

**THE CORRELATION BETWEEN LISTENING HABIT
TO ENGLISH SONGS AND VOCABULARY MASTERY
AT THE XI GRADE STUDENTS OF
MAN TAPANULI SELATAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English*

Written by

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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LETTER OF AGREEMENT

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a.n Elisa Hairani

Padangsidimpuan, October 2024
to:
Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to *Elisa Hairani*, entitled "*The Correlation Between Listening Habit to English Songs and Vocabulary Mastery at the XI Grade Students of MAN Tapanuli Selatan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S. Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declaring to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan article 14 subsection.

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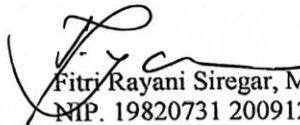
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ABSTRACT

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Thesis Title : **The Correlation between Habit of Listening to English Songs and Vocabulary Mastery of Grade XI Students of MAN Tapanuli Selatan**

This study aims to investigate the Correlation between the habit of listening to English songs and students' vocabulary mastery in MAN Tapanuli Selatan. There are students' problems in this study, such as students face many difficulties in learning vocabulary, especially in understanding, mentioning, remembering and mastering. Students tend to think that English class is very difficult and have no interest in learning English. The purpose of this study is to find out the Correlation between the habit of listening to English songs and the vocabulary mastery of students at MAN Tapanuli Selatan, and to find out the effects of this Correlation. This research uses quantitative research with correlation research type. The population of this research is the students of XI grade of MAN Tapanuli Selatan with a sample of 22 students. Simple random sampling was chosen as the sampling technique for this study. The data collection instruments were questionnaires on students' English song listening habits and vocabulary mastery tests. From the results of data analysis, this study found that the average score of English song listening habit was 81.31 and the average score of vocabulary mastery was 77.54. In addition, related to the results of data analysis, it was found that there is a significant correlation between the habit of listening to English songs and the students' vocabulary mastery with the value of t_{count} (2.097) higher than the significance value of t_{table} ($2.097 > 2.080$). This means that the habit of listening to English songs with the students' vocabulary mastery in MAN Tapanuli Selatan class is in the medium category.

Keywords: *Vocabulary, Listening Habit to English Songs, Correlation*

ABSTRAK

Nama : Elisa Hairani
NIM : 20 203 00056
Judul Skripsi : Hubungan antara Kebiasaan Mendengarkan Lagu-Lagu Bahasa Inggris dengan Penguasaan Kosakata Siswa Kelas XI MAN Tapanuli Selatan

Penelitian ini bertujuan untuk menyelidiki hubungan antara kebiasaan mendengarkan lagu-lagu Bahasa Inggris dengan penguasaan kosakata siswa di MAN Tapanuli Selatan. Ada permasalahan siswa dalam penelitian ini seperti, siswa menghadapi banyak kesulitan dalam mempelajari kosakata, terutama dalam memahami, menyebutkan dan mengingat serta menguasainya. Siswa cenderung menganggap pelajaran Bahasa Inggris itu sangat sulit dan tidak memiliki minat untuk belajar Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana hubungan antara kebiasaan mendengarkan lagu-lagu Bahasa Inggris dengan penguasaan kosakata siswa di MAN Tapanuli Selatan dan untuk mengetahui bagaimana pengaruhnya. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian korelasional. Populasi penelitian ini adalah Siswa kelas XI MAN Tapanuli Selatan dengan sampel sebanyak 22 orang. Penelitian ini memilih Simple Random Sampling sebagai teknik pengambilan sampel. Instrumen pengumpulan data adalah angket kebiasaan mendengarkan lagu Bahasa Inggris siswa dan tes penguasaan kosakata. Dari hasil analisis data, penelitian ini menemukan skor rata-rata kebiasaan mendengarkan lagu-lagu bahasa Inggris adalah 81.31 dan skor rata-rata penguasaan kosakata adalah 77.54. Selain itu, terkait dengan hasil analisis data, ditemukan bahwa terdapat korelasi yang signifikan antara kebiasaan mendengarkan lagu Bahasa Inggris dengan penguasaan kosakata siswa dengan nilai t_{hitung} adalah (2.097) lebih tinggi dari nilai signifikansi t_{tabel} ($2.097 > 2.080$). Artinya kebiasaan mendengarkan lagu-lagu Bahasa Inggris dengan penguasaan kosakata siswa kelas di MAN Tapanuli Selatan dalam kategori sedang.

Kata Kunci: Kosakata, Kebiasaan Mendengarkan Lagu Bahasa Inggris, Korelasi

ملخص البحث

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رقم التسجيل : ٢٠٢٠٣٠٠٥٧

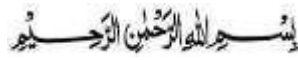
عنوان البحث : العلاقة بين عادة الاستماع إلى أغاني اللغة الإنجليزية وإتقان المفردات لدى طلاب

الصف الحادي عشر في مان تابانولي سيلا تان

تهدف هذه الدراسة إلى استقصاء العلاقة بين عادة الاستماع إلى الأغاني الإنجليزية وإتقان الطلاب للمفردات اللغوية في مدرسة مان تابانولي سيلا تان. هناك مشاكل طلابية في هذه الدراسة مثل، يواجه الطلاب العديد من الصعوبات في تعلم المفردات وخاصة في فهمها وذكرها وتذكرها وإتقانها. يميل الطلاب إلى الاعتقاد بأن دروس اللغة الإنجليزية صعبة للغاية وليس لديهم اهتمام بتعلم اللغة الإنجليزية. الغرض من هذه الدراسة هو معرفة العلاقة بين عادة الاستماع إلى أغاني اللغة الإنجليزية وإتقان الطلاب للمفردات في مدرسة مان تابانولي سيلا تان ومعرفة كيفية تأثيرها. يستخدم هذا البحث البحث الكمي بنوع البحث الارتباطي. ويتكون مجتمع هذا البحث من طلاب الصف الحادي عشر في مدرسة مان تابانولي سيلا تان بعينة مكونة من ٢٢ شخصًا. اختارت هذه الدراسة أخذ العينات العشوائية البسيطة كأسلوب لأخذ العينات. وكانت أدوات جمع البيانات عبارة عن استبيانات عن عادات الاستماع للأغاني الإنجليزية لدى الطلاب واختبارات إتقان المفردات. ومن نتائج تحليل البيانات، وجدت هذه الدراسة أن متوسط درجة عادة الاستماع إلى الأغاني الإنجليزية كان ٨١,٣١ ومتوسط درجة إتقان المفردات اللغوية ٧٧,٥٤. وبالإضافة إلى ذلك، وفيما يتعلق بنتائج تحليل البيانات، وجد أن هناك علاقة معنوية بين عادة الاستماع إلى الأغاني الإنجليزية وإتقان المفردات لدى الطلاب حيث كانت (٢٠٠٩٧ > ٢٠٠٨٠) أعلى من قيمة دلالة (٢٠٠٩٧ > ٢٠٠٨٠) وهذا يعني أن عادة الاستماع إلى أغاني اللغة الإنجليزية مع إتقان المفردات لدى طلاب الصف في مان تابانولي سيلا تان في الفئة المتوسطة.

الكلمات المفتاحية المفردات، عادة الاستماع إلى الأغاني الإنجليزية، الارتباط

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Padangsidempuan, 16 October 2024

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is a core component of language proficiency and provides much of the basics for how well learners speak, listen, read, and write. Vocabulary in general is a collection of words used in a language or known by certain individuals to assist in conveying ideas, feeling, and information through language communication.

There are four skills in learning English, namely listening, speaking, reading, and writing skills. By practicing these four skills in an integrated manner, it will help improve overall English proficiency. However, the four skills cannot be separated from vocabulary material, because the four skills are developed by vocabulary, therefore the first thing to be taught in learning English is vocabulary. Students will more easily achieve English learning goals, if students have mastered vocabulary material. Therefore, vocabulary has a very important role and position at the level of education and the education curriculum used.

In addition, vocabulary has several important uses, namely as effective communication that helps to communicate better, as the development of four skills in English language learning, as a diverse context that is used in various contexts such as job interviews, business communication, and daily interactions, and as an influence in thinking that helps to understand and use the right words to convey ideas and feeling.

There are many efforts to improve vocabulary mastery and achieve vocabulary learning goals for students. The government provides access to teaching media and a better curriculum to schools, with the learning media and teaching materials provided by the government. Therefore, schools provide the best education to all students by using and making the best use of what the government has given to schools in order to achieve students' educational goals. And the teacher becomes the most important right hand for the students learning process, the teacher must be able to utilize the media and curriculum properly, to achieve an effective and active learning process. As a result, it will be easier for students to achieve their learning goals. The ideal thing in teaching vocabulary is to use effective methods, appropriate resources, interesting activities, technology, and diverse methods to improve students' vocabulary skills.

Based on the research, the condition of vocabulary mastery in the field is not as expected. According to one of the junior high school English teachers, Students faced many difficulties in studying vocabulary. First, they often think that English as difficult, which leaves them uninterested and unenthusiastic about learning. Second, many students found that difficult to speak English words. Third, students aren't too busy learning English. These challenges make that difficult for teachers to select effective methods to improve students' vocabulary skills.¹ And the students of MAN Tapanuli Selatan said that they have difficulty mastering vocabulary, especially in understanding and

¹ “English Teacher at MAN Tapanuli Selatan” (Private Interview) Sipirok, October 06, 2023. At 16.00 WIB.

interpreting words.² This difficulty is caused by lack of motivation because they do not see the relevance of vocabulary in everyday life, no consistency in learning because the learning process is too boring, different intelligence of each student, lack of practice such as writing and pronouncing vocabulary, and limited learning resources. These difficulties are more influenced by the environment and their perspective on learning English, especially on vocabulary mastery, which considers that vocabulary mastery must be memorized and forced to understand in English only in class. And as a result of the interview results, it can be concluded that students' vocabulary mastery is poor.

Andari stated that there are two factors of vocabulary mastery namely internal and external factors. Internal factors are age, experience, and learning style. External factors are motivation, habit, instruction, and access to native speakers.³ Because habit is one of the factors in vocabulary mastery, so habit can be associated with several materials that support the effectiveness of English learning, namely listening habit to English songs. According to Rebar “Habit is the process that determines behaviour, and habitual behaviour is the output of that process”.⁴ According to Murphey stated “Song can also be useful tools in learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture”.⁵ Based on the

² “Student Of The 11th Grade Students At Man Tapanuli Selatan” (Private Interview) Sipirok, October 12, 2023. At 11.00 WIB.

³ Ida Ayu Made Yuni Andari, “Factors Influence the Acquisition of Vocabulary By Young Learners,” *Kumarottama: Jurnal Pendidikan Anak Usia Dini* 2, no. 2 (2023): 153–66, <https://doi.org/10.53977/kumarottama.v2i2.833>.

⁴ Amanda L. Rebar et al., “The Measurement of Habit” in *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*, ed. Bas Verplanken (Bath: Springer International Publishing, 2018), p.31, <https://doi.org/10.1007/978-3-319-97529-0>.

⁵ Murphey, *Music and Song* (Oxfocd: Oxford University Press, 2013).

quotations above, it can be concluded that listening habit to English songs is one of the vocabulary factors. Listening habit to English songs is an activity of listening to English songs that is done repeatedly until it becomes a habit. Listening habit to English songs also an important factor in vocabulary mastery. Students who frequently listen to English songs generally have better vocabulary skills than those who do not. This is because songs often include a variety of repeated and memorable vocabulary and phrases, making them easier to learn and remember. In addition, listening to English songs can improve listening comprehension and pronunciation skills, which are essential for effective communication in English. In short, the habit of listening to English songs can contribute positively to the development of language skills, especially vocabulary, by making the learning process more fun and interesting.

The role of listening habit to English songs aids in vocabulary mastery and optimizes students' vocabulary learning. Listening to English songs is an effective source of materials for students. Effective materials can lead students to enrich more vocabularies, in addition to making listening to English songs a normal action. English song materials can stimulate students to learn, and use the materials as a motivator to attract their interest in learning English. The materials can help the learning process effective.

Based on the explanation above, the researcher is interested to do a research about vocabulary entitled "The correlation between listening habit to English songs and vocabulary mastery at the XI grade students of MAN Tapanuli Selatan".

B. The Identification of the Problem

As mentioned above, vocabulary is a collection of words used in a language or known by certain individuals to assist in conveying ideas, feelings, and information through language communication. Vocabulary is a core component of language proficiency and provides much of the basics for how well learners speak, listen, read, and write.

Factors of vocabulary mastery based on the background above, such as: age, experience, learning style, motivation, instruction, access to native speakers and listening habit to English songs.

C. The Limitation of the Problem

As mention above, factors of vocabulary mastery are age, experience, learning style, motivation, instruction, access to native speakers and listening habit to English songs.

In this research, it did not discuss all these factors. The study only focused on one factor namely listening habit to English songs. Where listening habit to English songs is the habitual behaviour of listening to English songs that are done repeatedly. Listening habit to English songs as an action that is carried out continuously so that it becomes a patterned behaviour, and it usually performed without confirmed unconscious because practice has become familiar and easy.

The reason for choosing listening habit to English songs in this study is because listening to English songs is the most effective factor in learning to lead students to acquire more new vocabulary. English song materials can stimulate students to learn, and use the materials as motivators to attract their interest in learning English. Therefore, it is important for this study to

investigate the correlation between students' listening habit to English songs and their vocabulary mastery.

D. The Formulation of the Problem

The problem can be stated as follows in the context of the above background:

1. In what extend is the students' habit of listening to English song to the eleventh grade of MAN Tapanuli Selatan?
2. In what extend is the students' vocabulary mastery to the eleventh grade of MAN Tapanuli Selatan?
3. Is there any significant correlation between student habit of listening to English songs and vocabulary mastery to the eleventh grade of MAN Tapanuli Selatan?

E. The Purposes of the Problem

Based on the formulation of the problem above, the researcher determined the purpose of the research as follow:

1. To describe the listening habits to English songs to the eleventh grades students of MAN Tapanuli Selatan.
2. To describe the vocabulary mastery to the eleventh grades students of MAN Tapanuli Selatan.
3. To examine the significant of the correlation between listening habit to English songs and vocabulary mastery to the eleventh grades students of MAN Tapanuli Selatan.

F. The Significances of the Research

It is anticipated that the findings of this study will aid in the teaching and learning of English. The following are the significance:

1. For Head Master of school, as the information and knowledge about Listening habit to English songs and Vocabulary mastery in learning English.
2. For teachers, as the information to instruct students in learning English, in the mastery of vocabulary.
3. Other researchers, this study as the information of understanding for further study on this topic.

G. The Outline of the Thesis

This research methodical division was made into five chapters. Every chapter had numerous subchapters, each having the following specifics:

The first chapter includes an introduction, the problems background, its identification, the research objectives, its implications, and an overview.

Second chapter covered of the theoretical description which is divided into subchapters as follows; description of listening habit to English song and description of vocabulary mastery. This chapter also consists of review and related findings, conceptual framework and hypothesis.

Third chapter covered of research methodology which is divided into sub chapters as follows; place and time of the research, method of the research, population and sample, definition of operational variables, instruments of the research, validity and reliability instrument, technique of data collecting and technique of data analysing.

Fourth chapter covered of data description, hypothesis testing, discussion and the result of the research.

Fifth chapter included of conclusion and suggestion about the result of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

Listening Habit to English Songs

a. The Definition of Listening Habit to English Songs

Listening habit to English songs consists of three words namely; listening, habit, and English songs. First is listening, according to Schmitt “listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge”.¹ The second is habit, Gardner et al stated that “habits are routines or habits that are done regularly (and usually automatically)”.² Additionally according to Byrni in Hutagaol et al stated that habits are behaviours that have develop through repetition over time”.³ And the third is song or English songs, according to Rahmadhanti et al, “song is a common medium used to convey something ideas, ideas, or expressions of feeling”.⁴ Based on the explanations above, it can be concluded that listening habit to English songs is the activity of

¹ Norbert Schmitt, *Applied Linguistics*, ed. Norbert Schmitt, *The Bible Translator*, 2nd ed., vol. 19 (London, 1968), <https://doi.org/10.1177/000608446801900406>.

² Benjamin Gardner et al., “How Does Habit Form? Guidelines for Tracking Real- World Habit Formation Social Psychology | Review Article How Does Habit Form? Guidelines for Tracking Real-World Habit Formation,” *Cogent Psychology* 9, no. 1 (2022), <https://doi.org/10.1080/23311908.2022.2041277>. p. 10.

³ Ingrid Nauli Ramadhani Hutagaol, Fitriadi Lubis, and Sri Rahmadhani Siregar, “Correlational between Habit of Watching Movie and Speaking Mastery,” *English Education : English Journal for Teaching and Learning* 11, no. 02 (2023): 226–36, <https://doi.org/10.24952/ee.v11i02.10355>.

⁴ Rafika Wahyu Rahmadhanti, Marudut Bernadtua Simanjuntak, and Jumalintong Sihombing, “Metaphor Analysis and Meaning of the Song ‘Different World,’” *FORDETAK: Seminar Nasional Pendidikan: Inovasi Pendidikan Di Era Society 5.0*, 2022, 586–96, <https://e-proceedings.iain-palangkaraya.ac.id/index.php/PSNIP/article/view/800>.

listening to English songs to get an idea or something meaningful that is done repeatedly.

According to Chen et al “habits are classified into three types: motor habits, intellectual/cognitive habits, and character habits”.⁵ From these types of habits, it can be explained that motor habits are movements made by the body without the need for conscious thought (spontaneously done). However, not everyone likes habits, because there are also habits that are excessive and some that do not make sense. Meanwhile, intellectual/cognitive habits are habits of thinking and learning that help improve the ability to think and understand information. And the last is character habit, which means habits related to a person's moral and ethical behaviour.

Habits are not the same for everyone and are not destiny, it means that it can be changed and built. Clear stated that “habits have a path in our daily activities and it is up to us to manage them as tools for improvement”.⁶ The criteria for habits depend on the rewards or products that result from the process. The conclusion is that habits are created by the self, and eliminated by the self so over time they may disappear if they are no longer practiced.

b. The Purpose of Listening Habit to English Songs

In addition to the definition of the habit of listening to English songs, there are several purposes of the habit of listening to English songs that aim, function or role of the habit of listening to English songs. Based on the

⁵ Wenli Chen et al., -IDC Theory: Habit and the Habit Loop, *Research and Practice in Technology Enhanced Learning* 15, no. 10 (2020): p.3, <https://doi.org/10.1186/s41039-020-00127>.

⁶ James Clear, *Atomic Habits Tiny Changes, Remarkable Results: An Easy & Proven Way to Build Good Habits & Break Bad Ones* (New York: Penguin Random House LLC, 2018).

explanations above, there are some purposes of listening habit to English song. According to Murphey in Despita, mentioned that there are 7 the purpose of listening habit to English songs. They are: 1) Improving listening skill, 2) Improving vocabulary, 3) Develops automatism, 4) Motivates learning, 5) Provides authentic materials, 6) Cultural and socio-political awareness, and 7) Vocabulary mastery.⁷ Additionally, in terms of education, the purpose of listening to English songs especially in English language education, is used or functioned as media.⁸ As mentioned above, there are 8 the purposes of listening habit to English songs. To be clear it can be explained as follows:

1. Improving Listening Skills: Listening to English songs as a habit can improve students' ability to understand and recognize different accents and speeds, thus improving their overall listening comprehension.⁹ Therefore, the habit of listening to English songs allows students to more easily understand learning, especially in listening skills, so that students are familiar with and often listen to a lot of new vocabulary.
2. Improving Vocabulary: English songs introduce new words and phrases that can be easily absorbed by students, thus expanding their vocabulary.¹⁰ Through English songs students learn new vocabulary

⁷ Despita, "A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill Despita STIA Satya Negara Palembang" 3, no. 2 (2020): 52–60, <https://www.ojs.stkipgri-lubuklinggau.ac.id/index.php/JEELL/article/view/1131/517>.

⁸ N Braun and Y Zaskalko, "The Pros and Cons of Using Authentic English Songs to Learn The English Language," *European Journal of Natural History*, no. 6 (2017): 7–8, <https://s.world-science.ru/pdf/2017/6/33811.pdf>.

⁹ Despita, "A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill Despita STIA Satya Negara Palembang."

¹⁰ Despita.

more easily and with songs students also remember vocabulary more easily through the rhythm and lyrics of the song.

3. Develops Automatism is the state or quality of being automatic, which involves automatic mechanical actions or behaviours that are not controlled by consciousness. Murphey in Despita stated “develops automatism is the repetitive nature of listening to songs helps students develop automaticity in recognizing and understanding English words and phrases”.¹¹
4. Motivates Learning refers to the process of encouraging and sustaining individuals' enthusiasm and effort to achieve their educational goals. According to Murphey in Despita “motivates learning means that English songs can be fun and engaging, motivating students to continue practicing their listening skills and expanding their vocabulary”.¹²
5. Provides Authentic Materials: Songs serve as authentic listening materials that can be easily accessed and enjoyed by students, making language learning more fun and relevant.¹³ Therefore, songs can be a material to boost the effectiveness of the learning process.
6. Cultural and Socio-Political Awareness: Listening to English songs exposes students to various cultural and socio-political contexts, thus enriching their understanding of the language in a broader sense.¹⁴ Songs have a lot of cultural elements, so the lyrics definitely have meaning.

¹¹ Despita.

¹² Despita.

¹³ Despita.

¹⁴ Despita.

Therefore, through the habit of listening to English songs, it can introduce culture to politics to students easily.

7. Vocabulary Mastery: Mastering vocabulary is essential for language learning, and listening to English songs helps students acquire and retain new words and phrases, which are crucial for listening, writing, speaking and reading skills.¹⁵ Therefore, with the habit of English songs can stimulate the increase of students' vocabulary mastery.
8. Media: By using songs as learning media, it makes the learning process effective, fun and encourages students' interest in learning.¹⁶ Therefore, it can be increasing students' interest in learning, with English songs the learning process will also be more fun.

Based on the explanations above, it can be concluded that listening habit to English songs is very useful to encourage the effectiveness of students learning process.

c. The Factors of Listening Habit to English Songs

In addition to the purpose of the habit of listening to English songs, there are several factors of the habit of listening to English songs that become a reference to how important the habit is. According to Andrews “the main factor in acquiring habits is the universally recognized fact of repetition and practice”.¹⁷ In addition, according to Hagger “there are 3 factors that may contribute to the development of habitual behaviour, namely self-regulatory ability, perceived behavioural complexity, and goal

¹⁵ Despita.

¹⁶ Braun and Zaskalko, “The Pros and Cons of Using Authentic English Songs to Learn The English Language.”

¹⁷ B. R. Andrews, Habit, *The American Journal of Psychology* 129, no. 3 (2014): p.122, <https://doi.org/10.5406/amerjpsyc.129.3.0337>

strength”.¹⁸ As mentioned above, practise or repetition, self – regulatory, perceived behavioural complexity and goal strength are the factors of habit that conclude in listening habit to English songs.

Additionally, there are several factors can be considered as reasons why the habit of listening to English songs is an option to achieve the goal of vocabulary mastery. According to Richard, there are six factors that contribute to making listening to English song as a habit:

1. Accessibility enhances various learning scenarios.
2. Intensity of exposure refers to the duration of listening.
3. Motivation involves activities that students enjoy and increase their interest in learning.
4. Flexibility allows students to choose different ways to listen
5. Multimodal delivery involves information presented in various formats.
6. Gaps provide students with opportunities to observe how English is actually spoken and identify knowledge gaps.¹⁹

As mentioned above, there are 9 factors of listening habit to English songs that acquire and develop in this study, as follows: 1) Practice or repetition, 2) Complexity, 3) Self-regulation, 4) Accessibility, 5) Intensity, 6) Motivation, 7) Flexibility, 8) Multimodal, and 9) Pay attention to gaps. Based on the explanation above, the factors of habitual listening to English songs have an important role in building students' motivation and acquisition in improving vocabulary mastery. In addition, all of these factors play an important role in the habit of listening to English songs.

¹⁸ Martin S Hagger, Habit and Physical Activity: Theoretical Advances, Practical Implications, and Agenda for Future Research, *Psychology of Sport and Exercise* 42 (2019), <https://doi.org/10.1016/j.psychsport.2018.12.007>.

¹⁹ Jack C. Richards, The Changing Face of Language Learning: Learning beyond the Classroom, *RELC Journal* 46, no. 1 (2015): p.14-15, <https://doi.org/10.1177/0033688214561621>.

d. Advantages and Disadvantages of Listening Habit to English Songs

Aside from the factor of listening to English songs, there are some advantages and disadvantages of listening to English songs. Listening to English songs as a habitual behaviour can be seen in terms of its advantages. According to Putri, she mentioned the advantages of listening to English songs for vocabulary mastery. They are: 1) Exposure to new vocabulary, 2) Repetition and memorization, 3) Contextual Learning, 4) Engagement and enjoyment, 5) Improved pronunciation, 6) Cultural Insight, 7) Motivation and relaxation, 8) Flexibility and interest.²⁰ Based on the quotation above, listening habit to English songs has good benefits and advantages for students. With the habit of listening to English songs, students will find it easier to understand lessons to achieve learning goals. The use of English songs in language learning both inside and outside the classroom can also influence individual understanding and make language learning more enjoyable. A classroom with a variety of media and resources can avoid monotonous learning conditions.

Besides the advantages of listening habit to English songs, there are also disadvantages when listening to English songs. According to Zaskalko “one of the disadvantages when listening to English songs is that the grammar rules in English songs are often violated in the lyrics of the

²⁰ Beby Florencia Putri, “The Influence of English Song To Improve English Skills for Student’S,” *Journal Of Language Education and Development (JLed)* 6, no. 1 (2024): 29–40, <https://doi.org/10.52060/jled.v6i1.1541>.

song”.²¹ Additionally, according to Karim et al. there are some

disadvantages of listening habit to English songs, they are:

1. Unfamiliar Vocabulary: Songs often contain slang, idioms and colloquial expressions that may be unfamiliar to students. These terms can be difficult to understand and may not be part of the standard English vocabulary.
2. Lack of Contextual Understanding: Without proper context, students may struggle to understand the meaning of certain words or phrases used in songs. This lack of understanding can lead to confusion and difficulty in remembering new vocabulary.
3. Grammar Violations: Song lyrics often violate grammar rules, which can be confusing for students who are trying to improve their grammar skills. This can make it difficult for them to distinguish between correct and incorrect grammar usage.²²
4. Limited Exposure to Formal Language: Songs often use informal language, which may not give students enough exposure to formal English structures and vocabulary. This limited exposure may hinder their ability to use English in formal situations.
5. Reliance on Lyrics: Relying on song lyrics for vocabulary learning can make students dependent on song lyrics rather than actively seeking out new words and phrases in other contexts. This limited exposure can lead to a narrow vocabulary range.
6. Difficulty in Pronunciation: Songs with fast or unclear pronunciation can make it difficult for students to practice correct pronunciation, which is crucial for improving speaking skills.
7. Negative Impact on Motivation: If students encounter too many unfamiliar words or expressions in songs, this can demotivate them and make the learning process less enjoyable. This negative impact on motivation can hinder vocabulary acquisition in the long run.
8. Lack of Structured Learning: Songs do not provide a structured learning environment, which is often necessary for systematic vocabulary acquisition. Learners can miss out on important vocabulary building activities such as flashcards, quizzes and exercises.²³

²¹ Braun and Zaskalko, “The Pros and Cons of Using Authentic English Songs to Learn The English Language.”

²² Sayit Abdul Karim et al., “Enhancing Vocabulary Mastery through English Songs: In the Eyes of EFL Students,” *Ethical Lingua* 9, no. 2 (2022): 58, <https://doi.org/10.30605/25409190.439>.

²³ Karim et al.

Based on mentioned above, these disadvantages highlight the importance of choosing songs carefully and ensuring that they are appropriate to the level and interests of the students. In other words, there are many advantages and disadvantages to listening to English songs, depending on how we organize them. Focusing on the goals you set can be the best way you can. To be more specific, it will be discussed below about the characteristics of listening habit to English songs.

e. Characteristics of Listening habit to English songs

Hagger's stated that characteristics of habit tend to be associated with specific actions triggered by specific cues or contingency contexts.²⁴ Habit occurs in the process, thought and activity that are repeating enough to be automatically in action. According to Verplanken “there are three pillars of habit, namely repetition, automaticity, and stable context”.²⁵ Additionally, Hollingworth and Barker stated that “there are 3 pillars of habit, namely Automaticity, Frequency of repetition in a Stable Context, reward and Identity”.²⁶ As mentioned above, Some of the points of the characteristics are similar, so there are 4 characteristics of listening habits to English songs, they are; 1) Automaticity, 2) Frequency of repetition in a stable Context, 3) Reward, 4) Identity. To be clear it can be explained as follows:

²⁴ Hagger, “Habit and Physical Activity: Theoretical Advances, Practical Implications, and Agenda for Future Research.”

²⁵ Bas Verplanken, *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*, ed. Bas Verplanken (Bath: Springer Nature Switzerland AG, 2018), p.2, <https://doi.org/https://doi.org/10.1007/978-3-319-97529-0>.

²⁶ Crawford Hollingworth and Liz Barker, *Habits the Holy Grail of Marketing: How to Make, Break and Measure Them* (Oxford: Marketing Society, 2019), p.25.

1. Automaticity: This refers to the unintentional and uncontrollable or unconscious nature of performing or having performed an action.²⁷
There are four distinct characteristics of automatic behaviour in habits: efficiency (the ability to perform another task simultaneously), non-intentionality (a deliberately planned strategy to complete a task in the near future), unawareness (a reaction to changes without conscious awareness), and uncontrollability (independent of executive control processes).²⁸
2. Frequency of repetition in a stable context: This refers to the number of times a conduct is displayed on a daily or weekly basis.²⁹ Stable context acts as a signal or trigger to initiate behaviour, which can facilitate the formation of a habit or serve as an indicator of one, making it worthwhile to document.³⁰ There are five main types of contexts: place (where we are), time (the time of day or year), people (who we are with and what they are doing), our emotional state (how we feel and our mood), and the action that immediately precedes it (what we have just been doing).³¹
3. Reward: a treat after working hard is an example of a tangible reward. A tangible reward could also be achieving or surpassing a goal, or a more subconscious feeling of satisfaction.³²

²⁸ Hans Marien, Ruud Custers, and Henk Aarts, “Understanding the Formation of Human Habits: An Analysis of Mechanisms of Habitual Behaviour” in *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*, ed. Bas Verplanken (Bath: Springer Nature Switzerland AG, 2018), p.52, <https://doi.org/https://doi.org/10.1007/978-3-319-97529-0>.

²⁹ Hollingworth and Barker, *Habits the Holy Grail of Marketing: How to Make, Break and Measure Them*, p.25.

³⁰ Hollingworth and Barker, p.26.

³¹ Hollingworth and Barker, p.26.

³² Hollingworth and Barker, p.26.

4. Identity: Engaging in a particular behaviour performed by the performer. It is defined as “usually me”.³³ Identity means a statement from the person how the habit occurs. For Example, “I usually listen to English songs when my heart is troubled”.

As mentioned above, the number of aspects spent on this behaviour is considered the main characteristic of the habit. These aspects were included in the questionnaire.

2. Vocabulary Mastery

a. The Definition of Vocabulary

In general, vocabulary is a collection of words used in a language or known by certain individuals to assist in conveying ideas, feelings, and information through language communication. Vocabulary is a set of familiar words in a person's language developed with age which serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary refers to a list or set of words of a particular language or words that individual speakers of language might use.³⁴

According to the curriculum, Alqahtani stated that “vocabulary is the words used to understand and express ideas, concepts, information, and communication in language”.³⁵ Vocabulary is the main reference in communication, without vocabulary we cannot express ideas, concepts and information. According to Siregar and Sevila Angela, “learning vocabulary

³³ Hollingworth and Barker, p.26.

³⁴ H. Douglas Brown, *Principle of Language Learning and Teaching*, *Encyclopedia of the Sciences of Learning*, 5th ed. (San Francisco State University, 2007), <https://smartlib.umri.ac.id/assets/uploads/files/af2ff-language-teaching-principles-1-.pdf>.

³⁵ Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

is an important aspect of language development”.³⁶ Therefore, vocabulary is a fundamental tool for communication and acquiring knowledge.

Mastering English vocabulary means knowing the meaning and understanding a word when communicating. The students who have limited vocabulary will cause difficulties in learning English, students still have difficulty in enriching vocabulary and also memorizing words.³⁷ According to Hidayatullah et al, they said “Vocabulary mastery is paramount to support the four language skills and it determines the success of students’ communication after grammatical competences”.³⁸ Vocabulary mastery also one of the factors to master English as a foreign language. This means that students have the ability to understand and use words and their meanings. According to Siregar and Harida, they stated that “It seems that teaching vocabulary is an easier task than other language components. However, in reality, most students have difficulty in querying vocabulary”.³⁹ Conventional vocabulary tests are most likely to be used by classroom teachers to assess progress in vocabulary learning and diagnose areas of weakness⁴⁰. With the test the teacher can find out the development of the students' abilities.

³⁶ Fitri Rayani Siregar and Selvia Angela, “Students’ Vocabulary Mastery Using Kahoot Platform Media,” *English Journal for Teaching and Learning* 07, no. 02 (2019): 187–96, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>.

³⁷ Wardiansyah, Barnabas S., and . Elfrida, “The Correlation Between Listening Habit to English Song and Vocabulary Mastery,” *Journal of English Education and Teaching* 3, no. 3 (2019): 287–98, <https://doi.org/10.33369/jeet.3.3.287-298>.

³⁸ Heri Hidayatullah, Sirojil Munir, and Tawali Tawali, “Enhancing Vocabulary Mastery through Applying Visual Auditory Kinesthetic (VAK): A Classroom Action,” *Journal of Language and Literature Studies* 2, no. 1 (2022): 43–52, <https://doi.org/10.36312/jolls.v2i1.721>.

³⁹ Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 1st ed. (Jakarta: Kencana, 2021).

⁴⁰ John Read, *The Place of Vocabulary in Language Assessment*, Cambridge University Press, 2010, <https://doi.org/10.1017/cbo9780511732942.002>.

b. The Purposes of Vocabulary

From the definition of vocabulary above, there are several goals of vocabulary mastery. The purpose of vocabulary in general is to facilitate effective communication and expression. Vocabulary forms the basis of reading comprehension and is essential for conveying ideas and understanding others. Vocabulary includes receptive and expressive vocabulary, which enables one to recognize and use words in various contexts.

The goal of vocabulary mastery is multifaceted and essential for effective communication and language proficiency. According to Sari, there are five the goals of vocabulary mastery, namely Effective communication, Improved reading comprehension, Improved writing skill, Be Better speaking skill and Cultural understanding. To be clear, it can be explained below:

1. Effective Communication: Vocabulary mastery enables one to convey information, ideas, and notions clearly and accurately in both written and spoken forms. It is the foundation of communicative competence, which enables students to express themselves effectively in English.⁴¹
2. Improved Reading Comprehension: Mastering vocabulary significantly improves reading comprehension. By understanding the meaning of words, students can grasp the context and content of the text more easily, leading to better retention and comprehension of the material.⁴²

⁴¹ Riska Kurnia Sari, "An Analysis Of Vocabulary Mastery In Intensive Vocabulary Subject Of The First Year Students At English Language Education Study Program Of FKIP UIR," 2022, <https://repository.uir.ac.id/11949/>.

⁴² Sari.

3. Improved Writing Skills: A strong vocabulary base is essential for writing skills. It allows students to express their thoughts, feelings and ideas in a coherent and precise manner, thus improving their ability to write effectively.⁴³
4. Better Speaking Skills: Vocabulary mastery improves speaking skills by enabling students to use words correctly in context, improving pronunciation, and facilitating more accurate and expressive communication.⁴⁴
5. Cultural Understanding: Vocabulary is strongly linked to cultural context. Vocabulary mastery provides insight into the culture and context of the language, thus enriching students' understanding of the language and its use.⁴⁵

Additionally, in the syllabus or curriculum, the purpose of vocabulary is to help students understand and use words effectively. This enhances their ability to communicate, read, and express themselves clearly.⁴⁶ Based on the quotation above, a strong vocabulary is essential for academic success and everyday communication. The students should be proficient in the above-mentioned objectives, by knowing the objectives and uses of vocabulary, students can think more about the need to master vocabulary.

⁴³ Sari.

⁴⁴ Sari.

⁴⁵ Sari.

⁴⁶ Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris Work-in-Progress Kelas XI*, 2022, <https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Work-in-Progress-untuk-SMASMKMA-Kelas-X>.

c. The Kinds of Vocabulary

Aside from the purposes of vocabulary mastery above, the following are kinds of vocabulary. The frequency of vocabulary use, complexity, and meaning of a word, and meaning determine which level the word will fall into. According to Hutton “there are 3 levels of vocabulary, namely Basic vocabulary, High-frequency vocabulary and Low-frequency vocabulary”.⁴⁷ To be clear it can be explained below:

1. Basic Vocabulary

Basic words are the first level of vocabulary. These words usually have a single meaning and do not require instruction. Early reading words, sight words, adjectives, verbs, nouns, and more are expressed at this level. The 8, 000 words families in English create this equivalence.⁴⁸

2. High-Frequency Vocabulary

Also called the vocabulary level with multiple meanings, this level consists of words used in various fields, adult communication, literature, etc. It affects reading and speaking skills. 7000 words families comprise this level.⁴⁹

3. Low-Frequency Vocabulary

The words that are used only when specifically required or in a particular domain like weather, technology, geographical region, occupation, hobbies, school, etc. comprise this tier⁵⁰.

⁴⁷ Thaashida L Hutton, “Three Tiers of Vocabulary and Education,” *Super Duper Handy Handouts*, no. 182 (2008), https://www.superduperinc.com/handouts/pdf/182_vocabularytiers.pdf.

⁴⁸ Hutton.

⁴⁹ Hutton.

⁵⁰ Hutton.

In addition, Vedantu stated that “there are two types of vocabulary, namely active vocabulary and passive vocabulary”.⁵¹ Active vocabulary consists of words that a person uses regularly in daily life, including in speaking and writing. It is also known as productive vocabulary because students use these words to express themselves effectively. While the passive vocabulary includes words that a person recognizes but does not use regularly. These words are often discovered through reading and listening, but may not be part of the active vocabulary. As mentioned above, it can be concluded that vocabulary has a frequency of use in the form of complexity, and the meaning of a word, and meaning determines to which level the word will fall. By knowing the kinds of vocabulary, it is necessary to know how the assessment of vocabulary. for that will be discussed below.

d. Vocabulary Assessments

Vocabulary assessment is an important component of language education, providing teachers with valuable insights into students' understanding and use of words. Kyle stated that “there are five aspects of vocabulary that students need to learn, include meaning, spelling, pronunciation, word classes, and word usage”.⁵² To be clear, those aspect will be explained below:

⁵¹ Vedantu, “Vocabulary and Types of Vocabulary,” *Vocabulary and Types of Vocabulary*, 2024, <https://www.vedantu.com/commerce/vocabulary-and-types-of-vocabulary>.

⁵² Kristopher Kyle, *Measuring Lexical Richness*, ed. Stuart Webb, *The Routledge Handbook of Vocabulary Studies* (New York: Routledge, 2020), <https://doi.org/10.4324/9780429291586-29>.

1. Meaning

Meaning is an important aspect for students to learn because it refers to how words convey meaning to language users.⁵³ Words often have multiple meanings when used in different contexts. For example, the word "now" as a noun means the time that is happening. The word "gift" as a noun can also mean something given as a gift to someone, usually for a specific occasion. Therefore, it is very important for students to know the meaning of a word as it helps them use it when it appears in different contexts and understand its message.

2. Spelling

When students encounter a word for the first time, they need to know how to spell it. Spelling refers to how a word looks (how it is spelled).⁵⁴ Knowing how to spell a word helps students know how to spell the word correctly in written language. Therefore, it is very important for students to know how to spell words.

3. Pronunciation

When students learn vocabulary, they also need to know the sounds and pronunciation of words.⁵⁵ This helps students understand the meaning of others. If a word sounds wrong, it will be difficult for someone to understand it. Therefore, it is very important for students to know how to pronounce words correctly to avoid misunderstandings during oral communication.

⁵³ Kyle.

⁵⁴ Kyle.

⁵⁵ Kyle.

4. Word Classes

A word class can be defined as a category of words. It is an important feature in semantic feature analysis. Word categories can be divided into several categories: Nouns, verbs, adverbs, adjectives, and prepositions.⁵⁶ Grouping the words of a language in this way depends on the function of the word in communication.

5. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis⁵⁷. Using good word usage will further improve the grammatical structure of the English language.

In this study, the teaching and learning process will not focus on all aspects because in this study it is not an experiment where the pronunciation aspect shows the practice of pronouncing vocabulary and the word classes aspect covers too much word analysis so in this study only focuses on 3 aspects. So there are 3 aspects will be a reference in achieving the target to determine the development of students' vocabulary mastery, namely: 1) Meaning, 2) Spelling and 3) Word use.

e. The Materials of Teaching Vocabulary

Besides the assessment of vocabulary, there must be material that will be the learning material that will be assessed. Vocabulary learning materials are organized based on the curriculum set by state institutions. Vocabulary topics are not specifically mentioned in the materials. The topic

⁵⁶ Kyle.

⁵⁷ Kyle.

is not explained separately, but vocabulary is included in the writing, speaking and reading materials. Based on the English text book, there are many materials of teaching vocabulary based on the English text book. According to the English text book, the vocabulary topic in chapter 1 talked about “Great Athletes”. In chapter 2 talked about “Sports Event”. Chapter 3 talked about “Sports and Health” and chapter 4 talked about “Healthy Food”.⁵⁸ For more specifics, it can be seen in the following figure.

Scope and Sequence								
Semester 1								
Theme	Topic	Listening	Speaking	Reading And Viewing	Writing And Presenting	Project	Vocabulary	Grammar And Structures
Sports	Great Athletes	Listening to description of athletes in a monologue and in conversations	Talking about photographs of athletes and the sports they play	Reading a text and finding general and specific information in the text about great athletes	Writing a simple descriptive text on a great athlete of their preference	A portrait and an essay of great athlete	Sports	Present simple
			Describing athletes and the sports they play				Physical description	Adjectives, Adverbs for describing
	Sport Events	Listening to someone's experience of a sports event	Talking about the experience of watching a sports event using 5 senses	Reading a text and finding general and specific information in the text about experience of watching a sports event	Writing a recount text on an experience of watching a sports event using 5 senses	Sports event proposal	Events, time, and place	Adverbs of time
			Telling a sport event using 5 senses				Qualities and Characteristics	Past simple, Past progressive

Hermawan, Maryanti, and Suryaningsih, *Bahasa Inggris Work-in-Progress Kelas XI*.

Figure II. 1 Scope and Sequence⁵⁹

Theme	Topic	Listening	Speaking	Reading And Viewing	Writing And Presenting	Project	Vocabulary	Grammar And Structures
	Sports and Health	Listening to a procedure on how different activities can help us stay healthy	Talking about suggestions to stay healthy	Reading a text and finding general and specific information in the procedure text how to stay healthy	Writing a simple tips on how to stay healthy	Poster of health campaign	Health	Present simple Imperative sentence
			Giving tips to have physical and mental health.				Life style	present simple Imperative sentence
	Healthy Foods	Listening to a procedure of healthy eating	Talking about healthy and less healthy foods and drinks	Reading a text and finding general and specific information in the procedure text about healthy eating	Writing a procedure text on how to eat healthily	five day challenge of healthy eating	Nutrition, Food and drink	Had better, modals

Figure II. 2 Scope and Sequence⁶⁰

⁵⁹ Hermawan, Haryanti, and Suryaningsih.

In this study, the researcher chose the material about sports to find out the extent of students' vocabulary mastery because all chapters refer to sports.

B. Review of Related Finding

There were several researchers which have done the same research that related this research as follows:

The first, Kartika stated that there is a significant between the habit of students in listening to English songs and mastery of English vocabulary of IAIN Palangkaraya students. Thus, the relationship is categorised into a moderate positive correlation. The alternative hypothesis is accepted and the null hypothesis is rejected. Students' habit of listening to English songs contributes to the mastery of vocabulary for eighth semester students at IAIN Palangkaraya in the 2018/2019 academic year by 25.6036%.⁶¹

The second, Despita stated that there is a positive correlation between the habit of listening to English songs and vocabulary mastery on listening ability, both partially and simultaneously, where every increase of one score from the habit of listening to English songs (X1) together with vocabulary mastery (X2) will increase listening ability (Y) by 0.795 with a constant value of 4.804. This also means that the habit of listening to English songs and vocabulary mastery contributes to listening skills, with an effective contribution of 63.29% where 17.23% comes from the habit of listening to English songs and 46.06% comes from vocabulary mastery.⁶²

⁶⁰ Hermawan, Haryanti, and Suryaningsih.

⁶¹ Dewi Aprilia Kartika, "The Correlation Between Students' Habit in Listening To English Song and Vocabulary Mastery At Iain Palangka Raya" (IAIN Palangka Raya, 2019), <http://digilib.iain-palangkaraya.ac.id/id/eprint/2325>.

⁶² Despita, "A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill Despita STIA Satya Negara Palembang."

The third, Pranata stated that there is a relationship between the habit of listening to English songs and students' vocabulary mastery. The results of his research show that there is a correlation between the two variables with a value of 0.833 which means there is a strong correlation between listening habits and vocabulary mastery.⁶³

The fourth, Nuryani and Setiani obtained a result of 2.520 and t table of 1.692, with $n = 35$ using a significant level of 0.05 is 1.692. As a result, H_0 is rejected and H_a is accepted, which means that the correlation is significant. This shows that there is a significant correlation between the habit of listening to English songs and the vocabulary mastery of class XI students of SMKN 03 Kotabumi in the 2021/2022 academic year.⁶⁴

And the last is A.E and Fauziah also stated that there is a positive correlation between students' habit of listening to English songs (X) and vocabulary mastery (Y) of class VIII students of Mts Yusufiyah Jakarta in the academic year 2023/2024. At a significant level of 0.05 and the number of respondents 30, the significance value (2-tailed) is 0.000. This value is smaller than 0.05 so that the correlation is significant and has a strong correlation.⁶⁵

Some previous studies discuss the habit of listening to English songs and vocabulary acquisition such as Kartika focusing on the correlation between listening ability and vocabulary acquisition. Despita focuses on a correlational

⁶³ Suganda Pranata, "The Correlation Between Listening Habit To English Song And Vocabulary Mastery Of Third Grade Students Of Smpn 5 Rejang Lebong" (IAIN CURUP, 2022), <http://e-theses.iaincurup.ac.id/4490/>.

⁶⁴ Rini Susilowati Nuryani, Rulik Setiani, "The Correlation Between Students' Listening to English Songs Habit and Their Vocabulary Size at the Eleventh Grade of SMKN 03 Kotabumi ACADEMIC YEAR 2021/2022," 2022, file:///C:/Users/a314_/Downloads/admin,+Nuryani+(531-544).pdf.

⁶⁵ Yon A.E Syifa Fauziah, "Multidisciplinary Science The Correlation Between Students Habit In Listening English Song And Vocabulary Mastery At Mts Yusufiyah" 1, no. 3 (2023): 420–29, <https://jurnal.intekom.id/index.php/njms>.

study between the habit of listening to English songs, vocabulary mastery, and listening ability. Pranata focuses on a correlational study between the habit of listening to English songs, vocabulary acquisition, and listening ability. Nuriyani and Setiani focus on the relationship between the habit of listening to English songs and vocabulary mastery on listening ability. A.E and Fauziah focus on the relationship between the habit of listening to English songs and vocabulary mastery on listening skills by leaning more on students' vocabulary mastery. Whereas this study focuses on the relationship between the habit of listening to English songs and vocabulary mastery. In conclusion, some researchers will conduct research on the correlation between the habit of listening to English songs with vocabulary mastery and listening ability which focuses on students' habits in listening to English songs, vocabulary mastery and listening ability. However, in this study the researcher wants to know the correlation between the habit of listening to English songs and students' vocabulary mastery. And this research will also be conducted with a different place and time.

C. The Framework of Thinking

Listening habit to English songs is the activity of listening to English songs to get an idea or something meaningful that is done repeatedly. The habit of listening to English songs is very useful in the learning process, to create effective and fantasy and variety of learning. The habit of listening to English songs is a good habit that can help students to gain higher knowledge.

Vocabulary is a collection of words used in a language or known by certain individuals to assist in conveying ideas, feelings, and information through language communication. Vocabulary is a set of familiar words in a person's language developed with age which serves as a useful and fundamental tool for

communication and acquiring knowledge. Mastering English vocabulary means knowing the meaning and understanding a word when communicating.

It has been suggested that regular listening to English songs contributes to learning development when learning a foreign language, especially in vocabulary mastery. Students who fall into the high category of listening to English songs can demonstrate their ability in vocabulary mastery. The habit of listening to English songs can be related to students' achievement in their vocabulary mastery.

It is reasonable to assume that the habit of listening to English songs correlates with students' vocabulary mastery. Therefore, the researcher wants to find out how big the relationship is between the two variables, considering that the effect of habits on vocabulary mastery has been investigated in various studies. Research on the habit of listening to English songs and vocabulary mastery is what the researcher wants to do. The purpose of this study is to find out whether listening to English songs regularly correlates with vocabulary mastery.



Figure III. 4 The Correlation Between Listening Habit to English Songs and Vocabulary Mastery

D. The Hypothesis

The hypothesis is the provisional result of the research. The hypothesis of this research is:

1. There is a significant correlation between the habit of listening to English songs and the vocabulary mastery of students in class XI of MAN Tapanuli Selatan.
2. There is no significant correlation between the habit of listening to English songs and the vocabulary mastery of students in class XI of MAN Tapanuli Selatan.

CHAPTER III

RESEARCH METODHOLOGY

A. Place and Time of Research

The research was conducted at MAN Tapanuli Selatan. It is located at Dano Situmba, Kec. Sipirok, South Tapanuli Regency, North Sumatra 22742. The research time was conducted from Mei 2024 until finished.

B. Research Method

This study utilized a quantitative research method. According to Gay, “quantitative research approaches are used to describe existing conditions, explore relationships, and examine cause-and-effect phenomena”.¹ The type of this research is correlational research. When a researcher wishes to determine the relationship or strength of the correlation between two or more variables, they employ correlational research.² Statistical analysis was used to collect and assess the data for the correlational investigation. In this study, the descriptive approach was employed when appropriate.

According to Gay “descriptive method describes an existing condition or the relationship between variables”.³ In addition, Mania and Sulaiman Saat stated that “descriptive method is a research method used to describe actual events, such as fictional or natural phenomena”.⁴ The descriptive method was used to explain the relationship between two variables. The reasons presented earlier indicate that the

¹ L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th Editi (Pearson Education, Inc., 2012), p.9.

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th editio (Boston: Pearson Education, Inc., 2012).

³ Gay, Mills, and Airasian, *Educational Research: Competencies for Analysis and Applications*, p.204.

⁴ Sulaiman Saat and Sitti Mania, *Pengantar Metodologi Penelitian*, ed. Muzakkir, edisi revi (Gowa: Pusaka Almaida, 2020).

purpose of this study is to investigate whether a person's habit of listening to English songs correlates with their vocabulary mastery.

C. Population and Sample

1. Population

The population in this study were XI grade students of MAN Tapanuli Selatan. Which class XI student consist of 5 class with 33 students in one class. There are therefore 165 students enrolled in total.

Table III. 1 Population of the Research

Class	Total Students
XI-1	33
XI-2	33
XI-3	33
XI-4	33
XI-5	33
Total	165

2. Sample

The sample was selected using random sampling technique, because the eleventh grades students of MAN Tapanuli Selatan applied the same curriculum, the same teacher, and the same book used. For this reason, all populations have the opportunity to be sampled. To take the sample, the researcher used Slovin's formula which explain as follow:

$$n = \frac{N}{1+N \times e^2}$$

n = the total of sample

N = the total of population

e = the percentage of leeway in the accuracy of sample errors that can still be tolerated.

$e = 0.1$ (10%) for a small population

$e = 0.2$ (20%) for large population.⁵

So, this research used the formula above to determine the sample size, with the limit error tolerance 20% as follows:

$$n = \frac{165}{1+165 \times 0.2^2}$$

$$n = \frac{165}{1+165 \times 0.04}$$

$$n = \frac{165}{7.6}$$

$n = 21.71$ rounded to 22.

From the explanation above, it can be said that the total number of samples is 22 students.

This research was conducted using a lottery system. Where the names of all students were written on a piece of paper. Then the paper is put into a small box and shaken and then removed as much as needed. And the names selected in the paper taken will be the sample of this study. After the names were taken from the box, the researcher got the number of each class, namely 5 students from class XI-1, 7 students from class XI-2, 3 students from class XI-3, 4 students from class XI-4 and 3 students from class XI-5, this can be seen in the following table:

⁵ Khasan Effendy, *Memadukan Metode Kuantitatif Dan Kualitatif*, 1st ed. (Bandung: CV. Indra Prahasta, 2010), p. 102.

Table III. 2 Sample of the Research

Class	Total Students
XI-1	5
XI-2	7
XI-3	3
XI-4	4
XI-5	3
Total	22

D. Definition of Operational Variable

According to the research title, there are two variables in this study, and they are defined as follows:

1. Listening Habit to English Song

Listening habit to English songs is the activity of listening to English songs to get an idea or something meaningful that is done repeatedly. The habit of listening to English songs is very useful in the learning process, to create effective and fantasy and variety of learning.

2. Vocabulary

Vocabulary is a collection of words used in a language or known by certain individuals to assist in conveying ideas, feelings, and information through language communication. Mastering English vocabulary means knowing the meaning and understanding the words used in communication.

E. The Instrument of the Research

Two instruments were used to acquire the data for this study. They were the test and the questionnaire. The questionnaire was used to assess students' habit of listening to English songs and the exam or test was meant to measure their ability in vocabulary.

1. Questionnaire

The questionnaire consisted of several written questions intended to obtain data from participants about them and their knowledge, understanding, beliefs, etc. There are 40 questions in the questionnaire, each with 5-point Likert scale. Likert scale can be used to measure a person's attitude, point of view, or impression towards a certain phenomenon.⁶ Where the Likert scale starts from: always, often, neutral, rarely and never. Item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37 and 40 represent the habitual gains that are categorized as favourable. always (5 points), often (4 points), neutral (3 points), rarely (2 points), and never (1 point). are possible scores for favourable items.

Items 33, 38 and 39 indicate a lack of habit which are classified as unfavourable. The scoring system for unfavourable items is: never (5 points), rarely (4 points), neutral (3 points), often (2 points), to always (1 points). The following table divides the components related to the habit of listening to English songs:

⁶ Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif* (Jakarta: PT. Bumi Aksara, 2013), p.50.

Table III. 3 Indicators of Listening Habit to English Songs

Indicators	Sub Indicators	Sub-sub Indicators	Number of Item		Total of Item
			Favorable	Unfavorable	
Frequency of Repetition in a Stable Context	Location		1, 25, 27		18
	Time	Daily	11, 24		
		Yearly	18		
	Other People	With who	13, 16, 40		
		What they're doing	7, 17		
	Emotional State		3, 26, 35		
Authomacity	Immediately Preceding Action		4, 12, 32, 37		13
	Efficiency (multi-tasking)		2, 15, 32, 37	38	
	Non-Intentionality		5, 14	33	
	Unawareness		6, 30, 31		
Reward	Uncontrol ability		10, 34		5
	Tangible Reward		20, 22, 29		
Identity	Subconscious Reward		9	39	4
			8, 21, 23, 28		
TOTAL					40

Source: Verplanken and Hollingwirth and Barker

Table III. 4 The Interval Score of Study Habits

Interval Score Of Study Habits	
Very Good	80-100
Good	60-79
Average	40-59
Poor	20-39
Very Poor	0-19

2. Test

Test is one of the tools that contains a number of questions to measure knowledge, intelligence, and ability. The indicator of questions was taken from Kyle's theory about vocabulary mastery. The indicator consists of meaning, spelling, word classes and word use. To get the data of students' vocabulary mastery, this research uses the objective test with multiple choice form. Which form of multiple choice is with four options a, b, c and d. In this research there was 50 items test, the credit of items was 2 score for each item.⁷ So, the maximum score of tests is 100. The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100$$

B = number of question answers correctly

N = number of questions⁸

$$\text{Score} = \frac{1}{50} \times 100 = 2$$

Based on the explanation above, it can be seen that the credit of items of this research test is 2. The indicators and numbers of items can be seen in following table:

⁷ Gito Supriyadi, *Pengantar Teknik Evaluasi Pembelajaran*, First Edit (Malang, 2011), p.72

⁸ Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembelajaran, Ciptapustaka Media* (Bandung: Ciptapustaka Media, 2014).

Table III. 5 Indicators of Vocabulary Mastery

No.	Indicators	Sub Indicators	Sub- Sub Indicators	Numbers of Item	Total of Item
1.	Meaning	Students are able to understand the meaning, purpose and types of sport	Meaning, purpose and types of sport	1, 3, 6, 9, 10, 12, 14, 15, 19, 23, 25, 28, 30, 31, 34, 36, 38, 41, 44, 47, 49	21
2.	Spelling	Students are able to spell words	Related to Sport	2, 4, 5, 16, 17, 20, 22, 24, 27, 32, 35, 37, 40, 43, 45, 48, 50	17
3.	Word Use	Students are able to identify the correct word in the given a specific context.	Related to Sport	7, 8, 11, 13, 18, 21, 26, 29, 33, 39, 42, 46	12
TOTAL					50

Source: Kyle

F. Validity and Reliability

Determining the validity and reliability of the tools is a crucial for carrying out the research. There are two tools in this study that will determine the reliability and validity, as follows:

1. Validity

Validity is used to see the accuracy of an instrument and to see its measurement. Validity for the test and questionnaire is identified in this study.

a. Questionnaire

To determine the validity of the questionnaire instrument, the researcher employed item validity. The correlation algorithm Pearson product moment from SPSS version 26 was utilised to calculate the validity of the questionnaire. The validity of test items is determined by two criteria, which are as follows:

- 1) If $r_{value} > r_{table}$ at the significance of 5%, it means that the instrument is valid.
- 2) If $r_{value} < r_{table}$ at the significance of 5%, it means *that* the instrument is not valid.

Because in this validity test the respondents are 22 and the significance level used 5%, so the result of r_{table} was 0.444. from the criteria of questionnaire validity above, there were 32 items of questionnaire valid from 40 items and 8 items were not valid. To make the appropriate calculation 25 items taken to take the data from the sample.

Table.III. 6 Items of questionnaire after result of validity

Items Valid	Items Not Valid
Questions Number: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31,32, 34, 35, 36, 37,40	Questions Number: 14, 16, 19, 20, 25, 33, 38, 39
Total items valid: 32 items	Total Items Not Valid: 8 Items

b. Test

To determine the validity of the test instrument, researchers employed construct validity. The notion is explained by construct validity in the measuring instrument capabilities. This validity is closely related to operational variables.⁹ Thus, the instrument was checked by the English teacher of MAN Tapanuli Selatan to validate the questionnaire in this study.

⁹ Budi Prasetyo, "Instrumen Penelitian" in *Metode Penelitian Pendekatan Kuantitatif*, ed. Toman Sony Tambunan (Bandung: Media Sains Indonesia, 2021), p.142.

2. Reliability

Reliability is used to describe an instrument consistency with repeated use at various times. The correlation algorithm named formula Cronbach Alpha from SPSS version 26 was used to calculate the questionnaire reliability. The following two factors are used to assess the reliability of test items:

- 1) If $\alpha_{Cronbach} > r_{table}$ at the level of significance 5%, it means that the instrument is reliable.
- 2) If $\alpha_{Cronbach} < r_{table}$ at the level of significance 5%, it means that the instrument is not reliable.

Table III. 7 Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	40

This can be shown by how accurately a test or instrument can measure the same subject over time with consistent results. So, in this study, the vocabulary mastery test item is a form of multiple choice.

G. The Procedures of Collecting Data

The data was collected from grade XI students of MAN Tapanuli Selatan. The Researchers used questionnaires and student tests to collect data for this study. The researchers started by asking the students to pay attention and take part. Secondly, students were given a questionnaire by the researcher, who instructed them to respond immediately based on their level of acceptance. Third, after each respondent filled out the questionnaire, the researcher collected the questionnaire, the researcher collected it. The students were then given a test by the researcher. One by one, the students were asked to take the test. The

researcher instructed the students when they should complete the test which was multiple choice. Finally, the researcher scored each student's answer.

H. The Technique of Data Analysis

After completing the data collection process, the researcher analyzed the data using a quantitative method. The statistical process for analyzing the data in correlational quantitative research involves several steps as outlined below:

- a. Identify and correct the answer of the instruments given.

Utilised excel software and SPSS version 26 to determine the mean, median and mode in order to organize and classify the variable X and Y scores.

Table III. 8 Interpretation of Mean Score

No.	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

Source: Anas Sudijono

- b. Identify the Normality Test

The purpose of the normality test is to determine whether or not the study data is normal. The researcher used SPSS version 26 to calculate the normality.

- c. To Test the Hypothesis

T-test was employed in this study to investigate the hypothesis. With SPSS version 26, paired sample t-test was employed in this study. The mean score indicates the outcome.

d. To Examine the Significances of Variables

To investigate the significance of the correlation between variables X and Y as determined by SPSS version 26 with Pearson product moment test.

e. To know the contribution coefficient data termination variable

To ascertain the role played by the correlation coefficient between variables X and Y. The researcher applied the following determinant correlation formula:

$$CD = r^2 \times 100 \%$$

CD = Contribution of coefficient determination

r = Coefficient correlation¹⁰

The result should be interpreted in accordance with the index correlation of the Pearson product moment test; this is shown in table that follows.

Table III. 9 Interpretation Coefficient Correlation of X and Y

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.50 – 0.799	Strong
0.80 – 1.000	Very Strong

Source: Malik

¹⁰ Darwyan Syah, Supardi, and Abdul Azis Hasibuan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2010).

CHAPTER IV

RESULT OF THE RESEARCH

This chapter contains the research discussion of the findings regarding the correlation between listening habit to English songs and vocabulary mastery of class XI students of MAN Tapanuli Selatan. This study analyzed the correlation of data between listening habit to english song and vocabulary mastery of students by using the product moment formula. The following is a description of the data of the research results:

A. The Description of Data

1. Students Listening Habit to English Song

The students listening habit to English songs is variable (X) and the score of the variable (X) has been obtained in the table below:

Table IV.1 The score resume of students' habit of listening to English songs

No	Statistic	Variabel X
1	Highest Score	93
2	Lowest Score	64
3	Range	29
4	Mean Score	81.31
5	Median Score	81
6	Mode	80

Based on the information provided, it was evident that the students' maximum score was 93, minimum score was 64. According to the data previously mentioned, the average score for the habit of listening to English songs is 81.31. The more variance in the data means that the

distribution was very good. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 80. Next, the median is the middle position of the value sequence from lowest to highest or highest value to lowest value. Median score got in data of listening habit to English songs was 81. The habit of listening to English songs of MAN Tapanuli Selatan students is categorized into a Very good category based on the Very good value (81.31) with consideration of the table in chapter III (table III.3) page 44.

Then, the computed of the frequency distribution of the students listening habit to English songs presents in the table below:

**Table IV. 2 The frequency distribution of
listening habit to English songs**

No	Interval	Mid Point	Frequency	Percentages
1	64-69	66.5	2	9%
2	70-75	72.5	1	5%
3	76-81	78.5	8	36%
4	82-87	84.5	6	27%
5	88-93	90.5	5	23%
	1-6		22	100%

The following table showed that the total viewing habits. The percentage score of the total habit of listening to English songs was 100%. The number of interval classes was 5 classes with an interval of 6. The interval class score started from 64. The score was 64 because 64 was the lowest score in the habit of listening to English songs based on the lowest results of the student questionnaire. The interval 64-69 was calculated from the number of classes, and the way to get the midpoint

was calculated from the middle value of the class $(64+69)$, then the class $(64+69)$ was divided by 2, and the result was 66.5 (the same way for each class interval calculation). Frequency was the number of students who scored in the interval class, where students who scored 76-81 had the highest frequency with 8 students, and the lowest frequency was for students who scored between 70-75 with 1 student, which was 5 percent.

In order to obtain an accurate and comprehensive description of the data, the next figure is where the researcher displays them in a histogram below:

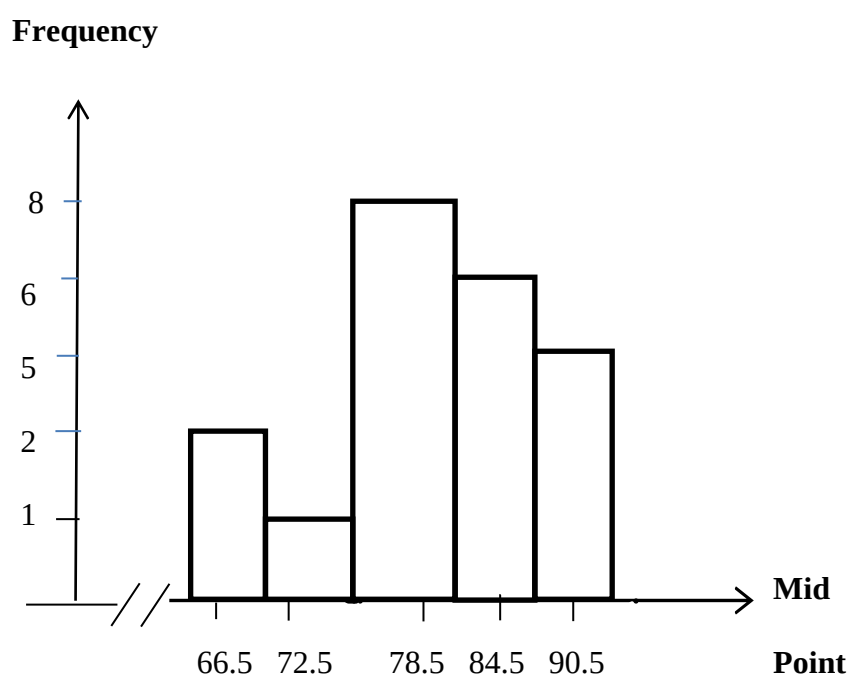


Figure IV. 1 Description of Listening Habit to English Songs Data

Based on the picture above, it could be seen that the value of the midpoint was the value obtained from the calculation of each class to determine the midpoint in that class. The highest peak in the center of the histogram indicated the highest frequency of data, which was 8 (76-81) with a midpoint of 78.5, and the lowest frequency was 1 (70-75) with a

midpoint of 72.5. As seen in the diagram above, normality appeared normal in the shape of an inverted parabola with the highest peak located in the center.

2. The Students Vocabulary Mastery

The students' vocabulary mastery is variable (Y) and the score of the variable (Y) has been obtained in the table below:

Table IV.

No	Statistic	Variabel Y
1	Highest Score	88
2	Lowest Score	64
3	Range	24
4	Mean Score	77.54
5	Median Score	78
6	Mode	76

**3 The
resume of**

Vocabulary Mastery

Based on the data presented above, the greatest vocabulary mastery score of the students was 88, the lowest or minimum score of the students was 64. From the data above, the mean of the student vocabulary mastery score was 77.54. The more variations in the data means the data distribution was good. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 76. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score of the student vocabulary mastery was 78. The student vocabulary mastery categorizes into "good" level based on the mean (77.54) as the consideration toward of the table in chapter IV (table III.7) page 44.

Then, the computed of the frequency distribution of the students Vocabulary mastery presents in the table below:

Table IV. 4 The frequency distribution of Vocabulary Mastery

No	Interval	Mid Point	Frequency	Percentages
1	64-69	66.5	3	14%
2	70-75	72.5	3	14%
3	76-81	78.5	9	41%
4	82-87	84.5	6	27%
5	88-93	90.5	1	5%
	1-6		22	100%

The following table showed that the total viewing vocabulary mastery. The percentage score of the total vocabulary mastery was 100%. The number of interval classes was 5 classes with an interval of 6. The interval class score started from 64. The score was 64 because it was the lowest score in the vocabulary mastery based on the lowest results of the student test. The interval 64-69 was calculated from the number of classes, and the way to get the midpoint was calculated from the middle value of the class $(64+69)$, then the class $(64+69)$ was divided by 2, and the result was 66.5 (the same way for each class interval calculation). Frequency was the number of students who scored in the interval class, where students who scored 76-81 had the highest frequency with 9 students, and the lowest frequency was for students who scored between 88-93 with 1 student, which was 5 percent.

In order to obtain an accurate and comprehensive description of the data, the next figure is where the researcher displays them in a histogram below:

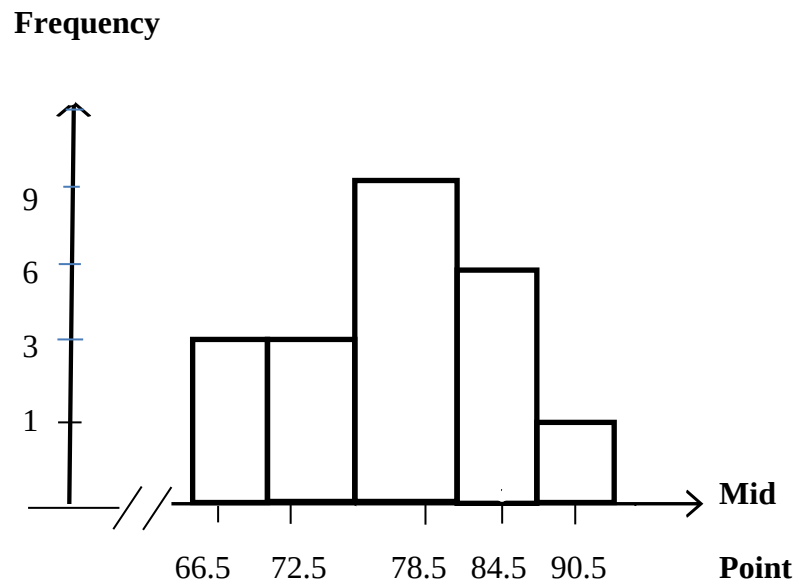


Figure IV. 2 Description of Vocabulary Mastery

As shown in the figure above, the median shows the middle value of each interval class and the height and low of the histogram shows the frequency in that interval class. From the data above, 76-81 with mid-point 78.5 was the highest peak with frequency of 9 students, which means that most students get score with a good of 78.5. The highest peak is not so in the middle but still portray the inverted parabola which means the normality shows normal data distribution.

B. Testing Hypothesis

1. Normality Test

Normality of the data was calculated using SPSS V.26 *Shapiro wilk* test because the number of samples in the study was 22 students, the

significance level was 5% or 0.05. It indicated that data X and Y distributed normally.

Table IV. 5 Normality test of Data X and Y

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.199	22	.023	.949	22	.298
Y	.140	22	.200*	.921	22	.081
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Regarding to the table above, the researcher found that *Shapiro Wilk* >5% ($0.298 > 0.05$) in variable X. It was also found in variable Y, that Shapiro wilk > 5% ($0.081 > 0.05$). So, the distribution of data X and Y(habit of listening to English song and vocabulary mastery) is normal.

2. Hypothesis Test

The purpose of the hypothesis test was to evaluate the relationship between the habit of listening to the English songs and vocabulary mastery at the eleventh grade of MAN Tapanuli Selatan. Based on the findings, the researcher performed Pearson product moment analysis with SPSS Version 26 to analyse the hypothesis.

Table IV. 6 Product Moment Test

Correlations			
		X	Y
X	Pearson Correlation	1	.442*
	Sig. (2-tailed)		.040
	N	22	22
Y	Pearson Correlation	.442*	1
	Sig. (2-tailed)	.040	
	N	22	22
*. Correlation is significant at the 0.05 level (2-tailed).			

The results of calculations using SPSS obtained a correlation coefficients $r_{xy} = 0.442$. The result showed that $r_{\text{count}} > r_{\text{table}}$ ($0.442 > 0.423$). The findings revealed that there was a link between habit of listening to the English songs and vocabulary mastery at the eleventh grade of MAN Tapanuli Selatan was classified in “average” category. It is stated in the coefficient correlation interpretation in the following table:

Table IV. 7 Interpretation Coefficient Correlation of X and Y

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The result in the table of XY interpretation is “Average” category. It means when the students have high listening habit to English songs, it will affect to their vocabulary mastery, that make them will also have increasing in learning English.

To determine the contribution of variable X to variable Y, do the following formula:

$$\begin{aligned}
 CD &= r^2 \times 100\% \\
 &= (0.442)^2 \times 100\% \\
 &= 0.1953 \times 100\% \\
 &= 19.53\%
 \end{aligned}$$

On the calculating above, it is found that the contribution of habit of listening to the English songs and vocabulary mastery was 19.53% and 80.47% for other factors not related to this study. In order to test the validity of substantial correlation, it was calculated using SPSS. The result can be seen on the table below:

Table IV. 8 Hypothesis Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	X-Y	3.773	8.440	1.799	.031	7.515	2.097	21	.048

Then, the researcher calculated that t_{count} was 2.097, dk was $(22-2) = 19$, and level significant was 5% (0.05). So, $t_{\text{count}} > t_{\text{table}}$ ($2.097 > 2.080$). it indicated that a significant correlation existed between two variables in “Average” category and the hypothesis was “Accepted”.

C. The Discussion of Research

There are two factors of vocabulary mastery they are internal factors and external factors. Internal factors are age, experience, and learning style and external factors are motivation, habit, instruction, and access to native speakers. The theories and differences in relevant findings that the researcher has claimed are examined in this study. According to Rebar “Habit is the process that determines behaviour, and habitual behaviour is the output of that process.”¹ According to Murphey stated “Song can also be useful tools in learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture”.² And also Yuliarini stated “Using song in listening class is one of the strategies that can be used to improve listening skill”.³ With the habit factor used as a reference/media in this research. There are many media that can be linked to habits to be references for effective improvement of the English learning process, including listening habit to English songs. So listening habit to English songs can make Learning English was highly remembered and motivating, so it will be easier for students to enrich vocabulary. These theories suggest that listening to language songs has an impact on improving student vocabulary or achievement rather than listening in English songs that become a habit. The results of this study show that it has been approved with the theory taken for this study.

¹ Amanda L. Rebar et al., “The Measurement of Habit” in *The Psychology of Habit: Theory, Mechanisms, Change, and Contexts*, ed. Bas Verplanken (Bath: Springer International Publishing, 2018), p.31, <https://doi.org/10.1007/978-3-319-97529-0>.

² Murphey, *Music and Song*.

³ Ni Luh Eka Yuliarini, *The Use of Song in Improving Students’ Listening Skill*, *Indonesian Journal Of Educational Research and Review*, vol. 5, 2022, <https://doi.org/10.23887/ijerr.v5i2.48760>.

After doing the research, the researcher talked about the outcome and contrasted it with the outcome in findings connected to the research: Kartika's study comes first. She talked on the relationship between students listening habit to English songs and their vocabulary mastery. She used the same method and design with this research but she has different indicator in measuring the habit of listening to English songs with this research. Where the result of the calculation score of listening habit to English songs and vocabulary mastery was counted by product moment above showed that the index of correlation was 0.506 which is in the interval of 0.4 – 0.6. Thus, the relationship is categorized into positive moderate correlation. Hypothesis alternative is accepted and hypothesis null is rejected.⁴ So there is a significant correlation between students listening habit to English songs and their vocabulary mastery.

The second by Nuryani and Setiani obtained a result of 2.520 and t_{table} of 1.692, with $n = 35$ using a significant level of 0.05 is 1.692. As a result, H^0 is rejected and H^a is accepted, which means that the correlation is significant.⁵ And the last A.E and Fauziah found a positive correlation between listening habit to English songs and vocabulary mastery at a significant level of 0.05 and the number of respondents 30, the significance value (2-tailed) is 0.000. This value is smaller than 0.05 so that the correlation is significant and has a

⁴ Kartika, "The Correlation Between Students' Habit in Listening To English Song and Vocabulary Mastery At Iain Palangka Raya."

⁵ Nuryani, Rulik Setiani, "The Correlation Between Students' Listening to English Songs Habit and Their Vocabulary Size at the Eleventh Grade of SMKN 03 Kotabumi ACADEMIC YEAR 2021/2022."

strong correlation.⁶ According to the explanation above, it was shown that this study produced results that were consistent with early research, which found a significant correlation between students' habits of listening to English songs and their mastery of vocabulary along with their capabilities of mastery.

In the results of this study, the score of students' habit of listening to English songs was in the “very good” category, and the score of students' vocabulary mastery was in the “good” category. It was assumed that not all students who had a good habit of listening to English songs also had good vocabulary mastery. It also meant that not all students with low categories in English song listening habits had low vocabulary mastery. In this study, many students had the habit of listening to English songs only for entertainment and did not really affect their vocabulary mastery. Therefore, there were other variables that affected students' vocabulary mastery, such as social, cultural, or motivational factors. What motivates students to communicate in other languages depends on a variety of internal and external variables.

Based on this explanation, it was clear that the habit of listening to English songs had a significant correlation with vocabulary mastery. Finally, from the hypothesis testing of this study, it was found that the habit of listening to English songs had a significant correlation with the vocabulary mastery of grade XI students of MAN Tapanuli Selatan. This fact could be seen from the $r_{\text{count}} > r_{\text{table}}$ ($0.442 > 0.423$) and $t_{\text{count}} > t_{\text{table}}$ ($2.097 > 2.080$), which indicated

⁶ Syifa Fauziah, “Multidisciplinary Science The Correlation Between Students Habit In Listening English Song And Vocabulary Mastery At Mts Yusufiyah.”

that the correlation was positive, meaning that if the independent variable increased, then the dependent variable also increased. This was accompanied by an increase in the dependent variable, so the correlation that occurred was included in the average category.

The habit of listening to English songs is one of the most important roles in improving students' vocabulary mastery. Therefore, to maximize students' vocabulary acquisition, it is very important to encourage the habit of listening to English songs in the classroom. This can be done by the teacher and also by the students themselves with the help and direction of the guide.

D. Threats of the Research

The threat of this study is that it cannot be ascertained that students answered the questionnaires and tests according to their abilities and it cannot be ascertained how serious and concentrated the students were in answering all the questions given. Therefore, their answers may not fully correspond to what they know and feel.

CHAPTER V

CLOSING

A. Conclusions

This chapter presented a summary of data on the relationship between habit of listening to English songs and vocabulary mastery among the XI grade students of MAN Tapanuli Selatan. Drawing on the findings of the conducted research, it can be inferred that:

1. The eleventh grade of students at MAN Tapanuli Selatan has a Very good listening to English songs habit, as seen by the mean score of 81.32.
2. The eleventh grade of students at MAN Tapanuli Selatan placed into the good category with mean score 77.54 for vocabulary mastery.
3. The study found that there was an “average” correlation between habit of listening to English songs and vocabulary mastery in the eleventh grade of students at MAN Tapanuli Selatan. This was determined by looking at the correlation product moment value $r_{xy} = 0.442$, which was greater than r_{table} ($0.442 > 0.423$) at the 5% significant level. As the result of the $t_{count} > t_{table}$ where t_{count} was 2.097 with $dk = N-2 = 22-2 = 19$ higher than t_{table} on significant 5 % = 2.080 or ($2.097 > 2.080$), the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. This indicates that there was a significant correlation between students listening habit to English songs and vocabulary mastery in the eleventh grade of students at MAN Tapanuli Selatan.

B. Implication

Based on the research conducted under the title “The correlation between students listening habit to English songs and vocabulary mastery at the XI grade students of MAN Tapanuli Selatan then the following implications can be drawn from the study findings:

1. As an alternative, listening to English songs can help make learning enjoyable, particularly when it comes to learning English. Listening to English songs as the habitual behaviour

can be alternative ways to get fun and authentic learning English especially in Vocabulary mastery.

2. Data analysis shows that students' habit of listening to English songs affects their vocabulary mastery. The more often students listen to English songs, the more vocabulary students know both in the form of mastery, pronunciation, meaning and memory of the vocabulary.
3. This research can be used as input for English university students or lecturers. Use Listening to English songs which can increase learning especially Vocabulary mastery.

C. Suggestion

This research has some suggestions as follows:

1. It was hoped that the dean of the faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, would assist the English lectures in providing engaging instruction and opportunities for learning the language.
2. For Head Master of school, as the information and knowledge about Listening habit to English songs and Vocabulary mastery in learning English.
3. For teachers, as the information to instruct students in learning English, in the mastery of vocabulary.
4. The researcher suggests to future researchers who are interested in taking the same title related to listening to English songs as a factor in language learning to consider the types of songs and categorize the English songs used especially when using them as media (external factors). On the other hand, this study has already done the habit factor as an internal factor of language learning internal factors related to language learning

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APPENDIX 1 Questionnaire Before Validation

THE INSTRUMENT

Questionnaire about students' listening habit to English songs

Name :

Class :

A. Arrangement

1. Read carefully the following statements
2. Answer the statement according to your thoughts and give check list in the column you choose
3. The following criteria for

SL = Selalu

SR = Sering

K = Kadang

J = Jarang

TP = Tidak Pernah

NO	ITEMS	SL	SR	K	J	TP
1.	Saya mendengarkan lagu bahasa Inggris bersama teman					
2.	Saya mendengarkan lagu bahasa Inggris sekaligus menulis kosa kata baru yang saya dengar.					
3.	Saya mendengarkan lagu bahasa Inggris ketika bosan					
4.	Saya mendengarkan lagu bahasa Inggris setelah selesai mengerjakan tugas					
5.	Ketika saya memakai earphone, orang-orang sekitar saya sudah tahu bahwa saya akan mendengarkan lagu berbahasa inggris					
6.	Ketika familiar dengan suatu ungkapan dalam sebuah lagu, saya tidak mendapat kesulitan untuk mengenalinya pada lagu yang berbeda					
7.	Saya mendengarkan lagu bahasa Inggris ketika teman/ keluarga juga mendengarkannya bersama					
8.	Teman-teman bertanya kepada saya mengenai lirik lagu, penyanyi, maupun cerita dalam lagu berbahasa inggris terbaru maupun tidak					

9.	Saya merasa mendengarkan lagu bahasa Inggris menaikkan suasana hati saya					
10.	Ketika berselancar di internet secara tanpa disadari saya mencari lagu berbahasa Inggris untuk didengarkan					
11.	Saya mendengarkan lagu bahasa Inggris setiap malam					
12.	Saya langsung mencari dan mendengarkan lagu berbahasa inggris yang direkomendasikan teman saya ataupun yang saya dapat dari platform online					
13.	Saya mendengarkan lagu bahasa Inggris setiap di rumah.					
14.	Saya mendengarkan lagu bahasa Inggris ketika saya bahkan tidak berniat untuk mendengarkannya					
15.	Saya mendengarkan lagu bahasa Inggris sekaligus menelaah cerita dari liriknya					
16.	Saya mendengarkan lagu bahasa Inggris setiap diperjalanan					
17.	Saya mendengarkan lagu bahasa Inggris ketika teman/keluarga sedang sibuk					
18.	Saya mendengarkan lagu bahasa Inggris setiap hari libur atau tanggal merah					
19.	Saya mendengarkan lagu bahasa Inggris setelah mendengar orang bernyanyi lagu bahasa inggris dengan baik					
20.	Saya dapat membedakan intonasi dan pengucapan kata yang benar dari mendengarkan lagu berbahasa Inggris					
21.	Saya merasa bernyanyi dengan mengikuti lagu berbahasa Inggris yang saya dengarkan benar-benar cocok dengan saya					
22.	Saya bisa menirukan apa yang diucapkan oleh para penyanyi lagu-lagu yang saya dengarkan					
23.	Saya merasa aneh jika tidak mendengarkan lagu bahasa Inggris pada jangka waktu yang lama					
24.	Saya mendengarkan lagu bahasa Inggris setiap hari minggu/weekend					
25.	Saya mendengarkan lagu bahasa Inggris sendirian					
26.	Saya mendengarkan lagu bahasa Inggris ketika sedang senang					
27.	Saya mendengarkan lagu bahasa Inggris bersama keluarga					
28.	Teman-teman dan orang sekitar mengenali saya					

	sebagai sumber info lagu Bahasa Inggris baik yang terbaru maupun tidak					
29	Saya merasa mendengarkan lagu bahasa Inggris meningkatkan kemampuan penguasaan kosakata bahasa Inggris saya					
30	Saya secara spontan mengucapkan ungkapan atau kata-kata yang saya dapat dari lagu berbahasa Inggris yang saya dengar sesuai kondisi tertentu (terkejut, marah, sedih dll)					
31	Saya tanpa sengaja bisa mengingat lirik lagu atau ungkapan pada lagu berbahasa Inggris yang saya dengar					
32	saya mendengarkan lagu bahasa Inggris sambil mengerjakan tugas.					
33	Saya memaksakan diri mendengarkan lagu bahasa Inggris					
34	Ketika menyalakan audio speaker saya langsung mencari lagu Bahasa Inggris					
35	Saya mendengarkan lagu bahasa Inggris ketika suasana hati saya sedang buruk					
36	Saya mendengarkan lagu bahasa Inggris tepat setelah pulang sekolah/ kampus					
37	Saya mendengarkan lirik dalam lagu bahasa Inggris sekaligus menyanyikannya					
38	Jika sedang mendengarkan lagu bahasa Inggris saya hanya fokus mendengarkan					
39	Saya merasa tidak nyaman mendengarkan lagu bahasa Inggris.					
40	Saya mendengarkan lagu bahasa Inggris dimana saja.					

APPENDIXES

APPENDIX 2 Validation Items

NAME	ITEM																																								SCORE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
LA	4	4	3	4	5	5	3	4	5	5	3	4	3	1	5	3	3	3	2	5	4	4	1	4	5	5	3	4	5	5	4	1	5	3	5	3	4	3	5	3	150
SIR	4	3	3	4	4	5	5	3	5	3	3	3	4	3	5	3	3	4	3	3	4	2	3	3	3	4	4	4	3	3	3	4	4	3	4	4	3	2	2	5	140
HH	2	1	1	1	1	4	1	1	2	3	1	2	1	1	2	1	2	1	2	3	2	1	2	2	2	2	1	1	2	2	2	1	4	1	1	2	2	2	2	1	68
RM	3	2	3	1	2	4	1	2	3	3	2	4	2	2	5	1	1	2	5	3	3	3	1	2	4	3	1	1	5	4	4	1	3	1	1	1	4	2	4	1	100
LLS	1	2	3	3	1	3	1	2	3	2	2	3	2	3	4	3	1	2	3	4	4	3	1	1	5	3	1	1	4	3	1	1	5	1	1	1	3	3	2	2	94
ASH	3	3	3	1	1	4	1	3	3	1	3	3	4	4	3	2	2	3	3	5	3	3	4	2	5	2	1	1	4	3	3	1	3	1	1	3	3	2	3	5	108
AWA	2	4	3	3	2	4	1	4	3	3	4	4	3	3	3	2	2	3	3	3	3	4	3	3	3	3	1	4	5	4	4	1	4	3	3	3	3	3	4	4	124
RP	5	5	5	3	5	5	2	5	5	5	4	4	3	3	5	3	5	4	4	4	4	5	3	2	4	4	3	5	4	5	5	2	3	3	3	3	4	2	3	4	155
SDA	3	4	3	2	3	5	5	4	5	4	4	5	4	2	4	1	3	4	4	4	5	5	4	4	4	4	4	3	5	5	4	3	4	2	3	3	4	1	5	3	148
EA	3	3	4	2	4	4	1	4	4	3	4	4	4	1	3	1	2	3	3	3	3	3	2	3	5	3	1	2	5	3	4	1	2	1	3	1	3	3	3	3	114
MA	3	3	3	2	1	2	3	2	3	2	3	3	2	3	3	1	3	3	5	3	3	3	2	3	3	2	3	3	3	2	3	3	4	3	3	3	3	4	3	2	111
AS	3	4	4	3	4	3	3	3	4	4	3	4	3	3	3	2	2	4	4	4	3	3	3	4	4	4	1	3	5	4	4	2	2	2	3	2	4	3	4	4	131
IMS	3	4	3	2	3	5	5	4	5	4	4	5	4	2	4	1	3	4	4	4	5	5	4	4	4	4	4	3	5	5	4	3	4	2	3	3	4	1	5	3	148
S	1	1	1	3	1	1	1	1	2	4	3	3	2	1	2	2	1	1	4	4	5	4	1	2	1	4	1	1	3	3	1	1	3	3	1	1	4	2	5	3	88
AA	3	4	3	2	3	4	5	4	4	4	4	5	4	2	4	1	3	4	4	4	5	5	4	4	4	4	4	3	5	5	4	3	4	2	3	3	4	1	5	3	146
MAP	4	4	3	4	5	5	3	4	5	5	3	4	3	1	5	3	3	3	2	5	4	4	1	4	5	5	3	4	5	5	4	1	5	3	5	3	4	3	5	2	149
AB	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120
AR	5	5	5	3	5	5	2	5	5	4	4	4	3	3	5	3	5	4	4	4	4	5	3	2	4	4	3	5	4	5	5	2	3	3	3	3	4	2	3	3	153
SMR	3	2	3	3	1	3	3	3	3	3	3	3	3	3	3	1	1	3	1	3	1	1	1	3	3	3	3	1	3	4	3	3	5	2	1	3	1	3	4	2	101
RH	3	3	4	2	3	4	1	4	4	3	3	4	4	1	3	1	2	3	3	3	3	3	2	3	5	3	1	2	5	3	4	1	2	1	3	1	3	3	3	3	112
RA	1	3	3	3	1	3	1	2	3	3	2	3	2	3	4	3	1	2	3	4	4	3	1	1	5	3	1	1	4	3	1	1	5	1	1	1	3	3	2	2	96
AH	4	3	3	4	4	5	5	3	4	3	3	3	4	3	5	3	3	4	3	3	4	2	3	3	3	4	4	4	3	3	3	4	4	3	4	4	3	2	2	4	138

APPENDIX 3 Validation Display From SPSS

[illegible]

X03	Pears on Correlation	,637**	,759**	1	,164	,613**	,423*	,043	,775**	,629**	,197	,545**	,455*	,443*	,324	,480*	,219	,559**	,685**	,215	,067	,011	,371	,263	,082	,579**	,215	,159	,543**	,455*	,432*	,694**	,099	- ,359	,091	,356	,132	,263	,113	- ,111	,331	,595**
	Sig. (2-tailed)	,001	,000		,466	,002	,050	,848	,000	,002	,379	,009	,034	,039	,142	,024	,328	,007	,000	,337	,766	,960	,090	,236	,718	,005	,338	,479	,009	,034	,044	,000	,661	,101	,688	,104	,558	,238	,618	,624	,132	,003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
X04	Pears on Correlation	,269	,294	,164	1	,507*	,147	,324	,239	,400	,444*	,168	- ,058	,131	,082	,449*	,755**	,246	,282	- ,346	,171	- ,021	,677**	,370	,554**	- ,065	,233	- ,019	,258	,374	,679**	,583**	,377	,099	,268	,000	,304	,451*				
	Sig. (2-tailed)	,226	,184	,466		,016	,513	,141	,284	,065	,038	,455	,799	,560	,718	,036	,000	,269	,204	,115	,446	,294	,869	,317	,410	,927	,001	,090	,007	,772	,296	,932	,246	,086	,001	,004	,083	,661	,228	1,000	,169	,035
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
X05	Pears on Correlation	,810**	,729**	,613**	,507*	1	,691**	,393	,756**	,856**	,697**	,512*	,494*	,491*	- ,188	,643**	,403	,729**	,660**	,003	,249	,320	,420	,231	,496*	,319	,754**	,466*	,819**	,396	,600**	,724**	,194	- ,196	,474*	,831**	,394	,529*	- ,131	,190	,366	,835**
	Sig. (2-tailed)	,000	,000	,002	,016		,000	,070	,000	,000	,000	,015	,019	,020	,401	,001	,063	,000	,001	,990	,265	,147	,051	,300	,019	,147	,000	,029	,000	,068	,003	,000	,386	,382	,026	,000	,069	,011	,560	,397	,094	,000

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[illegible]

X1 1	Pears on Corr elatio n	,4 75 *	,7 30 **	,5 45 **	,1 68	,5 12 *	,3 27	,4 01	,8 05 **	,6 01 **	,3 67	1	,7 23 **	,7 13 **	,0 8 5	,1 99	- ,0 63	,5 69 **	,7 36 **	,2 66	,1 3 4	,3 97	,6 89 **	,5 83 **	,5 13 *	,1 26	,4 17	,4 73 *	,6 17 **	,4 72 *	,6 00 **	,6 70 **	,3 28	- ,2 5 8	,4 44 *	,4 87 *	,4 12	,4 04	- ,2 81	,4 62 *	,5 43 **	,74 5**	
	Sig. (2-tailed)	,0 26	,0 00	,0 09	,4 55	,0 15	,1 37	,0 64	,0 00	,0 03	,0 93		,0 00	,0 00	,7 0 8	,3 75	,7 79	,0 06	,0 00	,2 32	,5 5 2	,0 67	,0 00	,0 04	,0 15	,5 75	,0 54	,0 26	,0 02	,0 26	,0 03	,0 01	,1 36	,2 4 7	,0 38	,0 21	,0 57	,0 62	,2 04	,0 31	,0 09	,00 0	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	22	22	22	22
X1 2	Pears on Corr elatio n	,3 25	,6 85 **	,4 55 *	- ,0 58	,4 94 *	,4 50 *	,3 92	,7 12 **	,6 61 **	,5 36 *	,7 23 **	1	,5 61 **	- ,2 2 0	,3 65	- ,2 61	,3 50	,5 94 **	,3 79	,2 9 1	,5 22 *	,7 89 **	,4 20	,6 01 **	,4 15	,5 37 **	,3 54	,4 09	,8 52 **	,8 08 **	,6 98 **	,0 91	- ,1 5 4	,0 74	,4 24 *	,0 98	,6 61 **	- ,4 34 *	,6 85 **	,1 46	,70 0**	
	Sig. (2-tailed)	,1 40	,0 00	,0 34	,7 99	,0 19	,0 36	,0 71	,0 00	,0 01	,0 10	,0 00		,0 07	,3 2 4	,0 94	,2 41	,1 10	,0 04	,0 82	,1 8 9	,0 13	,0 00	,0 52	,0 03	,0 55	,0 10	,1 06	,0 59	,0 00	,0 00	,0 00	,6 89	,4 9 3	,7 43	,0 49	,6 66	,0 01	,0 44	,0 00	,5 17	,00 0	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	22	22	22	22
X1 3	Pears on Corr elatio n	,4 76 *	,5 23 *	,4 43 *	,1 31	,4 91 *	,5 30 *	,5 47 **	,6 89 **	,6 35 **	,0 87	,7 13 **	,5 61 **	1	,0 9 4	,2 72	- ,0 57	,3 50	,7 78 **	- ,0 15	,0 9 8	,2 85	,2 89	,6 36 **	,5 63 **	,3 47	,3 43	,4 81 *	,3 92	,4 31 *	,3 73	,5 29 *	,4 40 *	- ,2 4 9	,1 11	,5 07 *	,4 48 *	,1 82	- ,3 60	,2 08	,6 83 **	,65 1**	
	Sig. (2-tailed)	,0 25	,0 13	,0 39	,5 60	,0 20	,0 11	,0 08	,0 00	,0 01	,7 02	,0 00	,0 07		,6 7 6	,2 22	,8 00	,1 11	,0 00	,9 48	,6 6 6	,1 99	,1 92	,0 01	,0 06	,1 14	,1 19	,0 23	,0 71	,0 45	,0 87	,0 11	,0 41	,2 6 3	,6 23	,0 16	,0 37	,4 17	,1 00	,3 52	,0 00	,00 1	

[illegible]

[illegible]

X1 9	Pears on Corr elatio n	,0 43	,2 16	,2 15	- ,3 46	,0 03	- ,1 51	,0 83	- ,0 04	,0 65	- ,0 09	,2 66	,3 79	- ,0 15	,1 58	,1 12	- ,2 09	,2 23	,1 90	1	- ,0 74	,4 54 *	,5 09 *	,3 33	- ,0 46	- ,0 84	- ,0 41	,0 41	,1 36	,2 22	,0 77	,2 10	,1 45	- ,4 42*	,0 64	- ,0 68	- ,1 30	,6 26 **	- ,2 70	,1 27	,0 56	,16 9
	Sig. (2- tailed)	,8 48	,3 33	,3 37	,1 15	,9 90	,5 03	,7 15	,9 86	,7 75	,9 69	,2 32	,0 82	,9 48	,4 82	,6 20	,3 51	,3 19	,3 98		,7 45	,0 34	,0 15	,1 30	,8 39	,7 10	,8 56	,8 56	,5 47	,3 21	,7 34	,3 47	,5 19	,0 39	,7 76	,7 64	,5 63	,0 02	,2 23	,5 74	,8 03	,45 2
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
X2 0	Pears on Corr elatio n	,1 20	,3 80	,0 67	,1 71	,2 49	,2 02	,0 34	,2 49	,3 52	,3 68	,1 34	,2 91	,0 98	- ,0 54	,2 87	,3 59	,1 85	,0 92	- ,0 74	1	,4 71 *	,5 22 *	,0 32	,1 20	,4 68 *	,4 79 *	,0 63	,1 32	,3 86	,5 21 *	,0 70	- ,3 24	,2 52	,0 71	,1 78	,0 78	,5 31 *	- ,1 78	,4 36 *	,1 64	,36 3
	Sig. (2- tailed)	,5 96	,0 81	,7 66	,4 46	,2 65	,3 68	,8 80	,2 63	,1 08	,0 92	,5 52	,1 89	,6 66	,8 10	,1 95	,1 01	,4 10	,6 83	,7 45		,0 27	,0 13	,8 88	,5 95	,0 28	,0 24	,7 79	,5 57	,0 76	,0 13	,7 58	,1 41	,2 58	,7 52	,4 29	,7 31	,0 11	,4 27	,0 43	,4 67	,09 7
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
X2 1	Pears on Corr elatio n	,0 42	,3 72	,0 11	,2 34	,3 20	,2 21	,4 12	,2 34	,4 61 *	,4 37 *	,3 97	,5 22 *	,2 85	- ,1 57	,4 15	,2 55	,3 34	,2 69	,4 54 *	,4 71 *	1	,7 49 **	,3 03	,1 66	,1 02	,6 11 **	,3 99	,3 44	,3 32	,4 37 *	,0 35	,1 56	,1 02	,2 78	,3 19	,0 98	,7 80 **	- ,5 53 **	,3 51	,2 42	,51 7*
	Sig. (2- tailed)	,8 51	,0 88	,9 60	,2 94	,1 47	,3 23	,0 57	,2 95	,0 31	,0 42	,0 67	,0 13	,1 99	,4 86	,0 55	,2 52	,1 28	,2 26	,0 34	,0 27		,0 00	,1 71	,4 60	,6 52	,0 03	,0 66	,1 17	,1 32	,0 42	,8 78	,4 89	,6 53	,2 10	,1 48	,6 65	,0 00	,0 08	,1 09	,2 77	,01 4

[illegible]

[illegible]

X2 7	Pears on Corr elatio n	,5 99 **	,4 63 *	,1 59	,3 70	,4 66 *	,4 88 *	,9 09 **	,4 46 *	,6 38 **	,3 86	,4 73 *	,3 54	,4 81 *	,1 0 9	,5 29 *	,1 20	,6 41 **	,6 89 **	,0 41	,0 6 3	,3 99	,2 88	,4 38 *	,5 51 **	- ,0 92	,5 10 *	1	,6 17 **	- ,0 62	,4 63 *	,3 72	,8 26 **	,3 4 3	,5 85 **	,5 88 **	,7 99 **	,1 79	- ,4 12	,2 43	,2 14	,72 1**	
	Sig. (2- tailed)	,0 03	,0 30	,4 79	,0 90	,0 29	,0 21	,0 00	,0 38	,0 01	,0 76	,0 26	,1 06	,0 23	,6 3 1	,0 11	,5 95	,0 01	,0 00	,8 56	,7 7 9	,0 66	,1 94	,0 41	,0 08	,6 84	,0 15		,0 02	,7 83	,0 30	,0 88	,0 00	,1 1 8	,0 04	,0 04	,0 00	,4 25	,0 57	,2 77	,3 38	,00 0	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	22	22	22
X2 8	Pears on Corr elatio n	,7 68 **	,8 18 **	,5 43 **	,5 54 **	,8 19 **	,5 97 **	,4 89 *	,7 28 **	,7 51 **	,5 64 **	,6 17 **	,4 09	,3 92	,1 1 7	,5 83 **	,4 43 *	,8 72 **	,7 31 **	,1 36	,1 3 2	,3 44	,4 93 *	,4 08	,4 54 *	,0 54	,6 05 **	,6 17 **	1	,1 98	,5 33 *	,6 78 **	,3 98	- ,0 0 8	,7 67 **	,8 32 **	,6 82 **	,4 48 *	- ,0 92	,1 34	,4 60 *	,87 3**	
	Sig. (2- tailed)	,0 00	,0 00	,0 09	,0 07	,0 00	,0 03	,0 21	,0 00	,0 00	,0 06	,0 02	,0 59	,0 71	,6 0 5	,0 04	,0 39	,0 00	,0 00	,5 47	,5 5 7	,1 17	,0 20	,0 60	,0 34	,8 12	,0 03	,0 02		,3 76	,0 11	,0 01	,0 67	,9 7 2	,0 00	,0 00	,0 00	,0 36	,6 85	,5 51	,0 31	,00 0	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	2 2	22	22	22	22	22	22	22
X2 9	Pears on Corr elatio n	,1 32	,5 65 **	,4 55 *	- ,0 65	,3 96	,3 62	,0 28	,5 87 **	,5 02 *	,3 56	,4 72 *	,8 52 **	,4 31 *	- ,2 4 0	,3 10	- ,1 59	,0 47	,3 56	,2 22	,3 8 6	,3 32	,6 15 **	,1 41	,4 28 *	,6 86 **	,4 05	- ,0 62	,1 98	1	,6 43 **	,5 60 **	- ,3 11	- ,1 6 6	- ,1 80	,3 31	- ,1 90	,5 89 **	- ,1 12	,5 57 **	,0 94	,47 7*	
	Sig. (2- tailed)	,5 58	,0 06	,0 34	,7 72	,0 68	,0 98	,9 02	,0 04	,0 17	,1 04	,0 26	,0 00	,0 45	,2 8 1	,1 60	,4 80	,8 36	,1 03	,3 21	,0 7 6	,1 32	,0 02	,5 31	,0 47	,0 00	,0 61	,7 83	,3 76		,0 01	,0 07	,1 59	,4 6 1	,4 22	,1 32	,3 98	,0 04	,6 20	,0 07	,6 77	,02 5	

[illegible]

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X3 5	Pears on Corr elatio n	,6 62 **	,6 53 **	,3 56	,5 83 **	,8 31 **	,5 74 **	,5 63 **	,6 29 **	,7 65 **	,5 48 **	,4 87 *	,4 24 *	,5 07 *	- 21 3	,5 12 *	,3 18	,6 33 **	,6 34 **	- 06 8	,1 78	,3 19	,3 30	,2 24	,7 13 **	,2 20	,6 71 **	,5 88 **	,8 32 **	,3 31	,4 22	,5 84 **	,3 26	,0 54	,6 25 **	1	,5 70 **	,4 04	,0 59	,2 58	,3 59	,80 5**
	Sig. (2- tailed)	,0 01	,0 01	,1 04	,0 04	,0 00	,0 05	,0 06	,0 02	,0 00	,0 08	,0 21	,0 49	,0 16	,3 42	,0 15	,1 49	,0 02	,0 02	,7 64	,4 29	,1 48	,1 33	,3 16	,0 00	,3 26	,0 01	,0 04	,0 00	,1 32	,0 51	,0 04	,1 39	,8 12	,0 02		,0 06	,0 62	,7 95	,2 47	,1 00	,00 0
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
X3 6	Pears on Corr elatio n	,6 35 **	,4 80 *	,1 32	,3 77	,3 94	,5 06 *	,7 25 **	,4 21	,4 74 *	,1 58	,4 12	,0 98	,4 48 *	,3 90	,3 82	,2 54	,6 37 **	,6 72 **	- 130	,0 78	,0 98	,0 92	,5 54 **	,4 83 *	- 180	,3 00	,7 99 **	,6 82 **	- 190	,3 07	,3 95	,7 11 **	,2 93	,6 70 **	,5 70 **	1	- 011	- 242	,0 82	,4 95 *	,64 2**
	Sig. (2- tailed)	,0 01	,0 24	,5 58	,0 83	,0 69	,0 16	,0 00	,0 51	,0 26	,4 82	,0 57	,6 66	,0 37	,0 73	,0 79	,2 53	,0 01	,0 01	,5 63	,7 31	,6 65	,6 85	,0 07	,0 23	,4 24	,1 76	,0 00	,0 00	,3 98	,1 64	,0 69	,0 00	,1 86	,0 01	,0 06		,9 61	,2 78	,7 16	,0 19	,00 1
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
X3 7	Pears on Corr elatio n	,2 74	,5 41 **	,2 63	,0 99	,5 29 *	,2 55	,1 98	,3 60	,5 14 *	,5 76 **	,4 04	,6 61 **	,1 82	- 20 8	,4 54 *	,1 98	,4 18	,3 01	,6 26 **	,5 31 *	,7 80 **	,8 26 **	,2 39	,2 72	,2 38	,6 28 **	,1 79	,4 48 *	,5 89 **	,5 86 **	,4 05	- 094	- 23 2	,2 78	,4 04	- 011	1	- 373	,5 07 *	,1 86	,58 9**
	Sig. (2- tailed)	,2 17	,0 09	,2 38	,6 61	,0 11	,2 51	,3 76	,0 99	,0 14	,0 05	,0 62	,0 01	,4 17	,3 52	,0 34	,3 77	,0 53	,1 74	,0 02	,0 11	,0 00	,0 00	,2 83	,2 20	,2 87	,0 02	,4 25	,0 36	,0 04	,0 04	,0 61	,6 77	,3 00	,2 10	,0 62	,9 61		,0 87	,0 16	,4 08	,00 4

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APPENDIX 4 Validation Result from Excel

No	r Hitung	r Tabel	Hasil
1	0,762686773	0,432	VALID
2	0,895586111	0,432	VALID
3	0,595158172	0,432	VALID
4	0,451303462	0,432	VALID
5	0,83516907	0,432	VALID
6	0,684374646	0,432	VALID
7	0,655681874	0,432	VALID
8	0,655681874	0,432	VALID
9	0,914455735	0,432	VALID
10	0,611535905	0,432	VALID
11	0,745471796	0,432	VALID
12	0,69958592	0,432	VALID
13	0,650615915	0,432	VALID
14	0,082330897	0,432	TIDAK VALID
15	0,680829456	0,432	VALID
16	0,302798668	0,432	TIDAK VALID
17	0,78466344	0,432	VALID
18	0,872270936	0,432	VALID
19	0,16901442	0,432	TIDAK VALID
20	0,362601147	0,432	TIDAK VALID
21	0,516898224	0,432	VALID
22	0,651005473	0,432	VALID
23	0,509359733	0,432	VALID
24	0,616748626	0,432	VALID
25	0,310855458	0,432	TIDAK VALID
26	0,741278495	0,432	VALID
27	0,721473345	0,432	VALID
28	0,873438686	0,432	VALID
29	0,477210171	0,432	VALID
30	0,768263469	0,432	VALID
31	0,744261826	0,432	VALID
32	0,436404749	0,432	VALID
33	0,017605761	0,432	TIDAK VALID
34	0,576371617	0,432	VALID
35	0,804968477	0,432	VALID
36	0,642350927	0,432	VALID
37	0,588871222	0,432	VALID
38	-0,313922889	0,432	TIDAK VALID
39	0,384962575	0,432	TIDAK VALID

40	0,488887827	0,432	VALID
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APPENDIX 5 Validation Result from SPSS V 26

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X01	119,4545	582,355	,743	,949
X02	119,2727	575,636	,886	,948
X03	119,3182	596,418	,570	,950
X04	119,8182	602,918	,420	,951
X05	119,6364	561,957	,815	,948
X06	118,5455	586,831	,660	,949
X07	119,9091	573,801	,617	,950
X08	119,2727	576,779	,830	,948
X09	118,6818	577,942	,907	,948
X10	119,0909	593,896	,585	,950
X11	119,3636	593,957	,731	,949
X12	118,8182	596,537	,683	,949
X13	119,4091	595,110	,629	,950
X14	120,1364	620,504	,045	,953
X15	118,6818	589,846	,658	,949
X16	120,4545	610,355	,269	,952
X17	120,0000	580,000	,766	,948
X18	119,4091	583,015	,863	,948
X19	119,1818	616,156	,130	,952
X20	118,7727	611,041	,337	,951
X21	118,8636	598,504	,486	,950
X22	119,0909	585,420	,622	,950
X23	120,0909	595,896	,474	,951
X24	119,6364	594,909	,592	,950
X25	118,6364	607,671	,270	,952
X26	119,0000	592,476	,725	,949
X27	120,1364	578,790	,695	,949
X28	119,7727	564,660	,859	,948
X29	118,3636	601,290	,446	,951
X30	118,7273	584,970	,750	,949
X31	119,1364	581,361	,722	,949
X32	120,5000	600,929	,400	,951
X33	118,7727	623,613	-,022	,953
X34	120,3182	598,703	,552	,950

X35	119,8182	573,203	,786	,948
X36	120,0000	592,095	,618	,950
X37	119,1364	601,171	,568	,950
X38	120,0455	636,617	-,342	,954
X39	118,9545	602,807	,345	,951
X40	119,5000	598,071	,455	,951

APPENDIX 6 Questionnaire After Validation

THE INSTRUMENT

Questionnaire about students' listening habit to English songs

Name :

Class :

B. Arrangement

4. Read carefully the following statements
5. Answer the statement according to your thoughts and give check list in the column you choose
6. The following criteria for

SL = Selalu

SR = Sering

K = Kadang

J = Jarang

TP = Tidak Pernah

NO	ITEMS	SL	SR	K	J	TP
1.	Saya mendengarkan lagu bahasa Inggris bersama teman					
2.	Saya mendengarkan lagu bahasa Inggris sekaligus menulis kosa kata baru yang saya dengar.					
3.	Saya mendengarkan lagu bahasa Inggris ketika bosan					
4.	Ketika saya memakai earphone, orang-orang sekitar saya sudah tahu bahwa saya akan mendengarkan lagu berbahasa inggris					
5.	Ketika familiar dengan suatu ungkapan dalam sebuah lagu, saya tidak mendapat kesulitan untuk mengenalinya pada lagu yang berbeda					
6.	Saya mendengarkan lagu bahasa Inggris ketika teman/ keluarga juga mendengarkannya bersama					
7.	Teman-teman bertanya kepada saya mengenai lirik lagu, penyanyi, maupun cerita dalam lagu berbahasa inggris terbaru maupun tidak					
8.	Saya merasa mendengarkan lagu bahasa Inggris menaikkan suasana hati saya					

9.	Ketika berselancar di internet secara tanpa disadari saya mencari lagu berbahasa Inggris untuk didengarkan					
10.	Saya mendengarkan lagu bahasa Inggris setiap malam					
11.	Saya langsung mencari dan mendengarkan lagu berbahasa inggris yang direkomendasikan teman saya ataupun yang saya dapat dari platform online					
12.	Saya mendengarkan lagu bahasa Inggris setiap di rumah.					
13.	Saya mendengarkan lagu bahasa Inggris sekaligus menelaah cerita dari liriknya					
15.	Saya mendengarkan lagu bahasa Inggris ketika teman/keluarga sedang sibuk					
16.	Saya mendengarkan lagu bahasa Inggris setiap hari libur atau tanggal merah					
17.	Saya bisa menirukan apa yang diucapkan oleh para penyanyi lagu-lagu yang saya dengarkan					
18.	Saya mendengarkan lagu bahasa Inggris setiap hari minggu/weekend					
19.	Saya mendengarkan lagu bahasa Inggris ketika sedang senang					
20.	Saya mendengarkan lagu bahasa Inggris bersama keluarga					
21.	Teman-teman dan orang sekitar mengenali saya sebagai sumber info lagu Bahasa inggris baik yang terbaru maupun tidak					
22.	Saya secara spontan mengucapkan ungkapan atau kata-kata yang saya dapat dari lagu berbahasa Inggris yang saya dengar sesuai kondisi tertentu (terkejut, marah, sedih dll)					
23.	Saya tanpa sengaja bisa mengingat lirik lagu atau ungkapan pada lagu berbahasa Inggris yang saya dengar					
24.	Saya mendengarkan lagu bahasa Inggris ketika suasana hati saya sedang buruk					
25.	Saya mendengarkan lagu bahasa Inggris tepat setelah pulang sekolah/ kampus					

APPENDIX 7 Test Instrument

THE INSTRUMENT

Vocabulary Test

Name :

Class :

Answer the questions below correctly by crossing out the letter a, b, c, or d!

1. What is the main meaning of sports?
 - a. To gain wealth
 - b. To improve physical health
 - c. To achieve fame
 - d. To relax
2. What is the correct spelling for the volleyball game?
 - a. Volleybal
 - b. Volleyball
 - c. Voleyboll
 - d. Voleyball
3. What is meant by “team sport” is...
 - a. Sports that are played individually
 - b. Sports played by two people
 - c. Sports played by two or more people in a team
 - d. Sports that are only played indoors
4. What is the correct spelling for sports played with a small ball and racket?
 - a. Tennis
 - b. Tenis
 - c. Tannis
 - d. Tennes
5. What is the correct spelling for long-distance running events?
 - a. Maraton
 - b. Marathon
 - c. Marathoon
 - d. Marthoon
6. The purpose of competitive sports is...
 - a. To have fun
 - b. To win medals and awards
 - c. To improve individual skills only
 - d. To get sponsors
7. Which sport is known as “handball” and uses a large ball?
 - a. Basketball
 - b. Soccer
 - c. Volleyball
 - d. Table tennis
8. Sports that use shuttlecocks are...
 - a. Tennis
 - b. Badminton
 - c. Squash

- d. Hockey
- 9. Which sport is the most watched by people around the world?
 - a. Basketball
 - b. Football
 - c. Baseball
 - d. Ice hockey
- 10. What is the name for a long-distance running race that usually takes place on the streets?
 - a. Marathon
 - b. Sprint
 - c. Relay
 - d. Cross country
- 11. In which sport can we find the term “free throw”?
 - a. Football
 - b. Basketball
 - c. American football
 - d. Rugby
- 12. What type of exercise is usually done in the pool in freestyle, back, breast and butterfly?
 - a. Competitive swimming
 - b. Diving
 - c. Water polo
 - d. Baseball
- 13. In which sport can we find the terms “set” and “game”?
 - a. Football
 - b. Tennis
 - c. Basketball
 - d. Swimming
- 14. Sports performed in the swimming pool are...
 - a. Swimming
 - b. Running
 - c. Soccer
 - d. Basketball
- 15. What is the name of the most famous running race in the world?
 - a. Marathon
 - b. Sprint
 - c. Relay
 - d. Cross country
- 16. What is the correct spelling for the most famous cycling race in the world?
 - a. Tour de France
 - b. Tour de Franch
 - c. Tour de Franc
 - d. Tour de Frence
- 17. What is the correct spelling for the short-distance running event?
 - a. Sprinting
 - b. Sprenting
 - c. Sprent
 - d. Sprentting
- 18. In which sport can we find the term “penalty kick”?
 - a. Football
 - b. Rugby

- c. American football
 - d. Basketball
19. Which position is primarily responsible for defending and protecting the team's goal?
 - a. Forward
 - b. Midfielder
 - c. Defender
 - d. Goalkeeper
 20. In which sport can we find the term "offside position"?
 - a. Basketball
 - b. Rugby
 - c. American football
 - d. Football
 21. What is the term for a game played by two teams with the aim of scoring goals?
 - a. Basketball
 - b. Soccer
 - c. Hockey
 - d. All answers are correct
 22. What is the correct spelling for the position of being unable to leave the goal area during a penalty kick...
 - a. Keeper
 - b. Keper
 - c. Kipper
 - d. Kepper
 23. What is another term for a second striker who plays behind the main striker?
 - a. Winger
 - b. Striker
 - c. Second striker
 - d. Full-back
 24. What is the correct spelling for the position that often performs crossing duties and supports both defense and offense...
 - a. Winger
 - b. Wingger
 - c. Wireng
 - d. Wingerr
 25. What is the name of the position that often performs crossing duties and supports both defense and offense?
 - a. Winger
 - b. Center-back
 - c. Full-back
 - d. Striker
 26. In which sport do we find the term "penalty"?
 - a. Basketball
 - b. Soccer
 - c. Rugby
 - d. All answers are correct
 27. What is the correct spelling for the tools used in tennis?
 - a. Raket
 - b. Rakcet
 - c. Rackeet

- d. Racket
- 28. What is the term for a player who frequently takes free kicks and penalties?
 - a. Goalkeeper
 - b. Striker
 - c. Creative midfielder
 - d. Full-back
- 29. In which sport can we find the term “hat trick”?
 - a. Basketball
 - b. Soccer
 - c. Hockey
 - d. All answers are correct
- 30. What is the name of the tool used to hit the shuttlecock in badminton?
 - a. Bat
 - b. Racket
 - c. Paddle
 - d. Stick
- 31. What is the name of the international organization that governs badminton competitions?
 - a. FIFA
 - b. BWF
 - c. IOC
 - d. FIBA
- 32. What is the correct spelling for the term for the action when the ball is contacted with the fingertips above the head...
 - a. Set
 - b. Seet
 - c. Sett
 - d. Sete
- 33. In which sport can we find the term “home run”?
 - a. Football
 - b. Baseball
 - c. Basketball
 - d. Hockey
- 34. What is the term for the action when the ball is contacted with the fingertips above the head?
 - a. Serve
 - b. Set
 - c. Forearm pass
 - d. Spike
- 35. What is the correct spelling for the sport most watched by people around the world...
 - a. Football
 - b. Fotball
 - c. Footbal
 - d. Foteball
- 36. What is a “service” in badminton?
 - a. The first stroke to start the game
 - b. The stroke to end the game
 - c. The blow made when the ball goes out of the field
 - d. A stroke made after each point
- 37. What is the correct spelling for a player kicking the ball from the penalty spot after an opponent commits a foul inside their own penalty area...

- a. Penathy Kik
 - b. Penalthy Kick
 - c. Penalty kick
 - d. Penalty Kikc
38. What is called when a player kicks the ball from the penalty spot after an opponent commits a foul inside their own penalty area?
- a. Penalty kick
 - b. Free kick
 - c. Corner kick
 - d. Goal kick
39. In which sport do we find the term "touchdown"?
- a. Soccer
 - b. Rugby
 - c. American football
 - d. Basketball
40. What is the correct spelling for a person in charge of goal keeping in baseball...
- a. Catcher
 - b. Carther
 - c. Cather
 - d. Cacther
41. What does "offside position" mean in football?
- a. When a player is behind their own team's goal line
 - b. When a player is in front of their own team's goal line
 - c. When a player is beside their own team's goal line
 - d. When a player is behind their opponent's goal line
42. In which sport can we find the term "Bounce"?
- a. Football
 - b. Baseball
 - c. Basketball
 - d. Hockey
43. What is the correct spelling for the event that occurs if two players from the same team touch the ball twice in quick succession...
- a. Faulth
 - b. Fault
 - c. Fautl
 - d. Fauhtl
44. What does "handball" mean in baseball?
- a. When a player uses their hands to control or touch the ball
 - b. When a player kicks the ball with their feet
 - c. When a player heads the ball with their head
 - d. When a player uses their hands to throw the ball
45. What is the correct spelling for when a player uses his hands to control or touch the ball?
- a. Hadnball
 - b. Handball
 - c. Ball Hand
 - d. Handsball
46. In which sport can we find the term "butterfly style"?
- a. Swimming
 - b. Baseball

- c. Football
 - d. Volleyball
47. What is the name of the player who usually plays near the basket and scores by dunking or laying up the ball in basketball?
- a. Point guard
 - b. Shooting guard
 - c. Power forward
 - d. Center
48. What is the correct spelling for the name of a player who usually plays near the basket and scores by dunking or layup...
- a. Centre
 - b. Central
 - c. Center
 - d. Ceenter
49. What is called when an attacking team quickly moves the ball up the court after gaining possession?
- a. Fast break
 - b. Pick-and-roll
 - c. Post- up play
 - d. Drive-and-kick play
50. What is the correct spelling for for the attacking team to quickly move the ball down the field after gaining possession of the ball...
- a. Fastbreak
 - b. Fast break
 - c. Fast breack
 - d. Fast broke

Sipirok, Sabtu, 14 September 2024

Validator

Afnidar Triani Pasaribu, S.Pd

APPENDIX 8 Questionnaire Result of Listening Habit to English Songs

No	Initial	Number Of Questionnaires																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AF	3	2	3	1	4	1	1	4	2	4	4	3	4	3	4	5	4	4	2	2	2	2	2	5	3	72
2	NOM	3	2	3	2	2	2	2	4	3	4	4	4	4	3	3	4	3	4	4	3	2	4	3	4	4	80
3	FS	1	1	3	2	3	1	2	3	2	5	3	5	5	2	3	3	2	3	2	1	2	2	3	3	2	64
4	SR	2	3	3	2	2	2	2	4	3	4	4	4	4	3	3	4	3	4	4	3	2	3	4	4	4	80
5	NA	2	1	4	1	5	1	5	4	2	2	5	4	5	2	5	5	5	2	1	2	4	4	2	5	4	82
6	ARP	1	1	3	3	5	3	4	5	5	4	4	3	4	2	2	5	3	4	3	3	4	5	3	4	5	88
7	ZF	3	3	4	1	3	3	2	3	4	4	4	5	3	5	4	3	4	4	2	3	4	4	3	3	3	84
8	ASP	3	2	3	1	4	1	1	4	2	4	4	3	4	3	4	5	4	4	2	2	2	2	3	5	4	76
9	KA	4	3	4	3	4	2	3	4	5	4	3	5	5	4	5	4	5	3	2	3	4	4	2	2	3	90
10	SSE	2	3	3	2	2	2	2	4	3	4	4	4	4	3	3	4	3	4	4	3	2	3	4	4	4	80
11	LA	3	3	4	3	4	4	3	4	3	4	5	4	4	3	4	3	4	3	4	2	3	3	5	2	4	88
12	SIR	4	2	5	3	4	3	4	3	4	3	4	3	3	3	5	4	4	3	3	4	5	2	2	4	2	86
13	HH	3	2	3	2	2	2	2	4	3	4	4	4	5	2	3	4	3	4	4	3	2	3	4	4	4	80
14	RMN	2	3	3	2	2	2	2	4	3	4	4	4	4	3	3	4	3	4	4	3	2	3	5	4	3	80
15	LLS	3	3	4	1	3	3	2	3	4	4	4	5	3	5	4	3	4	4	2	3	4	4	3	4	2	84
16	ASH	2	1	4	1	5	1	5	4	2	2	5	4	5	2	5	5	5	2	1	2	4	4	2	5	4	82
17	AWA	4	2	5	3	4	3	4	3	4	3	4	3	3	3	5	4	4	3	3	4	5	2	2	2	4	86
18	RP	3	2	3	1	3	3	3	2	3	3	2	3	4	3	3	3	3	2	1	2	4	3	2	4	3	68
19	SDA	2	3	3	2	2	2	2	4	3	4	4	4	4	3	3	4	3	4	4	3	2	3	4	4	4	80
20	EA	4	3	4	3	4	2	3	4	5	4	3	5	5	4	5	4	5	3	2	3	4	4	2	3	2	90
21	MA	4	2	2	1	5	3	3	3	4	4	3	4	5	3	3	3	3	4	3	1	3	2	3	3	2	76
22	AS	4	3	4	3	4	2	4	4	5	4	3	5	5	5	5	4	5	3	2	3	5	4	2	3	2	93

APPENDIX 9 The Result of Vocabulary Mastery Test

No	Initial of the Students	Score
1	AF	64
2	NOM	76
3	FS	80
4	SR	76
5	NA	80
6	ARP	76
7	ZF	72
8	ASP	76
9	KA	82
10	SSE	74
11	LA	64
12	SIR	84
13	HH	88
14	RMN	78
15	LLS	74
16	ASH	82
17	AWA	86
18	RP	80
19	SDA	78
20	EA	86
21	MA	64
22	AS	86
TOTAL		1706

APPENDIX 10 The Result of Variable X And Y

NO	NAME	X	Y	X2	Y2	XY
1	AF	72	64	5184	4096	4608
2	NOM	80	76	6400	5776	6080
3	FS	64	80	4096	6400	5120
4	SR	80	76	6400	5776	6080
5	NA	82	80	6724	6400	6560
6	ARP	88	76	7744	5776	6688
7	ZF	84	72	7056	5184	6048
8	ASP	76	76	5776	5776	5776
9	KA	90	82	8100	6724	7380
10	SSE	80	74	6400	5476	5920
11	LA	88	64	7744	4096	5632
12	SIR	86	84	7396	7056	7224
13	HH	80	88	6400	7744	7040
14	RMN	80	78	6400	6400	6240
15	LLS	84	74	7056	5476	6216
16	ASH	82	82	6724	6724	6724
17	AWA	86	86	7396	7396	7396
18	RP	68	80	4624	6400	5440
19	SDA	80	78	6400	6084	6240
20	EA	90	86	8100	7396	7740
21	MA	76	64	5776	5776	4864
22	AS	93	86	8649	7396	7998
TOTAL				146545	135328	139014

APPENDIX 11 VARIABLE X

(LISTENING HABIT TO ENGLISH SONGS)

Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of students listening habit to English songs

64 68 72 76 76 80 80 80 80 80 80 82 82 84 84 86 86 88 88 90 90 93

High : 93

Low : 64

N : 22

2. Range (R)= High score- Low score

$$= 93 - 64$$

$$= 29$$

3. Total of classes (k)= $1 + 3.3 \log n$

$$= 1 + 3.3 \log 22$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.422$$

$$= 5.422 \text{ rounded to } 5$$

4. Length of classes = $\frac{\text{Range}}{\text{Total of classes}}$

$$= 29/5$$

$$= 5.8 \text{ rounded to } 6$$

APPENDIX 12

VARIABLE Y (VOCABULARY MASTERY)

Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of students listening habit to English songs

64 64 64 72 74 74 76 76 76 76 78 78 80 80 80 82 82 84 86 86 86 88

High : 88

Low : 64

N : 22

2. Range (R)= High score- Low score

$$= 88 - 64$$

$$= 24$$

3. Total of classes (k)= $1 + 3,3 \log n$

$$= 1 + 3,3 \log 22$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.422$$

$$= 5.422 \text{ rounded to } 5$$

4. Length of classes = $\frac{\text{Range}}{\text{Total of classes}}$

$$= 24/5$$

$$= 4,8 \text{ rounded to } 5$$

APPENDIX 13 Table Distribution in Variable X And Y And Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	,199	22	,023	,949	22	,298
Y	,140	22	,200*	,921	22	,081
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Descriptives				
			Statistic	Std. Error
X	Mean		81,32	1,520
	95% Confidence Interval for Mean	Lower Bound	78,16	
		Upper Bound	84,48	
	5% Trimmed Mean		81,63	
	Median		81,00	
	Variance		50,799	
	Std. Deviation		7,127	
	Minimum		64	
	Maximum		93	
	Range		29	
	Interquartile Range		8	
	Skewness		-,714	,491
	Kurtosis		,588	,953
Y	Mean		77,55	1,500
	95% Confidence Interval for Mean	Lower Bound	74,43	
		Upper Bound	80,66	
	5% Trimmed Mean		77,73	
	Median		78,00	
	Variance		49,498	
	Std. Deviation		7,035	
	Minimum		64	
	Maximum		88	
	Range		24	
	Interquartile Range		9	
	Skewness		-,644	,491
	Kurtosis		-,061	,953

APPENDIX 14 The Result of Product Moment Test

Correlations			
		X	Y
X	Pearson Correlation	1	,442*
	Sig. (2-tailed)		,040
	N	22	22
Y	Pearson Correlation	,442*	1
	Sig. (2-tailed)	,040	
	N	22	22
*. Correlation is significant at the 0.05 level (2-tailed).			

APPENDIX 15 The Result of Hypothesis Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	X-Y	3,773	8,440	1,799	,031	7,515	2,097	21	,048

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	QUESTIONNAIRE & TEST	22	,290	,191

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	QUESTIONNAIRE	81,32	22	7,127	1,520
	TEST	77,55	22	7,035	1,500

APPENDIX 16 Table t (NILAI-NILAI DALAM DISTRIBUSI t)

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878

APPENDIX 17 Table r (NILAI-NILAI r PRODUCT MOMENT)

N	Taraf Signifi		N	Taraf Signif		N	Taraf Signif	
	5 %	1%		5%	1%		5%	1%
3	0.997	0.999	20	0.444	0.561	37	0.325	0.418
4	0.950	0.990	21	0.433	0.549	38	0.320	0.413
5	0.878	0.959	22	0.423	0.537	39	0.316	0.408
6	0.811	0.917	23	0.413	0.526	40	0.312	0.403
7	0.754	0.874	24	0.404	0.515	41	0.308	0.398
8	0.707	0.834	25	0.396	0.505	42	0.304	0.393
9	0.666	0.798	26	0.388	0.496	43	0.301	0.389
10	0.632	0.765	27	0.381	0.487	44	0.297	0.384
11	0.602	0.735	28	0.374	0.478	45	0.294	0.380
12	0.576	0.708	29	0.367	0.470	46	0.291	0.376
13	0.553	0.684	30	0.361	0.463	47	0.288	0.372
14	0.532	0.661	31	0.355	0.456	48	0.284	0.368
15	0.514	0.641	32	0.349	0.449	49	0.281	0.364
16	0.497	0.623	33	0.339	0.436	50	0.279	0.361
17	0.482	0.606	34	0.334	0.430	60	0.254	0.330
18	0.468	0.590	35	0.329	0.424	70	0.235	0.306
19	0.456	0.575	36	0.325	0.418	80	0.220	0.286

APPENDIX 18 Documentations

Questionnaire With the Students



Vocabulary Test with the Students



CURRICULUM VITAE



A. Identity

Name : Elisa Hairani
Reg. Number : 20 203 00056
Place / Date of Birth : Baringin, 25 April 2002
Gender : Female
Religion : Islam
Address : Jl. H.T Rizal Nurdin, No.19, Sihitang, Padangsidempuan
Tenggara, Padangsidempuan
Phone Number : 0812-6279-8055/0852-6178-6278
Email : hairanielisa7@gmail.com

B. Parents

Father's Name : Raja Amin Pohan
Job : Farmer
Mother's Name : Lili Herawati Siregar
Job : Farmer

Educational Background

Elementary School : SD Negeri 102210 Baringin
Junior High School : SMP Negeri 4 Sipirok
Senior High School : MAS Jabalul Madaniyah Sijungkang
S.1 : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan



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Nomor : B - 4181 / Un.28/E.1/TL.00.9/06/2024

28 Juni 2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala **MAN TAPSEL**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Elisa Hairani

NIM : 2020300056

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Sipirok

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " **The Correlation Between Listening Habit to English Songs and Vocabulary Mastery at The XI Grade Students Of MAN TAPSEL** ".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



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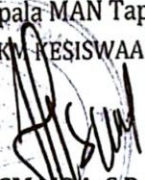
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Schubungan dengan Surat Saudara Nomor : B-4181/Un.28/E.1/TL.00.9/06/2024 perihal Mohon Izin Melaksanakan Penelitian, maka dengan ini memberikan izin untuk melaksanakan penelitian di MAN Tapanuli Selatan oleh:

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Demikian surat balasan ini dibuat untuk dapat dipergunakan seperlunya, terima kasih.

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