THE CORRELATION BETWEEN
LISTENING ENGLISH SONG HABIT
AND STUDENTS' VOCABULARY RECOGNITION
AT ENGLISH TEACHER EDUCATION
DEPARTMENT OF UIN SUNAN AMPEL SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the
degree of Sarjana Pendidikan (S.Pd) in Teaching English

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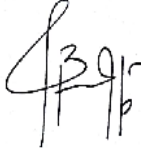
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ABSTRACT

Safitri, Dian Eka (2018). *The Correlation between Listening English Song Habit and students' Vocabulary Recognition at English Teacher Education Department of UIN Sunan Ampel Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, University of UIN Sunan Ampel Surabaya. Advisor: Drs. Muhtarom, M.Ed, Gred, Dip. Tesol. And Rakhmawati, M.Pd.

Key Word: *Correlation, Listening Song Habit, and Vocabulary Recognition*

Vocabulary is one of the receptive words which have to be learned by students of English Department to get easy in their teaching learning process. In this university, there are many researchers which have been done to examine the teaching techniques in vocabulary but there is limited research done on the role of vocabulary recognition in listening to the English song. The subject of this study is 72 students at the 3rd semester of English Teacher Education Department in Sunan Ampel Surabaya academic year 2017-2018. The instrument used in this study are Aural Vocabulary Knowledge Test developed by Joshua Matthews and a questionnaire to find out the students habit in listening to the English song. The data is analyzed using SPSS version 16.0. The statistical used in this quantitative research is Pearson Product Moment Correlation to find the correlation between the independent variable (Listening English Song Habit) and the dependent variable (Vocabulary Recognition). The findings of this study show that there was a significant correlation between listening English song habit and students' vocabulary recognition. The standard level of significant (0.05) the Pearson Correlation of listening English song habit and students' vocabulary recognition = 0.000 (Sig = 0.425). This indicates that the habit in listening to the English song can help students' recognize a lot of vocabulary. Hence in order to get much of new English words they should learn from listening to the English song frequently.

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ABSTRAK

Safitri, Dian Eka, (2018). Hubungan antara Kebiasaan Mendengrkan Lagu Bahasa Inggris dengan Pengenalan Kosakata Mahasiswa Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya, Skipsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Dosen pembimbing Drs. Muhtarom, M.Ed, Gred, Dip. Tesol. dan Rakhmawati, M.Pd.

Kata kunci : korelasi, kebiasaan Mendengarkan Lagu, Pengenalan Kosakata.

Kosakata adalah salah satu kata reseptif yang harus dipelajari oleh mahasiswa Bahasa Inggris agar mudah dalam proses belajar mengajar. Di universitas ini, ada banyak peneliti yang menguji teknik mengajar dalam kosakata tetapi yang menelitian pengenalan kosakata melalui mendengarkan lagu bahasa Inggris sangat terbatas. Subyek penelitian ini adalah 72 siswa pada semester 3 Jurusan Pendidikan Bahasa Inggris di Sunan Ampel Surabaya tahun akademik 2017-2018. Instrumen yang digunakan dalam penelitian ini adalah Aural Vocabulary Knowledge Test yang dikembangkan oleh Joshua Matthews dan kuesioner untuk mengetahui kebiasaan siswa dalam mendengarkan lagu bahasa Inggris. Data dianalisis menggunakan SPSS versi 16.0. Temuan dari penelitian ini menunjukkan bahwa ada korelasi yang signifikan antara mendengarkan kebiasaan berbahasa Inggris dan pengenalan kosakata siswa. Tingkat standar signifikan (0,05) Pearson Correlation dari kebiasaan mendengarkan lagu bahasa Inggris dan pengenalan kosakata siswa = 0,000 (Sig = 0,425). Ini menunjukkan bahwa kebiasaan mendengarkan lagu berbahasa Inggris dapat membantu siswa mengenali banyak kosakata. Oleh karena itu untuk mendapatkan banyak kata-kata bahasa Inggris baru, mereka harus belajar dan sering mendengarkan lagu bahasa Inggris .

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CHAPTER 1

INTRODUCTION

This chapter presents the basic idea related to the study, they are; background, research question, objectives of the study, hypothesis, significance of the study, scope, and limitation, and definition of key terms.

A. Background of the Study

Vocabulary is one of the language components that must be learned first by the students when they want to learn English. According to Richard, vocabulary is one of the important components of language proficiency.[1] It provides much of the foundation for how well learners speak, read, write and listen. Therefore, it is important to note that vocabulary should be taught to the students so they can have and recognize more word. Having or knowing more stock of word makes the students get easier to know and to select what they are going to use appropriately both in learning and using English.

In addition, Richards and Schmidt state that vocabulary is a set of a lexeme, including single word, compound word, and idioms.[2] Based on, the above explanation shows that vocabulary is an important element in order to major English well. Besides the order English components and skill. It is concluded that vocabulary must be learned by students in order to learn English successfully. Without moderate vocabulary, students difficult to communicate effectively and cannot show up their idea in both oral and written form the other said. So, recognizing must be developed by all students in order to increase their vocabulary. Yet, the problem in EFL learners, especially the freshman of English Teacher Education

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[1] Jack C Richard - Schmidt, *Language Teaching and Applies Linguistics*, Third Edition Edition (London, 2002), p. 147.
[2] Ibid. p. 215.

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Department in Sunan Ampel State Islamic University, can be easily confused in teaching learning process with unfamiliar vocabulary.

Students who have limited vocabulary certainly will get difficulties in learning the English Language. The one way for the students to get a lot of vocabulary is get used to listening to the song. There are several reasons that song might be helpful for learners. The advantages of listening to the song often, they not only get new vocabulary and pronunciation but they also get relax. The use of song also makes learning atmosphere be more interesting and enjoyable.[3] In this era with the high technology, we do not feel hard to listen to the song. We can listen to the song everywhere without limited space and time. The researcher assumes that by listening western music we will get new ideas and also develop our vocabulary. Habit is usual behavior.[4] It means that behavior will be a habit. In other words, if we listening to an English music in our free time every day it will be a habit. By having habitual in listening English song, it will be able to improve students' vocabulary because when we listen to something new, automatically our brains will save that information, that's why listening habit can recognize our vocabulary.

There have been some studies which examined the role of habit in listening English song and vocabulary recognition. First, a study by Elvira Rosyidah M. R. entitled "The Correlation between the students' Frequency of Listening to English Song and Their Listening Achievement".[5] This study is aimed to investigate whether there is a significant correlation between students' frequency of listening to English songs and their listening achievement. This study was conducted in the first year students of State Senior High School 9 Bandar

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[3] Brian Cullen, "Music and Song Discussion" Oxford University Press: *TESL Journal*, Vol. IV No. 1 (1998), p.1.

[4] Mellasari Hadian, "The Use of Song Lyrics in Teaching Listening (a Case Study of Junior High School Grade 8 in Bandung)", *Journal of English nd Education*, Vol. 3, No. 1 (2016), p. 5.

[5] Elvira Rosyidah M.R, The Correlation between Students' Frequency of Listening oo English Songs and Their Listening Listening Achievement (Bandar Lampung: *Journal of English Teaching Society (ELTS)*, 2016), p. 19.

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Lampung, Lampung. The research design of this study was a descriptive quantitative. The researcher used a questionnaire, interview, and listening test to take the data. The data were analyzed by using Statistical Package for Social Science (SPSS) version 16.0. The hypothesis was tested by using Pearson Product Moment Correlation Coefficient. The test result of this study showed that there is a significant correlation between students' frequency of listening to English songs and their listening achievement.

Second, a study by Jiati Endah Sari entitled "The Correlation between Students' Ability In Listening to The English Songs And Their Vocabulary Mastery".[6] The aimed of this research was to find out the correlation between students' ability in listening to English songs and their vocabulary mastery. This research was conducted at SMA Negeri 1 Palu. The population was the eleventh-grade students that consist of 202 students. The sample was 20 students taken randomly. The instruments were tests which consisted of listening and vocabulary, and non-test of the questionnaire. The two tests were used to get data about students' ability in listening to English songs, and their vocabulary mastery. The questionnaire was used to obtain the additional data about their difficulties in doing the tests. The result of this study was showed there was no correlation between students' ability in listening to English songs and their vocabulary mastery. It means that there was not significant between the two variable.

Third, a study by Zara Firstly Meutia entitled "A Correlational Study between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill".[7] The aimed of this research is to find out the correlation between habit in listening to English songs, vocabulary mastery, and listening skill at the tenth – grade students of SMA Negeri 3 Surakarta. The result of this study was shown that there is a significant

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[6] Jiati Endah Sari, The Correlation between Students' Ability in Listening to The English Songs and their Vocabulary Mastery at SMAN Palu, Vol. 1, No 1 (Sulawesi: *E-journal of English Language Teaching Society (ELTS)*, 2013), p. 5.
[7] Zara Firsty Meutia - Abdul Asib - Ahmad Dahlan Rais, "A Correlational Study between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill", *English Education*, Vol. 2, No. 3 (2014), p. 7.

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correlation between the habit of listening to English songs and vocabulary mastery toward listening skill. Then, the result is a positive correlation. It indicates that vocabulary mastery toward listening skill and habit of listening English songs tend to go down or to go up together with the student's listening skill.

Fourth, a study was written by Nurjannah entitled "The Correlation between Students' habit In Listening Song and Students' English Listening skill".[8] This study is to reveal the correlation between two variables they are a habit in listening song and Listening Skill. This research is conducted at the senior high school of Trampal for the 12 Grade students. The method used of this study surveyed with correlational analysis. The result of this research was shown that there is a positive and significant correlation between students' habit in listening song and English listening skill.

Fifth, a study was written by Eva Valiyanti entitled "The Influence of English Song toward Students' Vocabulary Mastery and Students' Motivation".[9] The objectives of this research are to know "is the English song can improve the students' vocabulary? The objective of the study is the second semester of English education study program in the University of Muhammadiyah Metro. The result of this research was shown that there is a significant influence between students' motivation of English Song toward Students' Vocabulary Mastery at the second semester of English education Study Program in the Muhammadiyah University of Metro.

Those previous studies show that listening English song an important role on EFL students to recognize their vocabulary. Certainly, this process is not based on the explicit formal instruction, but this process on secondary learning from large amounts of language input.[10] Vocabulary is needed to expand the students' capability to understand the new word.

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[8] Nurjanah Nurjanah - Ira Miranti - Nina Dwiastuty, "The Correlation between Students' Habit in Listening Song and Students' English Listening Skill", *Deiksis*, Vol. 10, No. 01 (2018), p. 1.

[9] Eva Faliyanti, Thesis: "The Influence of English Song toward Students' Vocabulary Mastery and Students' Motivation" (University of Muhammadiyah Metro, 2016), p. 9.

[10] Takac Visnja Pavicic, *Vocabulary Learning Strategies and Vocabulary Foreign Language Acquisition* (Clevedon, UK: Multilingual Matters, 2008), p. 26.

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Lack of vocabulary makes learning process is difficult. Based on Graves learning English vocabulary is one of the most crucial tasks for English learner.[11] The students of English Teacher Education Department can be used music in many diverse ways of learning vocabulary. There is limited study concerning and used music to recognize the student's vocabulary in this university.

The various teaching methods are used to teach English Second Language learners and according to research, music is the most important method to heighten the learning of ESL.[12] This study only focuses on listening English song habit because the teaching techniques and strategies are appropriate to facilitate the students of English Teacher Education Department to get a new word and much of vocabulary from the song. The researcher will focus on the role of listening in vocabulary. Therefore, the findings of this research will give an insight on whether the students' listening English song habit is an important factor which affects the student's vocabulary recognition or not. The subject of this study is 3rd – semester students in the 2017 – 2018 academic years. In addition, students' ability in listening to the information is needed to measure the word recognition, therefore listening English song habit is chosen because this research to develop students' skill on understanding the details.

While the previous research above, only focus on the correlation between students' frequency of listening to English songs and students' vocabulary mastery. Furthermore, this study investigated the correlation between listening English song habit and students' vocabulary recognition at third-semester students of English Education Department of UIN Sunan Ampel Surabaya.

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[11] Michael F. Graves, *The Vocabulary Book: Learning & Instruction* (New York: Teachers College Press, 2006), p. 7.

[12] Catharina Aletta Horn, *Using Music to Enhance the Listening Abilities of Grade Ones* (South Africa: University of South Africa, 2007), p. 10.

B. Research Questions

What is the correlation between listening English song habit and students vocabulary recognition of the third-semester students of English Education Department of UIN Sunan Ampel Surabaya?

C. Objectives of the Study

The objective of this study is to give a brief and clear description. To investigate the correlation coeficient between listening English song habit and students' vocabulary recognition.

D. Hypothesis

A hypothesis testing examines two opposing hypotheses: the null hypothesis and alternative hypothesis. Null hypothesis (H_0) state that there is no a relationship between the variables, meanwhile, alternative hypothesis (H_1 or H_a) states that there is a relationship between Listening English Song Habit and Students Vocabulary Recognition.

The alternative hypothesis is accepted if the null hypothesis is rejected.[13] Thus, the hypotheses of this study are:

a. Null hypothesis (H_0): there is no correlation between students listening English song habit and students vocabulary recognition at third semester, and the degree of vocabulary recognition does not depend on the listening song (equivalent to $r = 0$).

b. Alternative hypothesis (H_a): there is a correlation between students listening English song habit and students vocabulary recognition at third semester, and the degree of vocabulary recognition depends on the listening song (equivalent to $r \neq 0$)

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[13] Jayanta Kumar Nayak - Priyanka Singh, *Fundamentals of Research Methodology: Problems and Prospects* (2015), p. 61.

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E. Significances of the Study

The result of the study is expected able give contribution for an institution, lecturers, students, and another researcher.

1. For the institution, the Department of English Education may conduct Listening Song to expose the students in the English Language.
2. For lecturers, it can improve the students in listening English song to improve their vocabulary. Furthermore, it can be used as one of the media in teaching learning process.
3. For students, the finding of this study will help the students who want to improve their vocabulary recognition. They can expose themselves to English exposure by listening to song activity.
4. For another researcher, this study will be very useful for their guidance in conducting research under the same topic.

F. Scope and Limitation of the Study

The scope of this study is the students' habit of listening English song and students' vocabulary recognition. This study is to investigate the relationship between listening English song habit and students' vocabulary recognition. This study within students of English Teacher Education Department in UIN Sunan Ampel University Surabaya in the third semester, or it can be students from year 2017/2018.

There is some limitation of this study. This study only examines the correlation study which is only looking for the relation between the habit of listening English song and the students' ability to recognize the vocabulary. While the test used in this study is an Aural Vocabulary Knowledge (AVK) test.

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G. Definition of Key Terms

To avoid the misinterpretation about this study, the researcher will explain the several key terms that are used in this study. The key terms are:

1. Listening Song and Music

   This is best successfully by determining the suitability of the listening material such as the use of song as authentic material. The use of the song is encouraging and motivates students to understand the content of materials.[14] Jordan suggests that idea can represent the music and language learning could be highly valuable to language learner especially when picking new vocabulary.[15] This study, the listening English song refers to the automatic activity of paying attention to recognize the student's vocabulary.

2. Definition of Habit

   Habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition.[16] Habit in this research refers to the students' regular repetition of listening to English song and it helps students catch the word in English easily.

3. Listening English Song

   Listening is the active use of language to access what other people's said. Helgesen states that listening is an active, purposeful processing or making sense of what we hear.[17] In this study, listening English song is students' purposeful processing of English song they hear.

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[14] Hadian, Thesis "The Use of Song Lyrics in Teaching Listening (a Case Study of Junior High School Grade 8 in Bandung)", p. 124.

[15] Fraser MacLeod - Pia Larsson, *Exposure to English Outside The Classroom* (2011).

[16] Nurjanah, Miranti - Dwiastuty, "The Correlation between Students' Habit in Listening Song and Students' English Listening Skill", p. 45.

[17] Marc Helgesen, *Practical English Language Teaching. Langan, John. English Skill*, Seventh Edition (New York: McGraw-Hill Companies, 2007), p. 24.

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4. Vocabulary Recognition

Vocabulary Recognition is the equipment of learning new words and other aspects of language acquisition.[18] In this study, the students can be recognizing familiar words quickly and accurately facilitates learning new words, as well as other aspects of language acquisition.
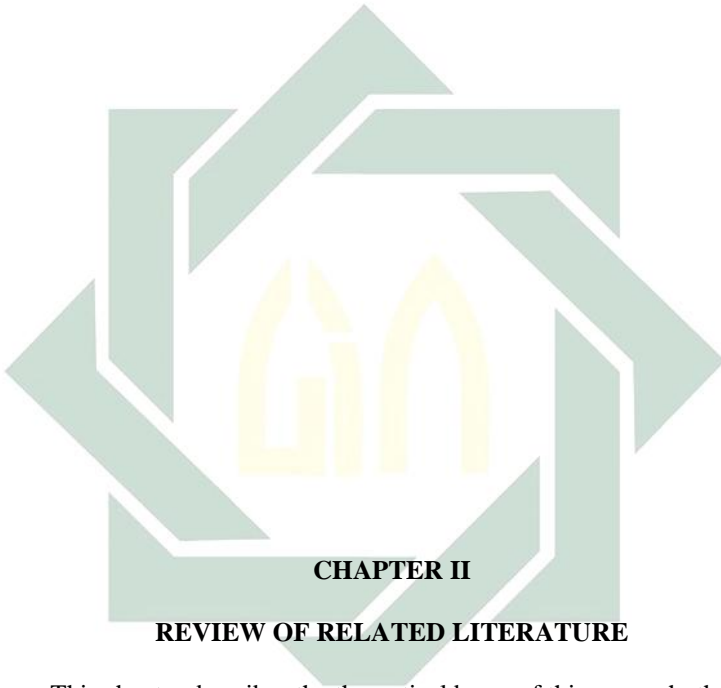
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the theoretical bases of this research; they are a definition of listening, type of listening, song definition, Music and a song, music and language, the habit of a listening song, critical of selecting the song, vocabulary, and the previous study.

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[18] Franzo Law Ii - Tristan Mahr - Alissa Schneeberg at all, *Vocabulary Size and Auditory Word Recognition in Preschool Children* (Wisconsin–Madison: Cambridge University Press, 2016). P,1

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A. Review of Related Literature

1. Definition listening

Listening is one of the most important ability that needs to be encouraged and develop.[19] In general, listening is defined as the process of understanding and identifying the message about what we heard. Moreover, listening is an essential part of the communication process. The majority of students spent their time in school with listening. Such as listening to the music. Besides, many students know new vocabulary through listening. While, the other process, listening is the way how the students getting more information. In the process, listening is not only getting and interprets information but also relate whether that information will occupy short or long-term memory.[20]

Listening is one of the basic principles ability in foreign language learning to emphasize the understandable input for the learner. It can provide them with adequate knowledge and language competence that can be useful for mastering other skill. Two views of listening have been dominated language pedagogy. The bottom-up processing model assumes that listening is a process of decoding the sounds that students hear, from the smallest meaningful unit phonemes until complete texts.[21] The early 1980s the bottom up process view and top-down interpretation view theory explained by Anderson and Lynch that the listener has a role as a recorder tape because listener takes and store the message sequentially, such as the way tape recorder catch the sound, word, phrase and even utterance.[22]

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[19] Seyedeh Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning, vol. Vol. 1, No. 1; (University of Guilan, Rasht, Iran: *International Journal of Research in English Education*, 2016), p. 5.

[20] Andrew D. Wolvin, *Listening and Human Communication in the 2nd Century* (UK: Willey Blackwell, 2010), p. 23.

[21] David Nunan. *The Cambridge Guide to Teaching English to Speaker of Other Language*. London: Cambridge University Press, 2001. P.7

[22] Andrew D. Wolvin, *Listening and Human Communication in the 2nd Century*, p. 15.

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2. Type of Listening

As explained by Wolvin and Coakley, types of listening that commonly used by people according to the purpose, there are two types;[23]

a. Discriminative Listening

Discriminative listening is the first skill that developed in early age even before birth. This is the most basic form of listening which does not require understanding the meaning of the word. Instead of merely distinguish the sound that is produced. As an example is a child know the differences between the sounds of a voice the parents. This type of listening develops through childhood and into adulthood. As people grow older the ability to distinguish the sound is frequently improved. Not only recognize the sound but also recognize how the sound is made and what the meaning of that sound is.

b. Comprehensive listening

Comprehensive listening involves understanding the message or messages that are being communicated. In order to gain comprehensive listening, the listener needs appropriate vocabulary and language skills. This type of listening is more complicated because it may cause two different interpretation of meaning. Listening can be defined by the goal of listening. They are:

1) Therapeautic or Emphatic Listening

This type of listening does not involve any judgment or offering advice but tend to improve the speaker to explain and elaborate on their feeling and emotion. Such as listening to the English song.

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[23] A Wolvin - Carolyn G Coakley, *Listening* (Boston, MA: Benchmark, 1996), p. 24.

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2) Appreciative Listening
This types of listening include in the listening for enjoyment. As an example is listening to music is a way for relaxing.

3. Definition of Song

A song gives students a chance to reduce the information into parts yet work with it as a whole. According to Hornby, the song is a piece of music with word that present by sing.[24] He also claims that song is one of great bundle culture, vocabulary, listening, and grammar. Besides, a song can provide a relaxing situation in learning. Other researcher argued that language is easier express in song than speech.[25]

4. Music and a Song

There are some reasons for using English song as a media of learning.[26] Some songs are fun. According to Davanellos, the successful lessons when students feel they have a good time. The song provides an example of everyday language: most of the language is simple and usable for conversation. Moreover, songs are easy to find. People have access to listening songs through a record, CD (compact disc), cassette, and video. Furthermore, students are the ease with the development of technology that supports them in exploring the song. Music and song are currently part of everyday life. People do listen to music on transportation, at school, office, and the street. The researcher believes, it can be a part of the language learning process.

5. Music and Language

Some researchers argue that music has an important role in everyday life. According to Robert Jourdain, he

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[24] Catharina Aletta Horn, *Using Music to Enhance the Listening Abilities of Grade Ones*. (Cambridge University Press, 2001), p.25
[25] Veronika Rosva, *The Use of Music in Teaching English* (Ceko: Masaryk University, 2007), p. 15.
[26] Akis Davanellos, *English Teaching Professional,* Vol. 13 (1999), p. 13.

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believes there is a remarkable relation between music and language learning.[27] In his opinion, there is a system in music and language that can increase the ability to learn. Though they are different, they are complementary systems of structured communication. Language is primarily responsible for content while for evoking emotion.

The possibility of using music in English as a foreign language class has been actively considering for the last two decades. It is considered because music has much value of language.[28] Music helps the students to focus on guard, it gives an emotional dimension for their new words. Moreover, the words in a song are easier to remember.

6. The Habit of Listening Song

James stated that habit as an automatic and mindless behavior to develop consistency and regularly in the healthful behavior in daily life.[29] It means that listening to English song habit is paying attention and the habit of listening to English music is done many times. There are advantages in listening to English song from Murphey, that is highly memorable and highly motivating because to who have a habit in listening to the English song.[30] The students will be easier to understand what others people said and can reach much of vocabulary.

7. Vocabulary

a. The General Concept of Vocabulary

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[27] Robert Jourdain, *Music, The Brain, and Ecstasy: How Music Captures Our Intonation* (New York: William Morrow and Company, 1997), p. 52.

[28] Edgar Alberto Reina Arevalo, "The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes", *Cuadernos De Lingüística Hispánica*, No. 15 (2010), p. 124.

[29] David K. James, "Fetal Learning: a Critical Review", *Infant and Child Development*, Vol. 19, No. 1 (2010), p. 48.

[30] Tim Murphey, *Music and Songs* (Oxford: Oxford University Press, 1992), p. 3.

According to Richards, vocabulary is one of the components in language proficiency and provides much of the basis for how well students write, read, listen, and speak.[31] Besides, Laufer defines vocabulary learning is the heart of language learning and language use.[32] As matter of fact, this makes the essence of a language. Without vocabularies, students cannot get the meaning and communicate with each other in a particular language. Those definitions show that vocabulary is the first element that English learners should learn in order to master English well.

The effect of foreign language learning demand of all four skill, grammar, vocabulary, and pronunciation. The actions speak louder than words.[33] Yet, very often these are the words that convey one's information. Basically, it is impossible to imagine what life would look like if there were no words.

b. Vocabulary Recognition

The strand of word recognition is built by the ability to sound out words, give knowledge of the sound-symbol correspondence and how to spell such as the alphabetic principle and phonics.[34] Word recognition involves breaking up a multisyllabic word into the component and using meaningful word parts and to a depth the word. The ultimate aim of word recognition is automation or able to recognize the majority of the words as automatically. Nation state that there are two types of vocabulary; Receptive and Productive. While the vocabulary recognition included

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[31] Jack C. Richard and Ren Andya W.A, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 225.
[32] Batia Laufer and Paul Nation, *A Vocabulary Size Test of Controlled Productive Ability. Language Testing* (New Zealand: Victoria University of Wellington, 1999), p. 33.
[33] Anna Kuśnierek, *The Role of Music and Songs in Teaching English Vocabulary to Students* (Poznan, Poland: World Scientific News, 2016), p. 5.
[34]*https://education.wm.edu/centers/ttac/documents/webinars/languageinstructionsupportd ocs/Lesson%209/awordaboutvocabulary accessed on*, http://teachingasleadership.org, accessed 25 Jul 2018.

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receptive vocabulary that refers to words commonly exist in listening.[35]

According to Baker S.K, the students typically require more explicit instruction and intensive practice in order to master the vocabulary.[36] Effective strategies for learning vocabulary help students understand and learn new words. This senses able to make students have a new vocabulary. Then integrating it with them has already known and remembers the meaning of words when encountered at a later date or in new material.

Language learning is the activity for students that have purpose developing language skill students by their vocabulary recognition. Recognizing vocabulary is important because it can develop and express their idea. Besides, students need to try saying something in English using vocabulary that they have known. The students couldn't arrange a sentence if they have not much of vocabulary.

c. Selecting of Vocabulary

Selecting appropriate instructional strategies that student able to recognize vocabulary is important. It is to understand the nature of vocabulary itself. The first step in planning vocabulary instruction is identifying the words that students learn. The list of steps below is considered as the guided of selecting process;[37]

1) Choose the words that students generally know.
2) Avoid giving words that student rarely to find.
3) Choose a term related to academic success and do not typically acquired independently.

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[35] I.S.P Nation., *Teaching and Learning Language* (New York: New Burry House, 1990), p. 100.
[36] *Wiliam and Mary School*,
https://education.wm.edu/centers/ttac/documents/webinars/languageinstructionsupportdocs/Lesson%209 awordaboutvocabulary, accessed 8 Aug 2018.
[37] Ibid.

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4) Identifying the words that familiar for a student to understand.

5) Choosing vocabulary text that addresses key concept or ideas.

B. Previous Study

Several studies related English song habit and students vocabulary recognition have been conducted before this current research. They are; First previous study by Elvira M. R "The correlation between the students' frequency of listening song and their listening achievement".[38] The study focuses on the relationship among variables that exist naturally. It does not involve the manipulation of independent variables. In this study, the populations were all students at the tenth grade of State Senior High School 9 Bandar Lampung. There are nine classes in tenth grade. In this research, the writer determined the sample by using simple probability random sampling class by using a lottery. The data collection technique is gathered by questionnaire, semi-structured interview, and listening test and listening test. To determine that the items have good quality, the writer used Pearson Product Moment Correlation, spearman brown, and Cornbrash's alpha. The result of the correlation two variables is .782 in the significant 0.05. It means there are a positive correlation and high correlation between students; frequency of listening to English songs and their listening achievement.

A second previous study conducted by Jiati Endah Sari entitled "The correlation between students' ability in listening to English songs and their vocabulary mastery".[39] The researcher of this study wants to find out about how far English songs can improve their vocabulary mastery. She aimed to find a correlation between students' ability in listening English song and their vocabulary mastery. In the

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[38] Elvira Rosyidah M.R, *The Correlation between Students' Frequency of Listening to English Songs and their Listening Listening Achievement*.
[39] Jiati Endah Sari, *The Correlation between Students' Ability in Listening to the English Songs and Their Vocabulary Mastery at SMAN Palu*.

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research methodology, the researcher use instrument, test, and non-test. The test is listening and vocabulary test. While the non-test is a questionnaire. The students had to fill the blanks according to the songs they heard. The songs that the researcher used were "Just Give Me a Reason" by Pink and "More than This" by One Direction. The test consisted of 40 multiple choice items. The researcher gave 1 point for each number. If the students answer 40 items correctly, they will get 100 scores. It was divided into 20 items of verbs and 10 of nouns, and 10 of adjectives. The kind of non-test used was an open questionnaire. The questionnaire consisted of 5 items. Based on the result of the listening test, 60% of the students get score 86-95, 30% get 96-100, and 10% get 76-85. The researcher concludes that their achievement in listening test is classified enough well.

The third study conducted by Nurjannah entitled "the correlation between students' habit in listening song and students' English listening skill.[40] The study focuses on the correlation the correlation between students' listening song and students' English listening skill. The study conducted towards senior high school in twelve-grade students Jakarta Selatan. The method used is surveyed correlational analysis. The study also examines to increase the students in English listening skill. The result of this study is positive and it has a significant correlation between students' habit of listening song and English listening skill.

The fourth study is conducted by Zara Firstly Meutia entitled "A correlational study between habit in listening to English songs, Vocabulary Mastery, and listening skill.[41] The aim of this study is to get empirical data about the habit of listening to English songs and vocabulary Mastery. The research held at SMAN 3 Surakarta, at tenth-grade students' academic year 2012/2013 with 30 students being a sample.

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[40] Nurjanah, Miranti - Dwiastuty, "The Correlation between Students' Habit in Listening Song and Students' English Listening Skill".
[41] Meutia - Asib - Rais, "A Correlational Study between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill".

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The data collection techniques used to test and questionnaire. Besides, the validity test using product moment formula and the reliability test using Richardson for multiple choice instruments for questionnaire instrument. The result is a positive correlation between habit in listening English songs and vocabulary mastery toward listening skill.

A fifth study conducted by Eva Valiyanti entitled "The influence of English song toward students' vocabulary mastery and students' motivation.[42] The aim of the study is to find out the influenced or the result of implementing the English song and students' vocabulary mastery. The study used experimentally. There is an experimental group and control group. One group is an experimental class and the other is the control class. The subject is the second semester of the students Muhammadiyah University of Metro in academic year 2015/2016. The study used two tests. They are Pretest and post-test. The observation is used to know the students' attitude. It is for qualitative data during the research. The validity data is used writing test and observation. The analysis of the data based on the limitation of the problem and objective of the research. The result is there is the significant influence of English song with students' vocabulary mastery at the second semester of English education study program at Muhammadiyah University of Metro. It obtained score 9,70 and t-table is 2,06 in the significant level 0,05. It shows that t obtained is lower than t-table. That is why the null hypothesis (Ho) is rejected. Besides, the alternative hypothesis (Hi) is accepted at the significant level of 0.05.

The previous research only focuses on listening English song, vocabulary mastery and student motivation and the research method were used is the correlation coefficient. The previous study above took the sample and the population on senior high school while this research took the sample in university at students of English Department. This study is

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[42] Eva Faliyanti, "The Influence Of English Song Toward Students' Vocabulary Mastery And Students' Motivation".

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looking for the correlation listening English song habit and vocabulary recognition. In addition, to know the vocabulary recognition students, the researcher used a test to know the students' recognizing of vocabulary and how much they obtain the new word from the song. The vocabulary test was used by the researcher is Aural vocabulary Knowledge (AVK) which is developed by Joshua Matthews.

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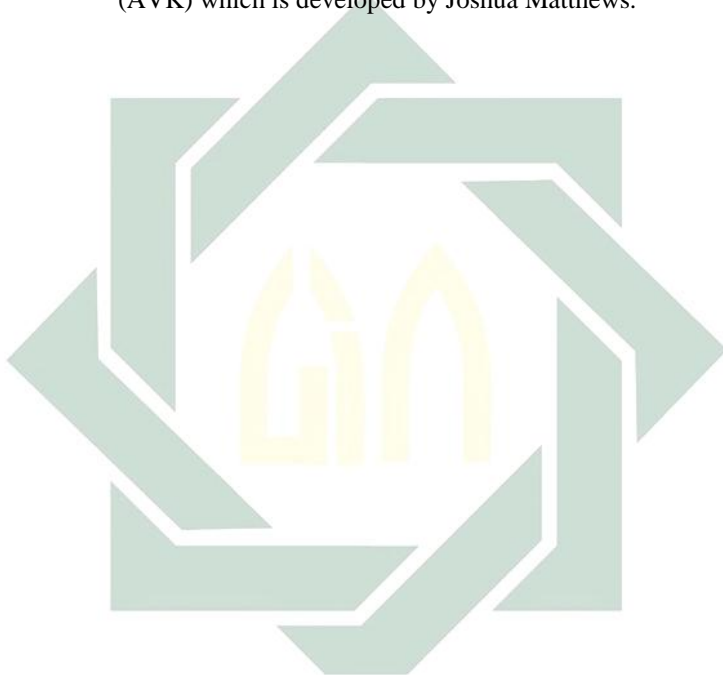
CHAPTER III

RESEARCH METHOD

This chapter describes the method used in this study, including the research design, subject of the study, research instruments, data collection, and data analysis techniques.

A. Research Design

The research design of this study is the correlation. Correlation is one of the types of quantitative research. This research consists of two variables independent (X) and dependent (Y). This research is to investigate the correlation between students' listening English song habit and students' vocabulary recognition. There is two variable in this research, independent and dependent. Students' listening English song habit is an independent variable and vocabulary recognition is as the dependent variable. According to Creswell, correlation study is used when researcher relates the two variables and share common variance, or they varied together.[43] This design used to find out the relation between two or more variables to see the influence of each other.

In conducting the research, the writer used a specific formula to find out the extent of correlation between two variables. From this, the data findings could be well interpreted and concluded based on the research question.

B. Population and Sample

A population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or object.[44] The researcher took the location in UIN Sunan Ampel Surabaya. The population of this research

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[43] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (2013), p. 338.
[44] Donald Ary et al., *Introduction to Research in Education*, 8th Ed Edition (Belmont, CA: Wadsworth, 2010), p. 647.

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was all of the third semesters of English teacher Education Department. The total population of the third semester consists of 96 students' academic year 2017-2018.

In deciding the sample, the writer used a random sampling method by choosing individuals. Random sampling method means the selection of sample is through choosing at random from a population the required number of sample.[45] The required number of sample of the particular number of population can be determined by Creswell theory. For the correlational study approximately 30 samples are regarded enough that relates variables.[46] These numbers are based on the size needed for statistical procedures so that a sample is likely to be a good estimated of the characteristics of the population. The sample size of this study is 72 which can be regarded as having high degree of representability.

C. Research Instrument

In this study the writer will use two main instruments, they are Aural Vocabulary Knowledge (AVK) developed by John Matthews and the second one is questionnaire.The details are described below:

1. Aural Vocabulary Knowledge Test (AVK)

Aural Vocabulary Knowledge (AVK) is a test based on frequency - based sampling.[47] This study uses Aural Vocabulary Knowledge (AVK) developed by John Matthews to assess the students' vocabulary recognition (See Appendix A). It consists of three sections and divided into three levels of vocabulary frequency (2000, 3000 and 5000 - level). For each vocabulary level of three levels contributed uniquely predictive of L2 listening for a relative high proficiency subgroup, whereas only level 1 AVK

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[45] Louis Cohen - Lawrence Manion - Keith Morrison, *Research Methods In Education* (London: Routledge, 2009), p. 100.

[46] John. W Creswell, *Educational Reseaerch :Planning,Conducting, and Evaluating Quantitive and Qualitative Research. 4th Ed* (University of Nebraska: Lincoln Pearson Education, 2012), p. 146.

[47] Joshua Matthews, "Vocabulary For Listening: Emerging Evidence For High And Mid-Frequency Vocabulary Knowledge", *System*, vol. 72 (2018), p. 24, accessed 2 Nov 2018.

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offered a unique contribution to the prediction of L2 listening scores for a relative low proficiency subgroup. The test uses a fill in the blanks that have only one word missing. The format test uses as in the following example:

1. Her two favorite subjects at university were _____ and computer studies.
2. The worker had a lot of _____ in the field.
3. The teacher _____ for the children every day.

This test is required of participants to produce a single target word after listening to a stimulus sentence. Each test item's contextual sentence was provided in written form on the test paper, with the target word replaced with a blank. Test items were analyzed to ensure that the words which made up the contextual sentences were of a higher frequency than that of the target word within it. This step was taken to minimize the likelihood that unknown words in the sentence were a factor in limiting the ability of the test taker to correctly produce the target word. The spoken stimulus for the AVK test was recorded into digital form by a native speaker of English. The speaker who read the recorded sentences was asked to speak in a clear, but fluent manner. [48]

2. The Frequency of Listening Song Habit

The second section is the questionnaire that aimed to measure the respondents' of Listening Song Frequency. The questionnaire checklist is consists of two section. The first aimed to collect respondents' background: long of an exposure and preferred media in Listening song. The second one is to know the respondents' frequency of listening English song ranging from 1-15 or more in a day alongside with the information about what kind of music they mostly listen. To find out the habit of the students in listening song activity there is an indicator in the questionnaire was the Likert Scale, which is widely used and easy to modify based on the nature of the questions

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[48] Ibid. p. 25.

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statements. The scale follows *Hampir Selalu (almost everytime), Sering (often), Kadang – kadang (Sometimes), Jarang (Rarely) and Tidak Pernah (Never) (*See Appendix B):

Table 3.1: Indicators and Items

Aspect	Indicators	Item Number	Total
Exposure	The respondents listening to the English song frequently	1, 2	2 items
Comprehension and Input	The respondents can understand the songs that they listen	3, 4, 5, 6, 7, 8, 9, 10, 11	9 items
Attitudes	The respondent has a positive feeling when they listen to the English song	12, 13, 14, 15	4 items
Vocabulary Recognition	The respondent is able to recognize the vocabulary	16, 17, 18, 19	4 items

D. Data Collection Technique

In collecting the data of respondents' vocabulary recognition, the writer obtains the score by conducting a vocabulary recognition test. The writer used the AVK test where the students are required to write a single word in a blank sentence after the stimulus listening sentence given. The listening speed is in natural conversation duration that is about 8.30 minute with a total number of question are 63 in a blank.

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The students would write one of the correct answers what there were hear from the speaker. These test items differ from the listening comprehension test where the test taker is usually required to understand the whole sentence to answer the test item. However, in this test, the respondents are simply demanded to recognize the word and write exactly the word they are listening.

The researcher used the questionnaire as an instrument to collect data on listening English song habit. According to Wilson and Miclean questionnaire is frequently used and useful instrument for collecting survey information, providing structured, often numerical data, and being comparatively straightforward to analyze.[49] The questionnaire was constructed in the form of a Likert scale. The Likert scale consists of five points were the interval between each point of the scale is to extent of agreement and disagreement toward a particular of an attitude, belief, and exposure to listening English song. The points are Almost everytime, Often, Sometimes, Almost never and never. Positive response rates 1-5 and negative response 5-1. Since the students are *Indonesia*, the questionnaire was adapted and translated in *Bahasa Indonesia* before administering the questionnaire to avoid misunderstanding to the students.

E. Data Analysis Technique

To find out the correlation between listening English song habit and students' vocabulary recognition, the writer used the correlation formula by Person Product Moment Correlation formula to test the significant correlation between them. The technique is used to analyze the data by using SPSS 16.0. An analyzing the data is done by these following steps:

1. The first step is preparation some of the important things of checking instrument of listening English song habit and vocabulary recognition test. Checking the Aural Vocabulary Knowledge (AVK) as the tool to test the

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[49] Geoffrey R. Marczyk et al., *Essentials of Research Design and Methodology* (Hoboken, N.J.: John Wiley & Sons, 2005), p. 245.

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vocabulary and the questionnaire to find the exposure listening English song habit.

2. The second step is tabulating. After all of the instruments were clear, the researcher conducted a test of vocabulary recognition. Then, scoring the result of vocabulary recognition test. To equal the result of the test the researcher scoring the both of test in maximal 100 scores. For the AVK test, the one right answer has one point score. The last putting the score of vocabulary recognition and the exposure of listening English song habit from the questionnaire in Excels' table.

Table 3.2: Scoring of students' Vocabulary test and Exposure of Listening English Song Habit

Exposure of Listening English Song Habit			students' Vocabulary test
No	Initials	Score	Score
1.			
2.			
3.			

3. A third step is calculating the data using Pearson Product Moment Formula to describe the strength of the relationship between two variables.

   The formula of Person Product Moment in the parametric procedure as follows:

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

In which:

r_{xy} = the correlation coefficient
N = the number of respondents

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X   = the questionnaire scores
Y   = the vocabulary scores
$\sum XY$ = the sum of questionnaire scores multiplied by vocabulary test score
$\sum X$ = the sum of questionnaire scores
$\sum Y$ = the sum of vocabulary test scores
$\sum X_2$ = the sum of squared questionnaires scores
$\sum Y_2$ = the sum of squared of vocabulary test scores

The degree of correlation is presented by correlation coefficient or *r*. the range of *r* is from $-1 \leq r \leq +1$. If the values of *r* are close to 1, it means the correlation is strong. If the value of *r* is positive, that means the correlation is positive: if the value of variable *x* increases, the value of variable *y* will also increase. Meanwhile, if the value of *r* is negative, that means the correlation is negative: if the value of variable *x increases,* the value variable *y* will decrease. In interpreting the coefficient of correlation, the guideline was presented below.

Table 3.3: Table Interpretation of Correlation

The Correlation Coefficient	Interpretation
0,00 – 0,199	Very low correlation
0,20 – 0,399	Low correlation
0,40 – 0,599	Moderate correlation
0,60 – 0,799	High correlation
0,80 – 1,000	Very high correlation

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The table 3.2 represents the interpretation of the correlation coefficient value (r_{xy}). A correlation coefficient of 0.90 – 1.00 indicates that there is a perfect positive correlation between the two variables. While, if the correlation coefficient of 0.00 – 0.19 indicated that there is a zero correlation, or no relationship, between the two variables. The variable is positively related if the coefficient has a positive sign.[50]

1. **Hypothesis Testing**

Hypotheses are needed in order to answer the research question and draw a conclusion for the research. The statistical hypotheses of this research are:

H_0: $r_{xy} < r_t$
H_1: $r_{xy} \geq r_t$

In which:
H_0 = there is no relationship between students' listening song activity and their vocabulary recognition.
H_1 = there is a positive relationship between students' listening English song habit and their vocabulary recognition.
To test the hypotheses, the correlation coefficient from the calculation (r_{xy}) will be compared to the correlation coefficient from the Product Moment table (r_t). To find r_t, the degrees of freedom must be calculated using the following formula.

$$df = N - nr$$

In which:
df = degrees of freedom
N = number of cases (respondents)
Nr = number of variables

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[50] Ibid. p. 155.

2. Concluding the Data

Interpreting the data is used to examine the extent of association between listening English song habit and students vocabulary recognition. The researcher used some statistical procedures and SPSS for analyzing the coefficient of determination. After interpreting the data the researcher can draw the conclusion related to the correlation between that two variable of the study it is described in table 3.3 above.

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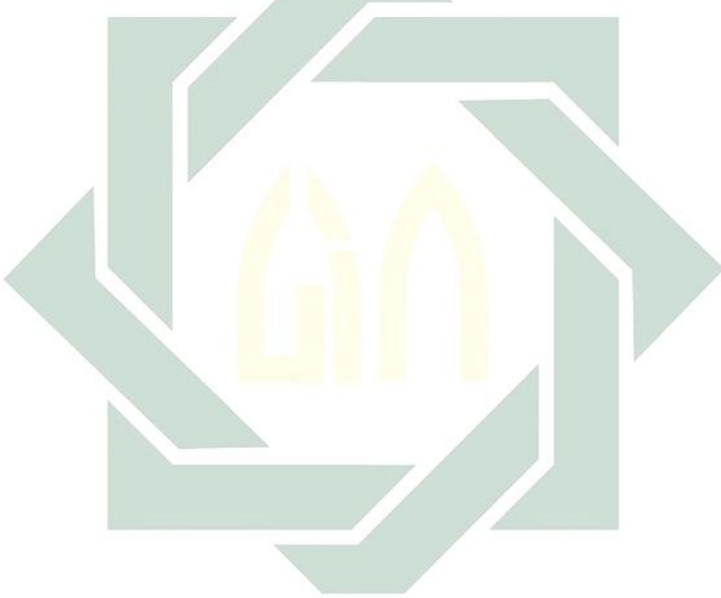
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of the study. The first section presents the findings of the study and the result of the data collection. Meanwhile, the second section aims to gather score for statistical analysis and discussion descriptively.

A. Research Findings

This section presents the data findings and discussion of two variables, which are students' listening English song habit *(x)* and students' vocabulary recognition *(y)*. The data of variable *x* were obtained from the questionnaire. The questionnaire consists of two sections. First is to gather respondent background information and, second is an aim to investigate the score for statistical analysis. The questionnaire was given to 96 students who in the 3rd semester. Based on the theory of random sampling by Creswell the respondent in correlation is lead 30 students. Yet, the researcher took the respondents about 72 students of the sample. Meanwhile, they have an equal and independent chance of being included in the sample.[51] Furthermore, the Aural Vocabulary Knowledge (AVK) tested to measure the students' vocabulary recognition.

The data were collected on Wednesday 12th, Friday 14th and Tuesday 18th of September. The findings of this study are described below:

1. The Background of Respondents

    The respondent's background obtains information about respondents' preference in listening song activity such as media. The data were collected on the 12th of September 2018.

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[51] Ary et al., *Introduction to Research in Education*, p. 150.

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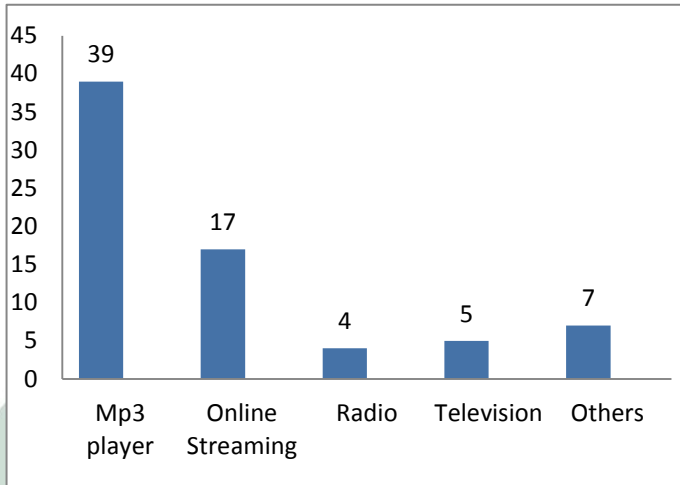
Chart 4.1: The Respondents' Media Preference

Based on chart 4.1 most of the respondents choose the Mp3 player as the media in their listening song activity. Mp3 player in here means the feature that already exists in the mobile phone. It is probably because digital media such as mp3 or mp4 is really easy to obtain and flexible to listen. The second most media used by the respondents is online streaming that mostly provides a facility for people in listening song though it is required an internet connection. However, the reason why people choose online streaming as their media for listening to music because of its completeness of song collection.

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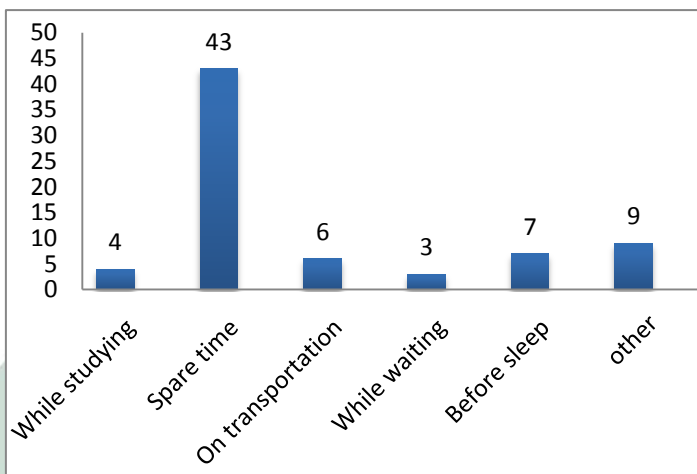
Chart 4.2: The Respondents' Listening Song Activity

Based on chart 4.2 the findings also showed that respondents' preference in their listening activity. Spare time is the most preferred habit that chosen by 59,72 % of the respondents, while before sleep that chosen by 9,7% and Others is the most activity preferred chosen by 12,5 % of respondents, then while studying that chosen by 5,5%, then followed by on transportation that is chosen by 8,3 % of respondents. The spare time activity is the first rank is probably do by others people. Another reason why most people choose spare time becoming most of the habit when they're listening to an English song is probably that it is a good time. Furthermore, that time is easy to get relax when doing listening to music. The least is while whiting, which was only 4.16%. Some expert said that listening song during classes is not so popular. It is perceived in that way because for majority

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people listening to music is connected with spare time, not with working or learning.[52]

From the data of the questionnaire, there are also questionnaire checklists that have a scale in number 1, 2, 3, 4 and 5. (*See Appendix B*). The scale does not mean score of students' listening English song, while to find out the respondents' and their listening song activity students' of English Teacher Education Department at the third semester. The questionnaire checklist is consists of frequency, input and comprehension, attitude and vocabulary recognition.Students' checklist number one is Almost Everytime (*Hampir selalu =HS*) there were 63 students who choose it for about (87,5%), for students who checklist number two is Often (*Sering = S*) there were 72 students who choose it for about (98,1%), then for students who checklist number there is Sometimes (*kadang-kadang = KK*) there were 70 students who choose it for about (97,2%), the students checklist number four is Rarely (*Jarang = J*) there were 28 students (38,8%), students who chosen Almost Never (*Hampir Tidak Pernah = HTP*) were 5 students.

Habit in listening to English song can be a practice for students to get a new vocabulary. When listening to English song becomes a habit of the students, they will easy to recognize the new words they hear because they probably ever listen to the word in the songs. Beside the respondents of listening song activity in media, the researcher also obtains information about respondents of age, gender, and length of exposure.

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[52] Tim Murphey, *Music and Songs*, p. 24.

Table 4.1: Respondents' Gender, age, and Length of Exposure

Category	Number of Respondents	Percentage
Gender;		
Male	10	13.8 %
Female	62	86.1 %
Length of Exposure		
A: 1-3 years	0	-
B: 4-6 years	0	-
C: 7-9 years	30	41.6 %
D: ≥ 10 years	42	58.3 %
Age ;		
A: 17-18 years old	3	4.1 %
B: 19-20 years old	50	69.4 %
C: 21-22 years old	19	26 %
D: 23-24 years old	0	-

Based on table 4.1 the number of respondents Male are 10 in perecentage about 13.8 % and the number of respondent Female are 62 in percentage about 86.1 %. Moreover, most of the students learning English was more than 10 years. The lenght of Exposure of students English Teacher Education Department, most of them are 42 in precentage 58 %. Further, there are 50 students of the third semester that in 19-20 years old in precentage 69.4 %.

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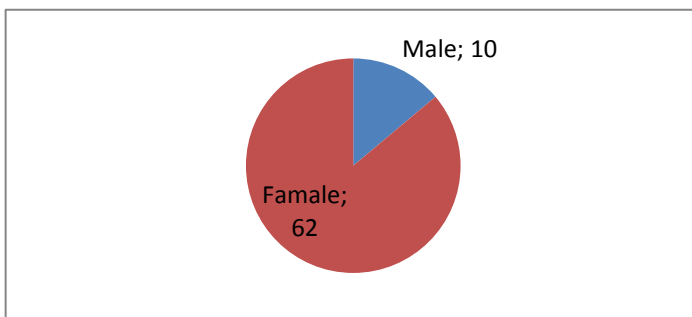
Figure 4.1: The Comparison of Gender

From the data figure 4.1 the researcher concludes that most of the students' habit of listening to the English song at students of English teacher Education Department is Female about 86.1%. The higher in the length of exposure students' is around 10 years about 58.3%. Then followed by the Age around 19-20 about 69.4 %.

2. The Frequency of Listening English Song Habit
   a. The result of students' Frequency of listening English song habit. The data about exposure to listening English song habit were collected through Questionnaire on12[th], of September 2018 for students at the 3rd semester of D class, on 14th of September 2018 at B class, and on 18th September 2018 at A class. In this section mostly students' listening music frequency is 10 items each day. In this case, the researcher multiple the frequency of listening music items in a day with ten. Therefore, the students' range score of their total listening English song habit will be shown into this following chart:

34

25

20

15

10

5

0

3 Songs in a day ・ 5 Songs in a day ・ 7 Songs in a day ・ 9 Songs in a day ・ 10 Songs in a day

Frequency Listening English Song
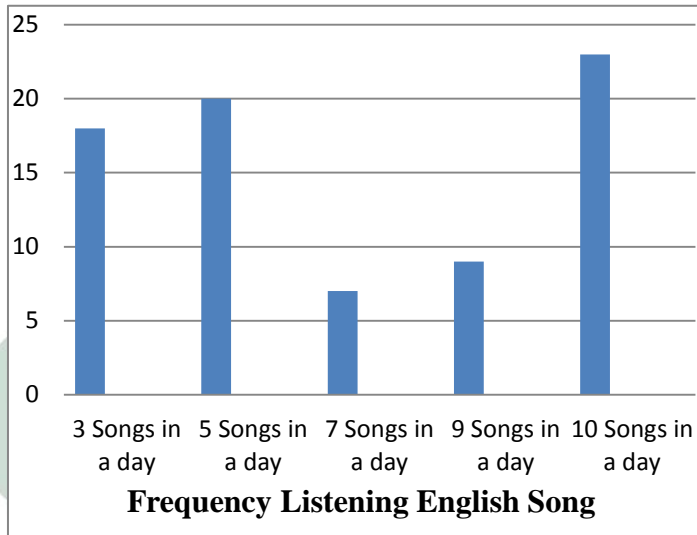
Chart 4.3: Students' Frequency of Listening English Song Habit (n=72)

Based on the chart 4.3 most of the students listen to 10 songs in a day. From 72 students of English Education Department, there are 23 students who have the strength habit of listening to the English song. The researcher concludes that the students have a high frequency in listening to the English song in their daily life.

3. The Vocabulary Recognition test
   a. The Result of students' vocabulary recognition Test

   The data about students' vocabulary recognition were collected through Aural Vocabulary Knowledge Test on 12th of September 2018 at the 3rd semester of D class, and on 14th of September 2018 for B class. In scoring the Aural

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Vocabulary Knowledge Test, each word they are write correctly as a speaker said in the listening section is awarded one point. In this is consists of 63 target word from three levels of vocabulary frequency: 23 words from level one (0-2000), 27 words from level two (2001-3000) and 13 words from level three (3001-5000). The maximum score for this test was 79 and the minimum one was 1.58. Therefore, the students' range scores of vocabulary recognition in Aural Vocabulary Knowledge Test can be drawn into this following table:
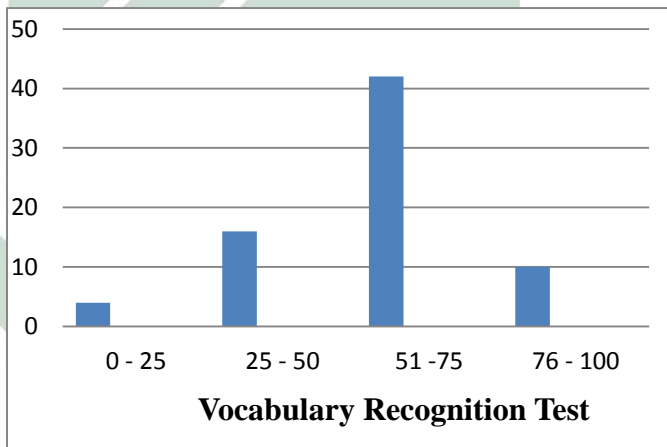
Chart 4.4: Students' Range Score of Total Vocabulary Recognition in Aural Vocabulary Knowledge Test (n=72)

Based on the chart 4.4 there are 4 students who obtained the score between 0 and 25, followed by 16 students who obtained the score between 26 and 50, then 10 students who obtain a score between 76 and 100. Meanwhile, the majority of the students obtained the scores between 51 and 75 is consist of 42 students.

The Aural Vocabulary Knowledge Test was scored based on students correct answer in answering the AVK during the

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test. For the correct item be valued at 1.58 points. For the wrong answer and unanswered question be valued as zero.

4. Correlation Coefficient
   a. The correlation between 3rd-semester students' of listening English song habit and the students' vocabulary recognition.
   In order to find the correlation coefficient, the questionnaire score and vocabulary recognition score were calculated by using Person product moment correlation statistical procedure. Based on the data analysis technique in Chapter III, the researcher used SPSS 16.0 as the application to know the correlation between students' listening English song habit and students' vocabulary mastery. For the result of the correlation listening English song habit and students' vocabulary, the researcher showing the details of the calculatetion of the correlation for each variable. The correlation can be presented in this following table:

Table 4.2 The Correlation between Students' listening English song habit and Students vocabulary recognition

		Listening English Song	Vocabulary Recognition
Listening English Song	Pearson Correlation	1	.425"
	Sig. (2-tailed)		.000
	N	72	72
Vocabulary Recognition	Pearson Correlation	.425"	1
	Sig. (2-tailed)	.000	
	N	72	72

**. Correlation is significant at the 0.01 level (2-tailed).

The table 4.2 describes the correlation between students' listening English song habit and students' vocabulary recognition as Pearson Correlation = 0.425 and Sig. (2-tailed)

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= 0.000. It means that the variable was a positive correlation. Consequently, there was a significant correlation between students' listening English song habit and students' vocabulary recognition but the correlation was moderate.

In addition, based on the explanation, it can be concluded that the null hypothesis (H_0) is rejected and the (Ha) received. It means that there is a correlation between listening English song habit and students vocabulary recognition

Table 4.3: Scoring of students' Vocabulary Recognition and Exposure Listening English song habit

Exposure Listening English Song Habit			Students' Vocabulary Recognition Score
No	Initials	Score	Score
1.	HAA	100	63,2
2.	AR	100	79
3.	AN	100	79
4.	AR	50	58,44
5.	AA	50	58,46
6.	AKR	50	60,04
7.	AN	100	69,52
8.	AM	30	67,94
9.	AC	50	66,34
10.	AK	50	52,14
11.	AFT	100	64,78

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12.	BDL	100	72,68
13.	DWA	90	61,62
14.	DWL	10	66,36
15.	DNP	70	60,4
16.	EAS	10	63,2
17.	FL	10	79
18.	IANM	10	79
19.	IB	50	44,24
20.	MAI	100	75, 84

Based on table 4.3 there are 20 students that the reseracher took as a sample in calculating the data in Exel table to find out the correlation between listening English song habit and students' vocabulary recognition. The result of scoring students' vocabulary recognition and exposure of listening English song habit of the students of English Department especially in the thried semester mostly listen to the English Song one hundred in ten days. The average score of students' vocabulary test was 79.

B. Discussion

The discussion of this study is presented based on the result of findings and also discusses the review related theory and analysis of the data to clarify the findings. The researcher focuses on the Correlation between Listening English Song Habit and Students' Vocabulary Recognition at English Teacher Education Department of UIN Sunan Ampel Surabaya. The Coeficient Correlation between two variable was significant (Sign. = 0.000) and Pearson Correlation =0.425. It means that the variable was positively correlated.

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The result of the Listening English Song Habit and Students' Vocabulary recognition shown in the following:

1. Students' Frequency of Listening English song habit

The discussion of this study is presented based on the result of findings. The researcher found in the questionnaire background that many students of English Education Department were predominantly female. Mostly the students studied English more than 10 years on average between 19-20 years old. Even they learn English more than 10 years but they still have difficulties in English because they have a low vocabulary. Learning of vocabulary is not only from the textbooks but also can be learned in others ways such as listening to English songs.

Moreover, every students' has different ways to study especially in learning English. They have own characteristic while learning. A listening music is one of the media that can be used to learning English as a second language. While listening to music can be a player every single time. So, they are easy to receive and will get information a lot of vocabulary. According to Carolyn Gwynn the listener need to develop the willingness to listen, the capacity to listen, and positive listening habits in a variety of situation interpersonal, group public or mass communication.[53] The result types of listening English frequency in this research are presented below.

Based on the finding in table 4.5 shows that students' listening to 10 songs of English in a day. It can be concluded that students of English Teacher Education Department in UIN Sunan Ampel Surabaya in the 3rd semester were included on English song Listener. The students have a high interest in listening to an English song. Therefore they listen to the song regularly. The students mostly listen to music in their spare time because they realize that sometimes listening to music activity make their feel relax. Cullen said that significant tools in learning English because most of the students love listening to music, it makes them easier to memorize the word while singing.[54]

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[53] A Wolvin and Carolyn G Coakley, *Listening*, p. 3.
[54] Brian Cullen, *Music And Song Discussion*, IV: 56.

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Moreover, from the questionnaire, some of the students know the word of the song and the meaning of the lyric and the others only know the word but less in meaning. Some expert assumes that meaning is not in the text but it is something that is constructed by listeners based on a number of different knowledge source.[55] Based on the finding the researcher finds the result of this study. It is has been explained in the question section, most of the students' listening music frequency in each day are 10 items. For this case, the researcher multiple the frequency of listening music in a day with ten days. Therefore, the students' score of their total listening English song habit be drawn into this following table:

Table 4.4: Table Score Frequency of Listening Song

F	Songs in ten days	N	Percent %
72	30	18	25
	50	21	29,16
	70	8	11,1
	90	4	5,5
	100	24	33,3

Note:
F = Students' Number
N = Total students' frequency of listening song in a days

Based on the table 4.4 music has always been a vast part in people's lives and it surrounds us everywhere, also broadly accepted all around the world. In fact, based on the finding there most of the students at least they listen to a music ten times in a

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[55] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), p. 24.

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day whic multiple to one hundred times in ten days with the percentage 33.3 % in the total number of students frequency are 24. It seems that the passion for music is deeply rooted in human nature. After knowing the result of students' frequency of listening music and their habit in listening English song the researcher assume that most of the students' have a high frequency in listening English song.

2. Students' Vocabulary Recognition Test

In this part, the vocabulary score was obtained from the vocabulary test that compiles by the writer. The test consist of 63 questions in a blank in each sentence has only one word missing. The student answer based on the speaker said in the recording. The findings show the total score of vocabulary recognition with an average score of 66.36. The highest is 95 and the lowest score is 39.5. Based on the finding the result of data test of vocabulary recognition in Aural Vocabulary Knowledge that was researcher obtained from the students to know how much theirs recognize the vocabulary. The higher aspect can be reached by 10 students with score 95. Word frequency refers to how often the word accused in normal use and text of the language. By having a large vocabulary, communication will be lively. It means that vocabulary can help people in language communication. In brief, recognizing much of vocabulary has many advantages for the students as mention above. This is why vocabulary cannot be separated in learning or acquiring a language.

Moreover, the word knowledge comes in two forms, receptive and productive. While in this study the vocabulary is included receptive vocabulary because the word comes when we hear or see. Students recognize the word from listening such as listening to the song. Receptive vocabulary is typically larger than productive vocabulary. It means that recognizing the word is crucial. Recognizing the vocabulary may include many words to which we assign some meaning. Vocabulary can give a contribution to the students' who find the difficult word that they do not know.

Therefore, based on the finding result the vocabulary recognition test usually means testing how big a learners' vocabulary is and how well he or she knows a word. The

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vocabulary recognition test using AVK is different with a measuring the depth of vocabulary. Indeed, the kind of test used to measure the depth that depends on whether the researcher takes a developmental approach to vocabulary learning process. While this test is used to know well a word is known by the students.

3. The correlation between 3rd-semester students' of listening English song habit and the students' vocabulary recognition.

In order to explore the correlation between listening English song habit and students' vocabulary recognition, correlations, as well as regression analysis, were conducted using SPSS version 16.0. Based on the result of the correlation between students' listening English song habit and Students' vocabulary recognition in table 4.5 can be seen that has significance (Sign. = 0.000) and Pearson Correlation = 0.425. It means that between Listening English song habit and vocabulary recognition does correlate each other variable and degree of correlation is moderate. The type of students' listening English song habit has a positive correlation with students' vocabulary recognition and degree of correlation is moderate. The result affirmed theory correlation Pearson Product Moment that if significance correlation < 0.05 it has a correlation between two variable. The details of the theory correlation coefficient was explain the degree correlation number is 0-0,199 is extremely low; 0,20 – 0,399 is low; 0,40 – 0,599 is moderate; 0,60 – 0,799 is strong; 0,80 – 1,0 is extremely strong. According to Mark Belnaves and Peter Caputi explain that the magnitude of the correlation coefficient indicates the strength of the relationship between the variables. [56]

This research has the same result in coefficient correlation with the previous studies. In the previous studies the correlation between students' ability in listening to the songs and their vocabulary mastery by Jiati, a significant correlation was found that there is a moderate coefficient correlation between two variables. The value of *the table* at the level of 0.05 and degree of freedom (df) =18 was 0.468. It was because the students found

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[56]Mark Balnaves and Peter Caputi, *Introduction To Quantitative Research Methods: An Investigate Approach* (London: Sage, 2007), p. 156.

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difficulty in doing a vocabulary test. The previous research that investigated by Zara Firstly a correlation between habit in listening to English song, vocabulary mastery and listening skill showed that there is a significant correlation between listening to English song and vocabulary. There is considerable implication to enhance language performance and learning based on listening to music. According to Rost successful listening involves an integration of other component skill such as recognizing words.[57]

The factor which can affect the result of the correlation between students listening English song habit and students' vocabulary recognition it can be from the students or because of some treatments. The first is the participants between this study and previous studies are a freshman. The others probably the students got the difficulties when they got a test in Aural Vocabulary Knowledge. Therefore, the researcher assumes that students have a good in listening English song and they have a great capacity in western music. It shows that habit in listening to English song is some factors that influence vocabulary. It also means that habit in listening to the English song is contributed the recognizing of vocabulary.

The finding result shows that the students in English Teacher Education Department are in included on western music listener. Most of the students have a high frequency in listening to the English song. The students also have a good activity of paying attention to listening to music in their spare time.

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[57] *Michael Rost, Listening In Action. UK: Prentice Hall International. 1991.*

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion for students, lecturers, and future researchers. The result of the finding and discussion can be concluded as the following representation.

A. Conclusion

From the data obtained in finding, this study focuses on the relationship between listening English song habit and vocabulary recognition. The subjects of this study are 72 students. They are randomly chosen from 98 3rd semester students in the academic year 2017-2018 who get enrolled in the A, B and D class. The instruments used in this study were Aural Vocabulary Knowledge Test developed by Matthews and self-developed questionnaire. The data were analyzed by SPSS version 16.0. The statistical devices used in this study were the Pearson Product Moment correlation and simple linear regression analyses. The present study mainly demonstrated two important calculating based on the research finding, they are:

First, the Pearson Product Moment Correlation shows that Pearson correlation = 0.000 and Sig. (2- tiled) = 0.425. It means that the variable is a positive correlation, which means the correlation in this type is moderate. Between students' listening English song habit and students' vocabulary recognition is found not to be strongly correlated. This analysis indicated that the habit of listening music will lead to a higher degree of recognizing vocabulary.

Second, between both of them, they have some differences inside of those skills. The differences such as listening are receptive language process while vocabulary is a part of written and spoken text, but both of them require short-term memory processing. So, although between students' listening English song habit and students' vocabulary recognition has a correlation, the types of the correlation coefficient is moderate.

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B. Suggestion

Based on the findings and conclusion of this study, the following suggestions are made:

1. For the students

The students in the third semester should learn more about the most vocabulary in English. If students do not have a lot of vocabulary they will have more difficulties in understanding the written and the spoken text, and it will make it even more difficult to engage actively in written and spoken communication. The high frequency in habit listening music it will give a lexical coverage in written or spoken text.

2. For the lecture

Based on the result of data found, there is a higher frequency in students' habit of listening English song. The students' aware that they need to approve their vocabulary to get easy in learning English. The lecturers may encourage the students to the listening English song to arise their vocabulary. Furthermore, it can be used as one of the teaching technique or media in teaching learning process.

3. For further Researcher

This present study is carried out to identify the correlation between listening English song habit and vocabulary recognition. The researcher only examined the vocabulary in one dimension that is the recognizing of vocabulary. Other dimensions of vocabulary knowledge such as vocabulary mastery and vocabulary depth. For the further studies should attempt to validate the result with other measurements.

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