyu Noor	54
12	Nanda C	70
13	Shulikah R	58
14	Rina A	58
15	Rismaya R	84
16	Yuhanit Z	72
17	Nur R	50
18	Rimayatul I	56
19	Anik P	92
20	Dias A	40
21	Nanik A	42
22	Fitria R	58
23	Hane Y	50
24	Septian E	60
25	Ahmad J	34

No	Name	Score of Students' Vocabulary Mastery
26	Tri A	56
27	Rica Cerly	58
28	Roudlotul H	80
29	Nurma Y	60
30	Nur Laila	54
31	Purwati	56
32	Qodri I	72
33	Shofi N	60
34	Fakhrul A	46
35	Nila A	46
36	Binti H	52
37	Yuli P	68
38	Rina S	54
39	Miftakhul N	52
40	Nawawi	60
41	Rika V	82
42	Imro'atus	66
43	Efrilia F	62
44	Happy F	82
45	Miftahul L	68
46	Dina P	82
47	Titik S	66
48	Ida S	62
49	Rika D	80
50	Sindy R	66
51	Hajar Q	64
52	Ludfiana	68
53	Marsini	58
54	Neneng	62
55	Sandya N	72
56	Umar K	64
57	M Ado	62
58	Rini S	70
59	Dewi Y	64
60	Devi K	68
61	Eliya H	70
62	Linda K	64

No	Name	Score of Students' Vocabulary Mastery
63	Chindy F	60
64	Wahyu S	64
65	Ria R	70

From this table 4.3, it was founded that the students' vocabulary mastery has variations score. The highest score was 96 and the lowest score was 34.

C. Data Analysis

In this chapter, the researcher had been describing the mean and deviation standard of students interest in listening English song, students vocabulary mastery, and the correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015.

1. The Result of The Assumption Test for Parametric Statistics

Before testing hypothesis, the data have to fulfill the assumption for testing hypothesis. They are normality and Homogeneity.

a) Normality Test

Normality test is a test to find out wheter the data is normal distribution or not. It was aimed to determine whether the data has been collected in normal distribution or taken from normal population. In this research the researcher used Lilifors formula. After that, make hypothesis

1) H_a accepted if $L_{max} \leq L_{table}$ (0.110)

2) H_a rejected if $L_{max} \geq L_{table}$ (0.110)

Based on the calculation above, it can conclude that L_{max} , variable X is 0.076, it means $0.076 \leq 0.110$, so H_a was accepted. It means that the data is normal.

Based on the calculation above, it can conclude that L_{max} , variable Y is 0.091, it means $0.091 < 0.110$, so H_a was accepted. It means that the data is normal.⁷⁹

Table 4.4
The Normality Test of Students' Interest in Listening English Song
(X variable) and Vocabulary Mastery (Y variable)

Variable	Category
X : Students' interest in listening English song	NORMAL
Y : Vocabulary mastery	NORMAL

b) Homogeneity Test

The homogeneity is used to compare some group of data. The test is important to compare two or more groups of data. This test is used Harley Homogeneity test. The formula as follow:

$$F(\max) = \frac{\text{Var max}}{\text{Var min}} = \frac{SD_{\max}^2}{SD_{\min}^2}$$

From the calculationn above,

$$F_{\max} = \frac{(12.35036832)^2}{(11.68526103)^2}$$

⁷⁹ Look at more in Appendix 8

$$= \frac{15.5315976}{136.5453253}$$

$$= 1.117076672$$

After calculate of the data, then compare the result of the data analysis with Harley table. The researcher could make hypothesis:

- 1) Ha accepted if $F_{max} \leq L_{table}$ (1.85)
- 2) Ha rejected if $L F_{max} \geq L_{table}$ (1.85)

Based on the calculation, $F_{max} = 1.12$ and $F_{max\ table} = 1.85$. That means $F_{max} \leq F_{max\ table}$. So Ha accepted. That means the data distribution of variable Y was homogeneity⁸⁰

Table 4.5
The Homogeneity Test of Students' Interest in Listening English Song
(X Variable) and Vocabulary Mastery (Y Variable)

Variable	Category
X: Students' interest in listening English song	HOMOGEN
Y: Vocabulary mastery	

2. The Analysis of Students' Interest in Listening English Song and Vocabulary Mastery

a. The Analysis of Students' Interest in Listening English Song

To obtain data, the researcher used questionnaire method to 65 students, to know the students' interest in listening English song at the second semester of

⁸⁰ Look at more in Appendix 9

English department of STAIN Ponorogo in Academic year 2013/2014. There are steps to know students' interest in listening English song, they are:

1. Made table of the data analysis of students' interest in listening English song at The second semester of English department of STAIN Ponorogo in Academic year 2013/2014

Table 4. 6
The Data Analysis of Students' Interest in Listening English Song

No	Interval	F	X	x'	fx'	x' ²	fx' ²
1	109-116	2	112.5	4	8	16	32
2	101-108	1	104.5	3	3	9	9
3	93-100	12	96.5	2	24	4	48
4	85-92	10	88.5	1	10	1	10
5	77-84	19	80.5	0	0	0	0
6	69-76	13	72.5	-1	-13	1	13
7	61-68	8	64.5	-2	-16	4	32
		65			16		144

2. Determined M_x

$$\begin{aligned}
 M_x &= M' + \left(\frac{\sum fx'}{n} \right) i \\
 &= 80.5 + \left(\frac{16}{65} \right) 8 \\
 &= 80.5 + (0.246153846) 8 \\
 &= 80.5 + 1.969230769 \\
 &= 82.46923077
 \end{aligned}$$

3. Determined SDx

After determining Mx, the researcher determined SDx. It was conducted to know how much the standard deviation of students' interest in listening English song. The formula could be explained clearly as the formula below:

$$\begin{aligned}
 SDx &= i \sqrt{\left(\frac{\sum f(x)^2}{n}\right) - \left(\frac{fx'}{n}\right)^2} \\
 &= 8 \sqrt{\left(\frac{144}{65}\right) - \left(\frac{16}{65}\right)^2} \\
 &= 8 \sqrt{2.215384615 - (0.246153846)^2} \\
 &= 8 \sqrt{2.215384615 - 0.060591716} \\
 &= 8 \sqrt{2.154792899} \\
 &= 8 \times 1.467921285 \\
 &= 11.74337028
 \end{aligned}$$

4. Determined high, sufficient and low of students' interest in listening English song

After determining Mx and SDx, the researcher determined high, sufficient and low of students' interest in listening English song at STAIN Ponorogo, to look for that categories, the research used the formula:

- 1) Score more than $Mx + 1.SD$ is the category of interest of listening English song is high.
- 2) Score of less than $Mx - 1.SD$ is the category of interest of listening English song is low

- 3) Score between $Mx - 1.SD$ to $Mx + 1.SD$ is a category of interest of listening English song is sufficient

The calculation is

$$Mx + 1.SD = 82.46923077 + 1 \times 11.74337028$$

$$= 82.46923077 + 11.74337028$$

$$= 92.24337028$$

$$= 92.24$$

$$Mx - 1.SD = 82.46923077 - 1 \times 11.74337028$$

$$= 82.46923077 - 11.74337028$$

$$= 68.75662972$$

$$= 68.76$$

5. Made an analysis score of students

The score of students' interest in listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 could be determined by accumulating data above. The analysis can be seen clearly as the table 4.7

Table 4.7
Categorization of Students' Interest in Listening English Song

Interval	Frequency	Category	Percentage
Upper of 92	25	High	38.46%
68-92	32	Sufficient	49.23%
Lower of 68	8	Low	12.31%

From the counting above, it could be seen the score of students' interest of listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was very varieties. There were 38.46%, or 25 students got high category, 49.23% or 32 students got sufficient category, and 12.31% or 8 students got low category. Thus, in general it can be said that the students' interest of listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 was sufficient

b. The Analysis of Students' Vocabulary Mastery

To obtain data, the researcher used data method such as documentation the score of middle test to 65 students, to know the students' vocabulary mastery at the second semester of English department of STAIN Ponorogo in Academic year 2013/2014. There are steps to know students' interest in listening English song, they are:

1. Made table of the data analysis of students' vocabulary mastery at the second semester of English department of STAIN Ponorogo in Academic year 2014/ 2015

Table 4. 8

The Data Analysis of Students Vocabulary Mastery

No	Interval	F	Y	y'	fy'	y'2	fy'2
1	88-96	2	92	3	6	9	18
2	79-87	7	83	2	14	4	28
3	70-78	8	74	1	8	1	8
4	61-69	18	65	0	0	0	0
5	52-60	23	56	-1	-23	1	23

No	Interval	F	Y	y'	fy'	y' ²	fy' ²
6	43-51	4	47	-2	-8	4	16
7	34-42	3	38	-3	-9	9	27
		65			-12		120

2. Determined My

$$My = M' + \left(\frac{\sum fy'}{n}\right) i$$

$$= 65 + \left(\frac{-12}{65}\right) 9$$

$$= 65 + (-0.184615385) 9$$

$$= 65 - 1.661538462$$

$$= 63.33846154$$

3. Determined SDy

After determining My, the researcher determined SDy. It was conducted to know how much the standard deviation of students' vocabulary mastery. The formula could be explained clearly as the formula below:

$$SDy = i \sqrt{\left(\frac{\sum f(y)^2}{n}\right) - \left(\frac{fy'}{n}\right)^2}$$

$$= 9 \sqrt{\left(\frac{120}{65}\right) - \left(\frac{-12}{65}\right)^2}$$

$$= 9 \sqrt{1.84615385 - (-0.184615385)^2}$$

$$= 9 \sqrt{1.84615385 - 0.03408284}$$

$$= 9 \sqrt{1.812071006}$$

$$= 9 \times 1.346131868$$

$$= 12.11518681$$

4. Determined high, sufficient and low of students' vocabulary mastery

After determining M_y and SD_y , the researcher determined high, sufficient and low of students' vocabulary mastery at STAIN Ponorogo, to look for that categories, the research used the formula:

1) Score more than $M_y + 1.SD$ is the category of students' vocabulary mastery is high.

2) Score of less than $M_y - 1.SD$ is the category of students' vocabulary mastery is low.

3) Score between $M_y - 1.SD$ to $M_y + 1.SD$ is a category of students' vocabulary mastery is sufficient

The calculation is

$$\begin{aligned} M_y + 1.SD &= 63.33846154 + 1 \times 12.11518681 \\ &= 63.33846154 + 12.11518681 \\ &= 77.11518681 \\ &= 77.12 \end{aligned}$$

$$\begin{aligned} M_y - 1.SD &= 63.33846154 - 1 \times 12.11518681 \\ &= 63.33846154 - 12.11518681 \\ &= 52.88481319 \\ &= 52.88 \end{aligned}$$

5. Made an analysis score of students

The score of students' vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015 could be determined by accumulating data above. The analysis could be seen clearly as the table below:

Table 4.9
Categorization of Students' Vocabulary Mastery

Interval	Frequency	Category	Percentage
Upper of 77	17	High	26.15%
52-77	18	Sufficient	27.69%
Lower of 52	30	Low	46.15%

From the counting above, it could be seen the score of students' vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/ 2015 was very varieties. There were 26.15% or 17 students got high category, 27.69% or 18 students got sufficient category, and 46.15% or 30 students got low category. Thus, in general it can be said that the students' vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was low

3. The Correlation Analysis between Students' Interest in Listening English Song and Vocabulary Mastery

After the collecting data, the data analysis was conducted by applying the steps as follows:

a. Determining Hypothesis

Ha: There is significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015

b. Determining i (interval) of each variable. The formula was $R/i = K$

For X variable

$$R = H - L + 1$$

$$H = 115$$

$$L = 61$$

$$R = 115 - 61 + 1$$

$$= 54 + 1$$

$$= 55$$

$$K = 1 + 3.322 \times \text{Log } N$$

$$= 1 + 3.322 \times \text{Log } 65$$

$$= 1 + 3.322 \times 1,812913357$$

$$= 1 + 6.022498171$$

$$= 7.022498171 = 7$$

$$i = R / K$$

$$= 55 / 7$$

$$= 7.857142857 = 8$$

For Y variable

$$R = H - L + 1$$

$$H = 96$$

$$L = 34$$

$$R = 96 - 34 + 1$$

$$= 62 + 1$$

$$= 63$$

$$K = 1 + 3.322 \times \text{Log } N$$

$$= 1 + 3.322 \times \text{Log } 65$$

$$= 1 + 3.322 \times 1.812913357$$

$$= 1 + 6.022498171$$

$$= 7.022498171 = 7$$

$$i = R / K$$

$$= 63 / 7$$

$$= 9$$

b. Making map of correlation

Table 4.10

The Correlation between Students' Interest in Listening English Song and Vocabulary Mastery

X Y	61- 68	69- 76	77- 84	85- 92	93- 100	101- 108	109- 116	f(y)	y'	fy'	y' ²	fy' ²	fx'y'
88-96					6 1	9 1		2	3	6	9	18	15
79-87	-4 1		0 2	2 1	4 1		16 2	7	2	14	4	28	18
70-78			0 2	1 1	10 5			8	1	8	1	8	11
61-69		0 1	0 10	0 4	0 3			18	0	0	0	0	0
52-60	4 2	10 10	0 5	-4 4	-4 2			23	-1	-23	1	23	6
43-51	8 2	4 2						4	-2	-8	4	16	12
34-42	18 3							3	-3	-9	9	27	18
F(x)	8	13	19	10	12	1	2	65	0	-12	28	120	80
x'	-2	-1	0	1	2	3	4	7					↓
fx'	-16	-13	0	10	24	3	8	16					
x' ²	4	1	0	1	4	9	16	35					
fx' ²	32	13	0	10	48	9	32	144					
fx'y'	26	14	0	-1	16	9	16	80	→			SAME	

c. Determining C_x' C_y'

$$C_x' = \frac{\sum fx'}{N} = \frac{16}{65} = 0.246153846$$

$$C_y' = \frac{\sum fy'}{N} = \frac{-12}{65} = -0.184615385$$

C_x' = correlation value in the variable X.

C_y' = correlation value in the variable Y.

d. Determining standard deviation

$$SD_x = i \sqrt{\left(\frac{\sum f(x)^2}{n}\right) - \left(\frac{fx'}{n}\right)^2}$$

$$= 1 \sqrt{\left(\frac{144}{65}\right) - \left(\frac{16}{65}\right)^2}$$

$$= 1 \sqrt{2.215384615 - (0.246153846)^2}$$

$$= 1 \sqrt{2.215384615 - 0.060591716}$$

$$= 1 \sqrt{2.154792899}$$

$$= 1 \times 1.467921285$$

$$= 1.467921285$$

$$SD_y = i \sqrt{\left(\frac{\sum f(y)^2}{n}\right) - \left(\frac{fy'}{n}\right)^2}$$

$$= 1 \sqrt{\left(\frac{120}{65}\right) - \left(\frac{-12}{65}\right)^2}$$

$$= 1 \sqrt{1.846153846 - (-0.184615385)^2}$$

$$= 1 \sqrt{1.846153846 - 0.03408284}$$

$$= 1 \sqrt{1.812071006}$$

$$= 1 \times 1.346131868$$

$$= 1.346131868$$

e. Computing by applying the formula of product moment correlation.

$$\begin{aligned} r_{xy} &= \frac{\frac{\sum x' y'}{N} - Cx' Cy'}{SDx' SDx'} \\ &= \frac{\frac{80}{65} - 0.246153846 \times 0.184615385}{1.467921285 \times 1.346131868} \\ &= \frac{1.23069231 - (-0.045443787)}{1.976015622} \\ &= \frac{1.276213018}{1.976015622} \\ &= 0.645851684 \end{aligned}$$

f. Calculating degree of freedom (df)

$$\begin{aligned} df &= n - 2 \\ &= 65 - 2 = 63 \end{aligned}$$

g. Determining the significant standard 5% in the product moment table (rt)

for the significant standard 5% r_t is 0.250 and r_{xy} is 0.646.

h. Making conclusion

the value of $r_{xy} = 0.646$ is higher than r_t . The statement means that H_0 is rejected and alternative H_a is accepted.

Besides the way, to make conclusion was by connecting with the table of correlation interpretation as follows:

Table 4.12
Coefficient Correlation Interpretation ⁸¹

No	Scale	Interpretation
1	0.800-1.000	High correlation
2	0.600-0.800	Sufficient correlation
3	0.400-0.600	Fair correlation
4	0.200-0.400	Low correlation
5	0.000-0.200	Very low correlation

The value of $r_{xy} = 0.646$. Based on the table above, it had sufficient correlation. Thus, it could be stated that there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/2015.

D. Interpretation

From the calculation from data analysis above, it was known that the value of r_{xy} was 0.646 and the value of r_t with degree of freedom $df = n - 2 = 65 - 2 = 63$ and the significant 5% was 0.250. So the result was $r_{empiric} > r_t$

Based the explanation above, the researcher concluded that, H_0 was rejected and H_a was accepted. It means that there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/2015. So thus it can be concluded that the students' interest in listening English song closely related to the formation of students vocabulary mastery.

⁸¹ Arikunto, prosedur penelitian , 245

E. Discussion

The research was conducted to know whether there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 or not. In this research Questionnaire and documentation were used to get data about students' interest in listening English song and vocabulary mastery.

After collecting data, then make data description. It described the result of Students' interest in listening English song and vocabulary mastery. From the categorization can be seen that the states the score of students' interest of listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was very varieties. There were 38.46%, or 25 students got high category, 49.23% or 32 students got sufficient category, and 12.31% or 8 students got low category. Thus, in general it can be said that the students' interest of listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was sufficient

And about students' vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015 was very varieties. There were 26.15% or 17 students got high category, 27.69% or 18 students got sufficient category, and 46.15% or 30 students got low category. Thus, in general it can be said that the students' vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was low.

From the data analysis about the correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015, it found that the indexes of coefficient correlation between Variable X and variable Y was 0.646. Meanwhile, r table f product moment for N= 65 in the significant standard 5% was 0.250. The data above showed that there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/ 2015. It means that the increasing of students' interest in listening English song will follow by the increasing of students' vocabulary mastery. Thereby, there is any tendency if the students' interest in listening English song is good, and then the vocabulary mastery will be good.

CHAPTER V

CLOSING

A. Conclusion

From the research, that had done by researcher it could be made conclusion:

1. Based on the scores of questionnaire category, students' interest of listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was very varieties. There were 38.46%, or 25 students got high category, 49.23% or 32 students got sufficient category, and 12.31% or 8 students got low category. Thus, in general it can be said that the students' interest of listening English song at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was sufficient.
2. Based on the scores of vocabulary category, students' vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015 was very varieties. There were 26.15% or 17 students got high category, 27.69% or 18 students got sufficient category, and 46.15% or 30 students got low category. Thus, in general it can be said that the students' vocabulary mastery at the second semester of English department of STAIN Ponorogo in academic year 2014/2015 was low.
3. Based on the analysis, there was significant correlation between students' interest in listening English song and vocabulary mastery at the second

semester of English department of STAIN Ponorogo in academic year 2014/2015. Based on the computation, it was known the value $r_{xy} = 0.646$. The correlation criteria were sufficient correlation because of $r_{xy} = 0.646 > r_{table}$ with $df = 63$, the significant standard $5\% = 0.250$ and $0.646 > 0.250$. It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted

B. Suggestion

From the finding of research, the researcher would like to propose some suggestion as follows:

1. For Teachers

The teachers should consider the use of authentic material as a media in teaching learning process cannot be separated from the lesson. So, the use of English song is very helpful for teachers during teaching and learning process because it can make students more interested in the material and make students learn enthusiastically, especially in vocabulary class.

2. For Students

The students should take advantages of their interest in listening English song to improve their capability in learning English. English song is one of the effective media to develop their vocabulary mastery since it provides meaningful and enjoyable language practice, especially in vocabulary mastery.

3. For the Future Researcher

Beside the students' interest in listening English song, there are many factors that could improve students' vocabulary mastery that the researcher has not investigated yet. For the future researcher, it is suggested to conduct another research in the same field as the researcher done. The purpose is to find other predictor variables, which are supposed to support students' vocabulary mastery. The last, hopefully this research will be very useful as a reference for the other researcher who carry out and develop a similar study.