

**THE CORRELATIONAL STUDY BETWEEN VOCABULARY MASTERY
AND STUDENTS' INTEREST IN LISTENING TO ENGLISH SONGS
TOWARD THEIR ABILITY IN PRONOUNCING ENGLISH WORDS**

**(A Correlational Study at Eighth Grade Students of MTs N Tinawas
Academic Year 2014/2015)**

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana* in English Education Program



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Assalamu'alaikum Wr. Wb

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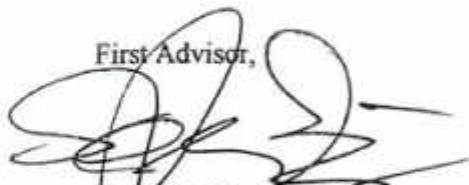
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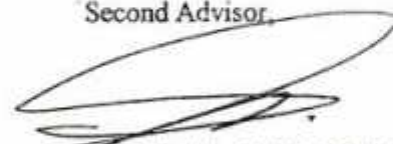
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DEDICATION

I proudly dedicate this thesis especially for:

- ❖ *My Parents, Jumilah, and Sardi*
- ❖ *My Brother and Sister Fernanda Aprian and Clarita Noviana*
- ❖ *My big family*
- ❖ *My beloved best friends*
- ❖ *My almamater, State Islamic Institute of Surakarta*
- ❖ *For everyone who loves me and whom I love*

MOTTO

***“ The difference between the novice and the master is that the
master has failed more times than novice has tried “***

~ koro-Sensei ~

“ Giving up is what kills people! “

~ alucard ~

***“ Run until you can't run anymore, and then run again. Constant
effort is life's great shortcut”***

~Kamogawa Kenji~

PRONOUNCEMENT

Name : Ardian Purnomo
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I hereby sincerely state that the thesis entitled "**The Correlational Study Between Vocabulary Mastery , Student Interest in Listening to English song and their Ability in Pronouncing English Words**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am would take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, July 14th, 2017

Stated by,


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Finally, the researcher realizes that this thesis is far from being perfect.

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Hopefully, this thesis could give contribution for further research.

Surakarta, July 14th, 2017

The Researcher

Ardian Purnomo

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, the identification of the problem, limitation of the study, problem statement, objective of the study, benefits of the study, previous of the study and the definition of key term.

A. Background of the Study

Learning English is very important for students. English has become an international language. That's why in Indonesia English is taught beginning in the elementary school in order that the students are familiar with English and can use and communicate in English well. Webster (1974: 536) stated that language is a system of communication between humans through written and vocal symbol; speech peculiar to an ethnic, national, or cultural group; words esp. employed in any art, branch of knowledge, or profession; a person's characteristic mode of speech; diction; linguistics; by extension, the articulate or inarticulate expression of thought and feeling by living creatures.

In Indonesia, English is a compulsory subject which is taught in Junior High School and Senior High School as a second language. As a result, the Indonesian government always makes effort to improve the quality of teacher and other component which are involved in education process. The education in Indonesia has been improved from time to time, one of them is established by curriculum. According to the competence based curriculum of Junior High School, the goal of foreign language learning is to learn how to communicate by using the

target language orally or written. So after learning English, students should be able to communicate in English spoken or written. As the writer said before that in Junior High School, English is taught as one of compulsory subject. The students learn English for the second time after finished in elementary school. So, they learn the English components including vocabulary in junior high school.

Students are expected to be able to make simple transactional and interpersonal conversation which is potentially needed to communicate in the context of school. Here, the teacher plays important role since he has to be able to set students interest and motivation in learning English in order to develop students' ability to communicate using all the resources they have already acquired to interact with others about their needs and interest.

In this study, the writer will focus on how the students' interest in listening English song can influence their ability in pronouncing English word. The research focus on junior high school student especially eight grade. Considering that in learning language, listening is the skill that children acquire first.

According to Christine (2002: 1), listening takes up as much as 50% of our everyday communication time. It is the main channel of classroom instruction and the most used language skill at work and at home. Many learners want to develop effective listening because it is crucial to their success in studies, business, careers and personal relationship. Similar with Larry Vandergrift in an ELT Journal quoted from Rivers in Gilman and Moody (1984: 331) said that research has demonstrated that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing. It seems logical enough to conclude that language learners will make more extensive use of listening comprehension skills than of other language skills. So, of all the four skills, listening is an

important skill because it is through this sense that people receive information on vocabulary, grammar, pronunciation, spoken words, phrases, and sentences. The success in listening for language learners depends on many factors, such as their background knowledge and their mental processing capacity. For learners, listening can be a stressful activity because it is transient and they are often unable to process the information they hear quickly. Teachers have the challenging task of helping students to improve their ability in language skill that is largely unobservable.

Despite of the importance of listening as one of the language skills (Ridgeway, 2000: 180) its teaching methods has not been fully implemented and practiced. In the traditional listening classroom was focusing more on the result of the listening activities rather than the skills and strategies involved in comprehension process. Hence, it is important to direct students' attention towards the comprehension processes and the enabling listening skill and strategies. Teaching learning activities of typical listening comprehension course in Indonesia will take place in a language laboratory and will traditionally involve students in listening to a recorded text of dialogues or monologues with the teachers sometimes helping students with guidelines to use effective listening strategies. Further, the teacher will then check the answers and grade the students' works. Particularly in MTsN Tinawas, based on pre-research that the researcher had observed at the school, the researcher found that students in that school especially at the eight grade students are weak listening skill. It can be seen from the result of interview with the English teacher at the school. The main point of the interview is the students' ability in listening is still low. They can not listen clearly if the audio or voice of the interlocutor (speaker) on listening activity is a native speaker. Most of them are weak listener, because their mother tongues are Indonesian and Javanese. So that

the eleventh grade students have to listen the audio of the native speaker twice or more times until they understand. Most of the eleventh grade students are weak in listening. However, there are some students who can get the point of what the native speaker says directly in listening activity.

In this thesis, the writer tries to find out if there is significant correlation between student interest on listening to English songs, and their ability to pronouncing English word. The writer wants to learn if there is significant correlation between student interest on listening to English songs, and their ability to pronouncing English word. The writer just wants to investigate the contribution of student interest on listening to English songs, for their speaking skill especially for pronunciation skill. Therefore the results of this study can be used as approach to teach speaking, especially for vocational school students.

According to Read (2000: 1635), vocabulary knowledge involves knowing the meaning of words. At the simplest level vocabulary consists of words, but even the concept of word is challenging to define and classify. Vocabulary is very important to be understood and used in English basic sentence patterns in extended forms. It is one of the important components of language, because it is to achieve means of conducting communication. Only by having reservoir of words at our command we can communicate effectively. We cannot deny the statement because all components of language indeed contain words.

Sabrony (1986: 1) stated that vocabulary enrichment should be provided at all levels of English Learning are it elementary or advanced. Especially in our case, where the ultimate goal is the reading skill. Wilkinns (1982: 111) said that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. It has to be realized that the students' ability to read, to write, to listen, and to speak is conditioned by their vocabulary.

The interesting to listening an English song of the students at the eight grade students of MTs N tinawas is also limited. They seemed so lazy to learn listening English word or song. When they were asked how often they listening English song, they said that rarely did it. It can be concluded that the students' listening interest on English song at eight grade students of MTs N Tinawas still limited and it influences their pronunciation ability.

Students who have a high interesting of listening English song, they will have more capability to pronoun well. Listening interest is very needed by students to know the pronoun well. When the students do not have the interesting to listening, they will get a low score of their pronoun and listening. Hidi (2001: 195) said that interest has a strong positive influence on readers' comprehension and recall and consider the factors that have been found to increase readers' situational interest. Besides that, Ryan et al in Hidi (2001: 196) concluded that interest leads to more elaborate and deeper processing of expository texts.

Based on the above description, the writer wants to carry out research to know whether there is a positive correlation between student interest on listening to English songs, and their ability to pronounce English word, especially for the eight grade student of MTsN Tinawas.

B. Problems Identification

1. Is there any correlation between student vocabulary mastery and their ability in pronouncing English word?
2. Is there any correlation between student interest in listening to English song and their ability in pronouncing English word?
3. Is there any correlation between student vocabulary mastery, between student interest in listening to English song and their ability in pronouncing English word?

4. Is the students' interest in listening to English song able to influence their pronouncing English word?
5. How is the students' level of pronouncing English word?
6. What are the factors that influence the students' level of pronouncing English word?

C. Limitation of the Problems

In order to focus the study the researcher limits the problem on the three variables that is vocabulary mastery, students' interest on listening to English songs and their ability pronouncing English word . The research subject is the eight grade students of MTsN Tinawas Nogosari. The correlation method is used to examine the coefficient of correlation between the variables.

D. Formulation Of the problem

Based on the background of study above, the problem of the study is formulated: is there a correlation between students' vocabulary mastery, interest on listening to English songs and ability in pronouncing English word at the eight grade students of MTsN Tinawas Nogosari in academic year 2014/2015?

E. The objective of the study

In line with the problem statement above, the objective of the study is to find out whether or not there is a correlation between students' interest on listening to English songs and ability in pronouncing English word at the eight grade students of MTsN Tinawas Nogosari in academic year 2014/2015

F. The Benefits of the Study

1. Theoretical benefit

To prove whether there is correlation between students' interest on listening to English songs and ability in pronouncing English word at the eight grade students of MTsN Tinawas Nogosari in academic year 2014/2015. Through this research is expected to improve knowledge either for teacher or society. So it can be used as the reference in improving and developing speaking skill specially pronunciation in the school. The researcher also hopes that this research will give contribution for the development of education in Indonesia at large.

2. Practical benefit

For teacher, result of this research gives information which hopefully can be used as starting point whether it is important to increase students' pronunciation skill on the variable and the teacher can improve teaching learning process especially in teaching and learning speaking skill by giving attention on the improvement of students' interest.

For students, this research can be used for practicing pronunciation regularly in order to be able to speak well. The students can improve their speaking skill by listening their favorite English songs which is interest them. It can help the students in having the pronunciation skill. For school, this research can be a reference in guiding the teacher to know more about the students' ability and their interest.

For the institute, hopefully the result of this research can enrich knowledge and give more attention to the students especially for improvement in the students' speaking skill especially pronunciation skill because the most of the students had difficulties to speak English well with correct pronunciation. Thus the institute must facilitate the students in order to improve their ability in pronunciation.

G. Previous Study

In conducting this research, the writer needs the source of information to get a picture of what this research will be like. Besides, to get the guideline in composing this study. The researcher found a thesis written by Yulianto of The Sebelas Maret University of Surakarta which is a correlational study entitled “*A Correlational Study Between Habit in Singing and Listening to English Songs, Vocabulary Mastery, and Speaking Skill of The Eleventh Grade Students of SMK N 3 Surakarta*”. The objective of this study is to find out the correlation between students’ habit in singing and listening to English songs with their English vocabulary mastery and their speaking ability.

What similar from the previous related study and this study itself is both of the study try to find out the correlation of the presented variable. However, the variable used is different. This study try to find out the correlation between the students’ interest in listening to English songs with their ability in pronouncing English words at the eighth grade students of MTs N Tinawas at the academic year of 2014/2015.

CHAPTER II

THEORITICAL REVIEW

This chapter discusses about the fundamental theory of this research which covers definition of teaching listening, definition of song, definition of ability and definition of teaching pronouncing word.

A. Review on pronunciation

1. Definition of Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Fraenkel (1984) express that there are two main steps to learning how to pronounce a language:

1) Receptive/list stage

In this stage, we learn to differentiate the significant sounds and pattern by listening to the language.

2) Productive/speaking stage

By this stage, we learn to speak or to produce what we have learned before.

2. Teaching Pronunciation

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ seventh language and environment.

As Daniel Jones states that :

The difficulties of pronunciation are:

The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech-sounds occurring in the language, when he hears them pronounced; he must more over learn to remember the acoustic qualities

of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length, stress and voice pitch); 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

1). The Materials in Pronunciation Teaching

a). English Vowels.

According to Jones, vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise.

Jones (1958:15) in his book "The Pronunciation of English" classifies the vowels into 5 based on the position of the tongue:

(1). Front vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.

(2). Back vowels, in the production of which the 'back' of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.

(3). Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.

(4). Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

(5). Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ð / father.

b). English consonants

According to Kelly (2000:47) consonants can be described in terms:

(1). The place of articulation

(a). Labiodental

Sound which is articulated by the tip tongue against the upper teeth; e.g. /f/

(b). Dental

Sounds articulated by the tip tongue against the upper teeth. e.g. : / ð /

(c). Alveolar

Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge; e.g. normal English /t/

(f). Palatals

Namely sounds articulated by the back of the tongue against the hard palate; e.g. / j /.

(g). Velars

Namely sounds articulated by the back of the tongue against the soft palate; e.g. /k/

(h). Glottal

Namely sounds articulated in the glottis; e.g. / h /.

(2). Manner of articulation

(a). Plosive

A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released ‘explosively’, e.g. /p/ and /b/.

(b) Affricative

A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /t_/ and /d_/

(c). Fricative

When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/

(d). Nasal

A closure is made by the lips, or by the tongue against the plate, the soft plate is lowered, and air escapes through the nose, e.g. /m/ and /n/

(e) Lateral

A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/

(f) Approximant

Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

c). English Diphthongs

Diphthongs are sounds, which involve a change in quality during their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters. The first showing the starting point and the second indicating the direction of the movement. There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, centering diphthongs.

(1). Raising or Closing Diphthongs.

The position of the tongue when the second vowel is pronounced higher than the first one. For example:

- /ai/, like in time /taim/, fine /fain/
- /ei/, like in make /meik/, take /teik/
- /i/, like in boy /boi/

- /au/, like in now /nau/, how /hau/
- / u/, like in no /n u/, go /g u/

(2). Falling Diphthongs.

The position of the tongue when utters the second vowel is lower than the first one. For example:

- /i /, like in fear /fi (r)/, hear /hi (r)/
- / /, like in pure /pj (r)/

(3). Centering Diphthongs

The position of the tongue when utters the second vowel is at the id central. For example:

- / /, like in fore /f (r) /, more /m (r)/
- / /, like in there /ð /

(4). Supra-segmental phonemes

Supra-segmental phonemes are classified into seven classes; they are:

- Stress. Stress is the pressure of breath with which sounds are produced.
- Intonation. Intonation is the changes in the music of the voice while producing speech.
- Pause. Pause is the silent between parts of an utterance.
- Juncture. Juncture is a very short time of pause. It is the space in speech between sounds or words.
- Rhythm. Rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same.

- Pitch. Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word. For example, in Chinese there are four levels of sounds that can differentiate meaning.
- Length. Length is the long or short a phoneme should be

pronounced.

d). Stress

According to Jones (1958:57), the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed.

It is in fact generally sufficient to distinguish two degrees only-stressed and unstressed. Stress syllables are marked when necessary by ‘placed immediately before them, thus *father*, 'f:_ , *arrive*, 'raiv, *opportunity*, _p 'tju:niti, *what shall we do?* '(h)w_t_ lwi:'du. .The same words and sentences are not always stressed in the same way. Variations are sometimes necessary for making the meaning clear, and they are eventually needed due to rhythmical considerations.

Thus the word *injudicious*

when simply taken to mean “foolish” would have stress on the third: 'di_ syllable, *thus he was very injudicious*, hi:w z'veriind_u:'di_ s, but when used in contrast with *judicious*, the chief stress would be on the first syllable, the stress on the third being only secondary, e.g. *that was very judicious*, __tw z'verid_u:'di_ s, and the answer is *I should call it injudicious*, 'ai_ dk_:litveri'ind_u:di_ s. Untrained speakers often fail to bring out contrast of this kind properly. In '(h)w_t_ lwi:'du:, '(h)w_t'__lwi:'du:., '(h)w_t_ l'wi:du:., the variations of stress actually modify the meaning of the words.

The word *unknown*, _nnoun shows clearly how rhythm may affect stress. Compare *an unknown*

land, n'_nnoun'l_nd with *quite unknown*, 'kwait_n'noun. When isolated the word would generally be pronounced, the two syllables having equal stress. The rhythmical principle underlying these changes is a tendency to avoid consecutive stressed syllables when possible.

e). Intonation

Jones (1958:59) states in speaking, the pitch of the voice, i.e. the pitch of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation (or inflection). Intonation is thus quite independent of stress, with which it is sometimes confused by beginners. Fluctuations in pitch either involve a rising pitch or a falling pitch.

Intonation is found in every language and even in tonal languages, but the realization and function are seemingly different. It is used in non-tonal languages to add attitudes to words (attitudinal function) and to differentiate between whquestions, yes-no questions, declarative statements, commands, requests, etc.

Generally speaking, the following intonations are distinguished:

- Rising Intonation means the pitch of the voice rises over time.
- Falling Intonation means that the pitch falls with time.
- Dipping Intonation falls and then rises.
- Peaking Intonation rises and then falls.

2) Principles in Pronunciation Teaching

According to Penny, principles in teaching pronunciation are:

a). Having a suitable curriculum

When teachers teach something, they start to help students acquire some primary concepts on which they can build more complex understanding. For example, when teachers teach science,

they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

b). Being the student centre

Teachers have to know how to make students understand information given. For example, for teachers who cannot pronounce some English sounds need to have more knowledge about pronunciation. Additionally, the teachers can give more explanations to students. At that time, students learn through teachers experience how to pronounce English sounds.

c). Helping learners become self-reliant

Many students have wrong perceptions about what is involved in learning pronunciation – or in learning a language in general. Teachers have to tell the students that pronunciation is a sub skill that involves remembering and practicing. Sometimes, different students' accent makes they lack of confident in learning pronunciation. They feel embarrass to pronounce English word, but they can learn from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.

d). Giving opportunities to practice.

In fact, pronunciation is a sub skill of speaking skill. Teachers' role is giving training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embarrassed. In this case, teachers have to make students more feel confident in practicing pronunciation.

A good method in teaching pronunciation is to use several repetitions saying together in the

chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging; students love this kind of work.

3). Strategies in Pronunciation Teaching

According to Kelly (2000:16), there are some strategies in pronunciation teaching:

a). Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item. Drilling often follows a process known as eliciting.

It is to encourage students to bring up a word, phrase or structure as they study before. Teachers generally use prompts, pictures, mimes etc, to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

b). Chaining

Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words from sentence, and model them separately for students to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:

(1). Back chain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, gradually add to length. Students' mistake in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example :

.....would've told.

.....if I'd seen him.

(2). Front chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from the start, gradually adding to its length. Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

If I'd seen him....

I would've.....

I would've told him.

(3). Substitution drilling

Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items into the sentence being dealt with, as follow:

Teacher : it's in the corner

Student 1: it's in the corner

Teacher : it's on the table

Student 2 : it's on the table.

(4). Open pair drilling

Question and answer drills might be set up across the class, by one student asking, another responding, and so on. For example, a big letter Q and a big letter A written on cards. Teachers will invite students to question each other and respond in turn across the class.

Student 1: have you ever been to Paris?

Student 4: yes. I have

Student 5: have you ever been to New York?

Student 2: no I haven't.

(5). Giving Feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give

feedback, they should have different kinds of correction techniques or strategies.

For instance, teachers give feedback by practice rising and falling of their intonation, giving one that is chosen for student which is true or false, and writes some correction in blackboard.

By giving feedback, teachers actually can reduce students' errors. Consequently, students will be more confident in pronounce pronouncing English words.

c. Problems of Pronunciation

Many students have problems in learning English especially in spoken English language. There are many problems faced by students to study pronunciation according to Harmer (2007:250).

They are as follows:

1) What students can hear

Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first languages have problems with different sounds

2) What students can say

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or

nasal cavity).

3) The intonation problem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.

According to Gerald Kelly (2000:13), there are two main problems in teaching pronunciation:

- 1). Pronunciation tends to be neglected.
- 2). When it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

There are two reasons that pronunciation tends to be neglected. First, teachers are lack interest to teach pronunciation. Secondly, teachers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory. When pronunciation is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

Teachers need to improve their practical skill in teaching pronunciation. Additionally, students show considerable enthusiasm for pronunciation. Students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both teachers and learners consider that pronunciation is very important in a language learning process. To solve these problems, pronunciation teachers need:

(a). A good grounding in theoretical knowledge

Before teaching pronunciation, teachers firstly have to know how to pronounce words, so teachers when teach students can give good pronunciation to students imitated.

(b). Practical classroom skills

Teachers necessarily have strategies of how to attract students. Consequently, materials

presented by teachers will be easily understood by students.

(c). Access to good ideas for classroom activities.

It is necessarily for teachers to teach pronunciation attractive. So, students will not get bored with available materials. They will get more enthusiastic in learning pronunciation

d. Pronunciation Test

Brown (2004:3) stated that a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is first a method. It is an instrument—a set of techniques, procedures, or items—that requires performance on the part of test-taker. Second, a test must measure. Some tests measure general ability, while others focus on very specific competencies or objectives. A test measured an individual's ability, knowledge, or performance.

Furthermore, according to Hughes (2003:8), there are some purposes of testing in teaching learning process:

- 1). To measure language proficiency.
- 2). To discover how successful students have been in achieving the objectives of a course of study.
- 3). To diagnose students' strengths and weaknesses, in identifying what they know and what they don't know.
- 4). To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

Obviously, pronunciation is tested globally in different types of conversational exchange, interview, reading aloud, etc., that go on in the classroom. What seems to be insufficient is the testing of accuracy—that is, testing to assess the learner's management of specific features, segmental or suprasegmental. This insufficiency is due to two main causes. First, many teachers

do not consider it useful to test specific features. This attitude is based on the belief that the mastery of specific features, taken individually, does not matter much in real-life situations where the context always provides the clue for the learner to interpret what he hears (Heaton 1988:64) or to make him understood even if the ideal quality of phonemes is not reached.

“It is possible for people to produce practically all the correct sounds but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly.” (Heaton 1988:88)

Taking segmental phonemes and word stress as illustrations, this article explores some ways of testing specific features of English pronunciation, both as a teaching activity and as part of an examination. The ideal way of testing pronunciation is actually listen to the learner. However, since this is not always possible or suitable, the alternatives discussed below can be used for testing segments and word stress.

B. Vocabulary

The point of vocabulary consists of the notion of vocabulary, vocabulary mastery, kinds of vocabulary, vocabulary strategy, aspects of teaching vocabulary, principles of learning and teaching vocabulary, teaching vocabulary at seventh grade students in MTs N Gondangrejo and the indicator of vocabulary mastery instrument.

a. The Notion of Vocabulary

Fauziati (2010: 155) explained that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Hatch and Brown (1995: 1) gave the definition that vocabulary refers to a list or set of words that individual speakers of language might use.

Hornby (1995: 133) also stated that vocabulary is a list of words with their meaning. While, according to Read (2000: 16-35), vocabulary knowledge involves knowing the meaning of words. At the simplest level vocabulary consists of words, but even the concept of word is challenging to define and classify.

Meanwhile Webster's dictionary (1974: 546) stated that vocabulary is a dictionary of whole language or one book, author or subject. Vocabulary is the stock of words used in a language or by a group of people or individual. Burn and Broman (1975: 295) said that vocabulary is defined as the total number of words used by a person, class or profession to make up language either in oral or written communication.

From the definition above, a simple definition of vocabulary can be stated that vocabulary is total number words that are used by group of people that has function to make up a language

either in oral or written communication. Students can obtain new words enrich their vocabulary through their activities in or out of school, by reading books.

b. Vocabulary Mastery

Webster's dictionary (1974: 586) defined that mastery is the act of mastering; the state of having control over something; superiority in competition; victory; eminent skill or thorough knowledge. While, Hornby (1995:72) defined that mastery is complete knowledge.

Nunan (1991: 118) stated that the important of mastering vocabulary in learning that the development of a rich vocabulary is an important element in acquisition of a second language. It is important for a learner to master the vocabulary of the target language because it is essential part of communication.

Krashen in Lewis (1996: 23) said that vocabulary is the basic to communication. If it acquires do not recognize the meaning of the key words used by those who addressed them, they will be unable to participate in the conversation. He explains further that although the learners know the morphology and the syntax of the utterance, they will not know the meaning of the key lexical items and would get difficulties in the communication. Meanwhile, Read (2000: 17) stated that vocabulary ability involves more than just knowing a lot of lexical items; learners must have ready access to that knowledge and be able to draw on it effectively in performing language use tasks.

From the theories above, it can be concluded that vocabulary mastery is complete knowledge about vocabulary that is important in acquisition the second language. Learners do not only read but they must understand and know the meaning of word by word in each sentence of the paragraph to get their vocabulary mastery.

c. **Kinds of Vocabulary**

Shepherd (1987: 3) stated that there are two kinds of vocabulary namely receptive vocabulary and expressive vocabulary. Receptive vocabulary refers to the words which learners know when they listen or read, the words they know when learners receive words from another. Receptive vocabulary is the basic vocabulary and total storehouse of words that learners can use understand the thoughts of others, when they listen and read and the words on which can draw when they speak and write.

Expressive vocabulary refers to the words which learners use when they speak, write or when the learners express their thought to another. The learner's skill in speaking and writing depend on their expressive vocabulary.

Learners' receptive vocabulary is much larger than learners' expressive vocabulary. There are many words the learners recognize when the learners hear or read them but do not use when the learners speak or write. If the learner has a receptive vocabulary of 14.000 words, the chance are that in 80 percent of what the learner writes the learner rely on a vocabulary of fewer than 3.000 words and that in 95 percent of what the learner says the learner uses a vocabulary of fewer than 1.000 words.

Bond and Eva (1963: 149-150) said that there are many types of vocabulary development. There is the child's listening vocabulary, made up of words that he can hear and understand. There is his speaking vocabulary, made up words that uses in oral speech or communication. There is his reading vocabulary, made up of the words that he can recognize and understand from printed symbols. And there is his writing vocabulary, made up of the words he uses in his written expression.

d. Vocabulary Strategy

According to Robinson (1975: 57), there are many strategies to develop students' vocabulary.

Three of them are as follows:

a. Wide Reading

Although direct and indirect instruction in vocabulary acquisition is an important and continuing responsibility of a teacher, there is no replacement for wide and varied reading. Students who spend enough time in the world of words, and who think about what they are reading, cannot help but increase their individual language banks. In addition to encouraging wide reading verbally and suggesting or even guiding trips to the school library, the establishment of a classroom library collection can be a boon to vocabulary development.

b. Dictionaries

Without doubt numerous students enter the junior or senior high school with little knowledge about how to use dictionaries. Students need to learn to use dictionaries as references when they cannot understand the message through their own endeavors in using context.

c. Context Clues

The terms context clues is sometimes used as an oversimplification of a group of vital strategies for vocabulary development. Often the term is used to indicate a vague and general way of searching the words surrounding an unknown word to see if the reader can guess at the meaning.

e. Aspects of Teaching Vocabulary

Ur (1996: 60) suggested a few aspects that must be taught in vocabulary teaching, such as:

- Form; Pronunciation and Spelling

The teacher must teach what a word sounds like (its pronunciation) and what it looks like (its spelling).

- Grammar

The grammar of a new item will need to be taught if this is not obviously covered by the general grammatical rules. The teaching of vocabulary is useless if it is not applied in the sentence.

- Collocations

Collocations are another factor that makes a particular combination sound “right” or “wrong” in a given context. So this is another piece of information about a new item which it may be worth teaching.

- Aspect of meaning: meaning relationship

How the meaning of one item relates to the meaning of another can also be useful in teaching. There are various such relationships.

a) Synonyms

According to Shepherd (1987: 3), synonyms are words that have the same, or nearly the same, meaning: for example, *big* is a synonym of *enormous* and *loving* is a synonym of *affectionate*.

b) Antonyms

According to Shepherd (1987: 36), antonyms are words that have opposite meanings, such as *happy* and *sad*.

c) Hyponyms

Hyponyms are items that serve specific examples for general concept.

1) Co-hyponyms or co-ordinates

Co-hyponyms is other items that are the same kind of thing.

2) Super ordinate

Super ordinate is general concept that “covers” specific items.

3) Translation

Word expressions in the learners’ mother tongue those are (more or less) equivalent in meaning to the item being taught.

f. Word Formation

Vocabulary items, whether one word or multi word, an often be broken down in to their components ‘bits’. Exactly how bits are put together is another piece of useful information perhaps main for more adverted learners. Teacher many wish to teach the common prefixes and suffixes, such as sub-, un-, able-, etc. these will help them guess the meaning of word which initial by prefixes and suffixes above.

Another ways vocabulary item which is built is by combining two words to make one item becomes single compound word such as bookcase, swimming pool, follow poll, follow pool, and etc.

g. Principles of Learning and Teaching Vocabulary

According to Wallace in Dana (2006: 10) the principles of learning and teaching vocabulary are:

- a. aim – what is to be taught, which words, how many
- b. need – target vocabulary should respond students’ real needs and interests
- c. frequent exposure and repetition

- d. meaningful presentation – clear and unambiguous denotation or reference should be assured

h. Indicator of the Vocabulary Mastery Instrument

Based on the theory about the aspects of vocabulary and the materials that is learn by the students from the text book, the researcher constructed the instrument of vocabulary mastery through the indicator as follows:

- a. Synonyms

Shepherd (1987: 3) stated that synonyms are words that have the same, or nearly the same, meaning: for example, *big* is a synonym of *enormous* and *loving* is a synonym of *affectionate*.

- b. Antonyms

Shepherd (1987: 36) stated that antonyms are words that have opposite meanings, such as *happy* and *sad*.

- c. Meanings/Translations

Word expressions in the learners' mother tongue those are (more or less) equivalent in meaning to the item being taught.

- d. Guessing

The students have to guess the questions based on the characteristics of something that have been available on the question. For example: I am green. I live in a pond. I eat mosquitoes. I jump high. I have four legs. Who am I? And the answer is frog.

- e. Grammar

The grammar of a new item will need to be taught if this is not obviously covered the general grammatical rules.

C. Review on interest

1. Description of interest

There are some experts who defines about interest. First, Elliot, Stephen N, et all (2000: 349) stated that interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Second, interest is the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something (cambridge advance learner's dictionary: 666-667).

Third, Crow and Crow (1963: 159) defines that interest is the motivating force which causes individual to give attention to a person, a thing or an activity. Fourth, Skinner (1984: 337) also defines interest as preoccupations, objectives, likes and dislikes and motives. The last expert is James in Smith and Dechant (1961: 273) says that interest as positives attitude toward object or classes of object. The researcher can conclude that interest is a positive attitude that likes, dislike and motives to discover about something or activity.

Interest occurs when a student's needs, capacities, and skills are a good match for the demands offered by a particular activity. To facilitate the development interest, teacher should structure their classroom around goals such as :

- a. Inviting students to participate in meaningful projects with connections to the world outside of the classroom,
- b. Providing activities that involve students needs and provide them developmentally appropriate challenges,
- c. Allowing students to have a major role in evaluating their own work and in

monitoring progress,

- d. Facilitating the integration and use of knowledge and,
- e. Learning to work cooperatively with other students.

Skinner (1984: 338) mentioned more in aspects of interest. People are said to be interested in a certain object if they have four aspects, namely:

- a. Pleasure

Pleasure seems to be derived from simply watching the movements of people and objects. At the first, this activity is primarily biological, then perceptions occur and concepts begin to form. In this case, the psychological components become more important. The child learns to avoid those activities as unsatisfying and to repeat those that have proved to be worthwhile. In other words, pleasure will emerge one's interest to objects or people that satisfy him.

- b. Willingness

Willingness means a motivational desire that is directed to the purpose of life controlled by thought. This motivational desire will produce a will, attention and concentration to a given object; then the interest of the individual will appear.

- c. Consciousness

A person can be said to be interested in something if he/ she has consciousness. He/she is conscious that he is doing the learning activity. Consciousness can exist in an individual when he has a will.

- d. Attention

When a student observes an object, he perceives only what he pays attention to or is interested in. By seeing the students' attention, it can be known whether he

is interested in the object or not.

2. The Importance of Interest

According to Hurlock (1982: 420), interest play an important role in a person's life and have a great impact on the person's behavior and attitude, at all ages. Interest also provide some feeling, as follows:

- a. Interest provide a strong motivation to learn

Learning experience is a teachable moment. It means that the time when children are ready to learn because they are interested in what learning will bring them in personal advantages and satisfactions.

- b. Interest influence the form and intensity of children's aspiration.

The more convinced they are about what they want their future vocations to be, the greater will be their interests in activities, in the classroom or outside the classroom, that will lead to the achievement of their lessons.

- c. Interest add enjoyment to any activity the individual engages.

It means that if they are interest in activity, the experience will be far more enjoyable to them in a results, of course, to their achievement.

3. Description of Listening to English Song

In a daily communication, people cannot be separated from listening. Listening to the speaker not only just slightly hears what he says, but needs more comprehension. In another word, the listener needs to know what speaker means, so he can reply or just respond to the speaker. Four basic skills in learning language are listening, speaking, reading and writing. As one of those basic skills, listening has an important role for the learners in the language learning process. Listening is different from hearing. Blumental (1963: 186) said that hearing

and listening are two different things. Listening is educated hearing or in another words, it is hearing for the purpose. Meanwhile, listening, as defined by the ILA (International Listening Association), is “the active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. It involves the ability to retain information as well as react empathically and/or appreciatively to spoken and/or nonverbal messages” (1995: 4).

According to Hornby (1990: 133), song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and host of other language skills in just a few rhymers. Almost everyone loves songs. It is a part of our language and life from before birth onwards.

Meanwhile, Griffiee (1992: 3) said that songs have their own identity as follows:

- a. Songs convey a lower amount of information
- b. Songs achieve redundancy by devices such as the borrowing of line from other songs, proverbs, catchphrases and cliché as well as alliteration.
- c. Songs have a personal quality that makes the listener react as if the songs were being sung for the listener personality.

English song, therefore, is a piece of music with group of English word that is sung by a singer. It can be concluded that listening to English song is ability to retain information as well as react empathically and/or appreciatively in the active process of receiving and constructing meaning to the groups of English words contained in the song lyric.

4. Interest in Listening to English Song

Songs, as Griffiee states are pieces of music that have words (1992: 3). Webster’s dictionary (1976: 506) defines songs as a short musical composition of words and music.

The main parts of a song are music and words. While music itself is related with rhythm, a group of words without music to perform them can not be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there are usually several lines of the song, which are repeated twice or more what so-called “refrain” when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

The main parts of an English song are music and English words. The English words in the lyric of the song can be useful to be discussing material in language learning. Through the lyric in the song, the students learn about vocabulary, sentence structure, and sentence patterns. Since, according to Murphey (1992), one advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills too. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for students is an important part of learning a language, something which is often ignored by teacher, and songs can add interest to classroom routine and potentially so improve student motivation.

As Murphey (1992), songs can be broadly divided into many different forms. There are: art songs, pop songs and folk songs.

a. Art Songs

Art song are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an

orchestra or string quartet, and are always notated. Generally they have an identified author(s) and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

b. Folk songs

Folk songs are songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk songs exist in almost every culture.

c. Popular songs

Modern popular songs are typically distributed as recordings, and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs may be called pop songs for short, although pop songs or pop music may instead be considered a more commercially popular genre of popular music as a whole.

Through songs, students discover the natural stretching and compacting of the stream of English speech (Lems, 2001). Listening to songs has been proven to be beneficial in terms of psychology as well. Songs add to the curriculum the often neglected dimension of 'right brain' activities, to help the learner utilize another approach to process and internalize the meaning of new sounds and structures are being learned (Purcell, 1992). The most commonly

applied procedure in this task is ‘fill in the blanks’ activity. The three steps process for this activity that has found successful are: 1) Students hear the entire song twice; 2) the song is played a third time with a pause after each line to give the students time to write; and 3) the song is played a final time in its entirety to allow students to check what they have written (Purcell, 1992).

Purcell (1992) suggests that the ‘staying power’ of such songs is ephemeral, since they go out of fashion so quickly. The teacher who has a successful lesson with a current song one year may be surprised to find that in just a year’s time the next group of students will disdain it as an ‘oldie’. Therefore, it is also wise to introduce a variety of song types, thus enabling the students themselves to make more educated choice of the type of songs they will want to sing (Purcell 1992). Lems (2001) supports this suggestion by expressing that students are often strongly motivated to learn the lyrics of a new pop song or an old favorite they have heard and never understood, so their choices for classroom music should not be overlooked. Three suggestions by Lems (2001) and Poppleton (2001) could be taken into consideration for song selection:

- a. Song lyrics should be clear and loud, not submerged in the instrumental music.
- b. The vocabulary load for the song should be appropriate to the proficiency level. For example, Led Zeppelin’s “Stairway to Heaven” (1971) -with its vivid imagery and possibilities for multiple interpretations- might be successful with an advanced level class. With other learners, however, it is fast pace, obscure references, and lack of repetition could prove troublesome, as could the word inversion in lines such as, “There walks a lady we all know.”
- c. Songs should be pre-screened for potentially problematic content, such as explicit

language, references to violent acts or sex, or inappropriate religious allusions (Lems, 2001).

In a journal entitled “The Use of Songs in ‘English Habit’ Program at SMAN 3 Malang” showed that listening to songs is chosen as one of the “English Habit” activities because the teachers agreed that everybody love songs, and they expected that songs can motivate the students to practice listening English. Listening to songs was also enjoyable and there was no such of test that sometimes made the students feel frustrated. Moreover, listen to their favorite songs makes the students remember the words in the song lyrics, even though they rarely use them. Studying the lyrics of those songs makes the lesson more enjoyable and, hopefully, more effective (Nourmawati and Murdibjono: 2012). Similar with Harmer (2001:242) states that songs are powerful stimulus for students’ engagement precisely because songs speaks directly to people’s emotions while still allowing people to use their brains to analyze them and their effects. Songs can change the atmosphere in a classroom and prepare the students for a new activity. Songs can amuse and entertain, and also make a good connection between the world of leisure and the world of learning.

Meanwhile, habit are common routines of behavior that are repeated regularly, tend to occur subconsciously, without directly thinking consciously about them. Habitual behavior sometimes goes unnoticed in persons exhibiting them, because it is often unnecessary to engage in self-analysis when do in routine tasks (Yulianto: 2010). Habit, in psychology, any regularly repeated behavior that requires little or no thought and is learned rather than innate. A habit which can be part of any activity, ranging from eating and sleeping to thinking and reacting is developed through reinforcement and repetition. Reinforcement encourages the repetition of a behavior, or response, each time the stimulus that provoked the behavior

recurs. The behavior becomes more automatic with each repetition. Some habits, however, may form on the basis of a single experience, particularly when emotions are involved. Habits are useful as the means for conserving higher mental processes for more demanding tasks, but they promote behavioral inflexibility (retrieved from: <http://www.britannica.com/EBchecked/topic/250806/habit>, accessed on July 29th, 2014)

In lay discourse, the term 'habit' is often used to refer to an action done frequently. This definition (habit as frequency) is unsatisfactory to the psychologist: it proposes that people frequently do what they do frequently, but does not explain why this should happen. A psychological operationalization of habit has emerged, which incorporates an explanatory mechanism: habits are actions that are frequently performed because they are initiated automatically (Verplanken & Orbell: 2003).

Repeating an action in a particular context reinforces context-action associations in memory, and control over the initiation of the behavior passes from a conscious reflective processing system (initiated by intentions) to an automatic impulsive system (initiated by environmental cues). Once a habit has formed, encountering the associated context is likely to directly trigger the behavior with minimal deliberation. A recent study showed that repetition of a dietary or exercise behavior in response to a salient once-daily cue prompted increases in self-reported behavioral automaticity (Lally, van Jaarsveld, Potts & Wardle: 2010).

In a qualitative study, participants repeating weight-loss actions within existing routines reported that the actions became 'pretty much second nature', reflecting development of automaticity (Lally, Wardle & Gardner: 2011). From a research perspective, 'habit as automaticity and frequency' is a more useful conceptualization than is habit as

frequency, because automaticity explains the persistence of habits, and discriminates between frequent actions done automatically (habits), and those done deliberately (not habits). 'Habit as automaticity and frequency' which is habit according to reflections on behavioral automaticity is behavior X is something done without thinking, and performance frequency is behavior X is something done frequently (Verplanken, B., & Orbell, S.: 2003).

The 'habit as automaticity and frequency' perspective is inconsistent. If an action is automatically activated by cues, frequency of enactment will be a function of the frequency with which cues are encountered. Where a habitual behaviour is performed often, this suggests only that the behaviour is associated with frequently encountered settings. Learned automatic responses need not be frequently performed: where contextual cues are rarely encountered, responses may continue to be automated by cue response mechanisms, but automatic cue responding will be infrequent. For these reasons, habits should be seen as a form of context-dependent automaticity which, once formed, are not necessarily enacted frequently unless the environmental triggers are frequently experienced (Neal, Wood, Labrecque & Lally: 2012)

Based on theories above about habit and listening to English song, it can be pointed out that habit in listening to English song is defined as a repetitive action of paying attention and trying to get the meaning of groups of English words contained in the songs, so it becomes a pattern of behavior which is practiced automatically, unconsciously and continuously because it has been familiar and easy response. So, based on the conclusion above can be inferred that there are indicators of habit in listening to English song such as repetitive action, attention, getting the meaning, and pattern of behavior.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research method. Research method is very important in a research. It is used to make accomplish her research easily. This chapter discusses about the type of the research, place and time of the research, subject of the research, the technique of collecting data and the technique of analyzing data.

A. The Design of the Research

The researcher used quantitative method. The design of this research is correlation. Correlation is a design whose goal is to find whether or not there is a relation between two or more variables if there is, how strong that relation (Arikunto, 2006: 270). The reason of choosing this design is the researcher wants to know the strength of the relation of two or more variables based on correlation coefficient. To know the relation between two or more variables is done with counting the correlation between variables that will be found its relationship. Correlation is a number which shows the direction and the strength of the relation between two or more variables. The form of the direction is a negative or positive correlation and the strength of relation is showed in a coefficient of correlation.

There are three possible results of a correlation study: a positive correlation, a negative correlation, and no correlation. The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00. Perfect positive correlation would result in a score of +1. Perfect negative correlation would result in -1 (Sugiyono, 2007: 224-226).

1. Positive Correlation: Both variables improve or decrease at the same

time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

2. Negative Correlation: Indicates that as the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.
3. No Correlation: Indicates no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

According to Ary (1985: 30), there are two kinds of variables, namely: independent and dependent variable. He states that variable is an attributive that is regarded as reflecting or expressing some concept or construct. Moreover, he states that the dependent variable is the phenomenon that is the object of study and investigation. While, the independent variable is the factor that is measurably separate and distinct from the dependent variable, but may relate to the dependent variable. There are two variables in this study; independent variables (X) and dependent variable (Y).

1. The independent variable
 - The student vocabulary mastery of the eight grade students of MTsN Tinawas Nogosari in the academic year of 2014/2015 (X1)
 - the student interest on listening to English song of the eight grade students of MTsN Tinawas Nogosari in the academic year of 2014/2015 (X2)
2. The dependent variable the students' ability in pronouncing English words of the eight grade students of MTsN Tinawas Nogosari in the academic year of 2014/2015 (Y)

The relationship between the two variables can be described below:

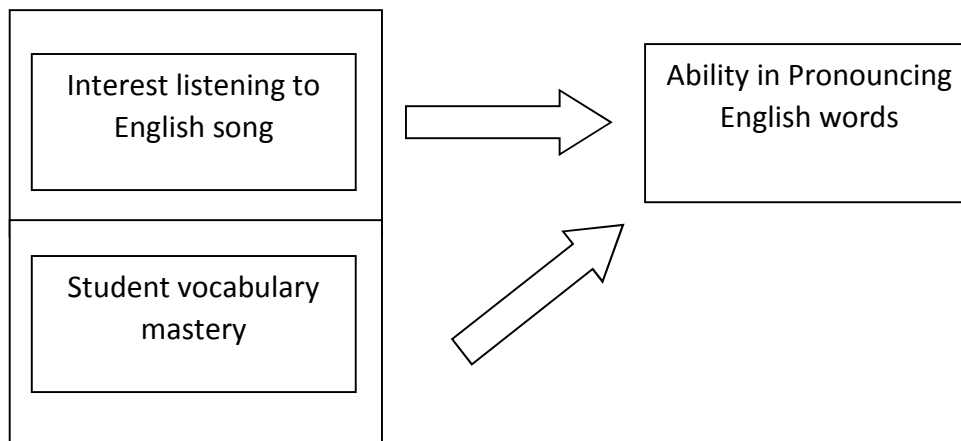


Figure 1. The Relationship between X1, X2 and Y

B. The Setting of The Research

1. The place of the research

This research was conducted at MTsN Tinawas Nogosari which is located on ketitang, Nogosari, Boyolali in the academic year of 2014/2015.

2. The time of the research

The researcher conducted this research on October 2014.

C. Population, Sample and Sampling

1. Population

Sutrisno Hadi (1994:70) states that population is all the individuals for whom the reality of the sample will be generalized. While Suharsini Arikunto (1993: 102) defines population as all the subject on a research. In addition, Supranto (2009: 37) states that population is collection of whole same element, but can be difference from their characteristic. Ary et al (2010: 148) defines population is as all members of any well-defined class of people, events, or objects.

The population of the research is all the eight grade students of MTsN Tinawas Nogosari in the academic 2014/2015. The total numbers of eight grade students are 210

students and they consist of nine classes, namely 8A, 8B, 8C, 8D, 8E, and 8F.

2. Sample

Sample is a sub-group of a population selected according to particular criteria and taken to represent the whole group (Allison et al, 1998: p. 24). While Suharsini Arikunto (1993: 104) states that sample is the part or representation of population being researched. In this study, the researcher took students randomly and class 8 A, which consists of 40 students, as the sample of test, meanwhile class 8 C which consist of 40 students as the sample of try out test.

3. Sampling

Sampling is a technique used in taking sample. In this study the writer uses multi-stage cluster random sampling to get the representative sample. The best procedure to acquire a certain kind of sample is random sampling. There is underlying random sampling which of all the part of population have same opportunity to be included in part of sample (Hadi, 1995: 303). Hence, researcher used one of a kind probability sampling that is Simple Random Sampling as the technique of taking sample. This technique can be used because amount of sampling unit in the population is not too large (Nawawi, 1998: 154). The steps of choosing the sample as follows:

1. Making a list of 80 students
2. Giving each student a code
3. Writing each code on a piece of paper and enrolling them
4. Filling the rolled papers in the box
5. Taking the rolled papers in the box randomly and the result are the sample of research, it was repeated 30 times
6. The rest of rolled papers in the box are the sample of try-out (40 student).

D. Techniques of Collecting the Data

The researcher used test and questionnaire as the techniques to collect the data for this research. The test is used to collect the data of listening skill whereas the questionnaire is used to obtain the data of student's interest in listening English song. The instruments of collecting data are:

1. The instruments

a. Test

The objective of the test was used to identify the students' achievement in pronunciation related to intelligible pronunciation through spoken words. Harmer (2000: 184) states that if intelligible is the goal then it suggests that some pronunciation features are more important than others. Harris (1969: 81) also asserts that pronunciation analysis includes the segmental features (vowels and consonants) and the suprasegmental features (stress and intonation pattern).

Based on the statements above, the writer will made the test on three important pronunciation features; vowels, consonants and word stress. The writer did analysis on vowels, consonants and word stress. The standard pronunciation used in this study was the standard pronunciation of Oxford Learner's Dictionary

To obtain the score of pronunciation data collected from subjects, the writer uses the Test of Spoken English (Underhill, 1987: 10). Underhill uses a four-point scale for pronunciation and for fluency as shown in the box

Pronunciation Points:	
0.0 – 0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.

0.5 – 1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible
1.5 – 2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
2.5 – 3.0	Occasional non-native speaker pronunciation errors, but the speaker is always intelligible.
Fluency: Points:	
0.0 – 0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibly is virtually impossible.
0.5 – 1.4	Numerous non-native pauses and/or a non-native flow that interferes intelligibly
1.5 – 2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibly.
2.5 – 3.0	Speech is smooth and effortless, closely approximating that of a native speaker.

Table 3.1 scale of score Pronunciation

From the scale above, the writer obtained the final score from formula:

Where:

P = Percentage of the students' pronunciation ability

s = total points of students' scores

M = Maximum score points

And based on the percentage obtained from the calculation, the writer divide the percentage into five groups based on criterion referenced grading (Gronlund; 1981: 527), which are:

$$P = \frac{\overline{s}}{\overline{M}} \times 100\%$$

b. Questionnaire

Questionnaire is a list of questions which are distributed via post to fill out and to return it back or it can be answered under researcher control (Nasution, 2003: 128). According to Arikunto, questionnaire is a set of questions which are given to other people in order to willing give a response based on researcher required (1998: 136).

The researcher used a close direct questionnaire in the form of check list. A closed direct questionnaire is a questionnaire about respondent that must be answered by the respondent (him/herself) and there are several options in a separated column, so that the respondent only checks one of the options appropriate with the students' condition to collect the data of students' habit in listening to English song. Then, the researcher composed the questionnaire by considering the indicators of interest in listening to English song that have been divided from some theories. Based on each indicator, the researcher made the question related with the indicator.

The researcher used the Likert scale and mostly the options are in the form of "selalu (SL)", "sering (SR)", "kadang-kadang (KK)", "jarang (JR)", and "tidak pernah (TP)". In doing questionnaire, the respondents are expected to choose one of those choices that they think and feel nearly matched with their condition at the time and their actual experience. In this research, the questionnaire is given to the students' to find numerical data of students' habit in listening to English song. The questionnaire consists of 36 items and each

item has five options (SL, SR, KK, JR, TP) with the scale of scoring from 1 to 5.

Liker scale is used to measure attitude, opinion, people's or groups' perception about social phenomenon. The questionnaire used this scale because this scale is appropriate to measure attitude or people's perception, especially in this research is habit. The way to score the questionnaire is as follows:

Statement Option	A	B	C	D	E
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table 3.2 Category Score of Likert Scale

2. Validity and Reliability

Before the instrument uses, there is a try-out. It intends to find the validity and reliability of instrument. The instruments of this research: habit in listening English song questionnaire and listening skill test are given to 39 students from the result of sampling to join the try-out. To know the validity and reliability, the researcher is assisted by *SPSS 16.0 program for Windows*.

a. The validity of the instrument

An instrument is valid if it is able to measure what the researchers are going to measure (Nasution, 2003: 74). To measure the validity of habit in listening English song questionnaire and listening skill test, it is used Pearson Product Moment. The formula is as follows:

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

(Suharsimi Arikunto, 2006: 170)

Where:

r_{xy} = the correlation coefficient between X and Y

N = the number of the students

X = the score of each item

Y = the score of each student

The criteria of validity test is that the test is valid if r-obtained is higher than r-table and it is not valid if r-obtained is lower than r-table.

1. From 50 items of habit in listening to English song questionnaire, 36 items are valid and 14 items are invalid.
 2. From 20 items of listening skill test, 15 items are valid and 5 items are invalid.
- c. The reliability of the instrument

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 1993: 146). Meanwhile, according to Ary (1985: 225), the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. To determine the reliability of habit in listening English song questionnaire, it uses Alpha Cronbach technique because it has a flexibility to measure a scale which has characteristic dichotomy and non-dichotomy. The formula is as follows:

$$\alpha = \left[\frac{N}{N-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

- : The coefficient reliability (coefficient Alpha Cronbach)
- N : The number of items
- S_i^2 : The variance of each item
- S_t^2 : The total variance

(Djiwandono, 2011: 181)

The computation shows that the coefficient of reliability of interest in listening to English song is 0.874.

To know the reliability of the pronunciation skill test, the researcher uses Kuder Richardson – 21 Formula or KR-21. The formula is as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\bar{x}(k-\bar{x})}{kS^2} \right)$$

- r_{11} : The coefficient of reliability
- k : Number of item on the test
- \bar{x} : The average of the score
- S_t : Total variance

(Djiwandono, 2011: 184)

The computation shows that the coefficient of reliability of pronunciation skill test is 0.799.

E. Techniques of Analyzing the Data

1. Description of the data

The researcher presents the mean, range, median, and modus of the sample as follows:

a. Mean

Mean is the average value of a data group. It is gained from summing up all individual data of the group and dividing it by the total of the individuals.

$$\bar{x} = \frac{\sum x}{n}$$

Where:

- \bar{x} : mean
 $\sum x$: the total of the value
 n : the total of the individuals

(Djiwandono, 2008:212)

b. Range

Range is the gap between the highest and the lowest value in a data group.

It is gained by subtracting the highest value with the lowest value.

$$R = H - I$$

Where:

- R : range
H : the highest value
I : the lowest value

(Djiwandono, 2008:214)

c. Mode

Mode is that score which occurs most frequently (Brown, 1996:104).

Brown also says that no statistical formula is necessary for this straightforward idea.

d. Median

Median is the scores which are arranged based on the amount, which is in the middle between the lowest and the highest scores (Djiwandono, 2007:212).

Brown (1996:151) says that the median is the point that divides the scores 50/50; much like the median in a highway divides the road into two equal parts.

e. Standard deviation

Standard deviation is the distance of an individual value from the mean.

$$S = \sqrt{\frac{\sum(X - \bar{x})^2}{n}}$$

Where:

S : standard deviation

n : total of sample

\bar{x} : mean

X : score

(James Dean Brown, 1996:107)

2. Normality Test

This test is aimed to know whether the sample taken from the population has normal distribution or not (Abdurrahman, Muhidin, and Somantri, 2011:260). To find out the normality of the sample of the research, the researcher used the formula Liliefors. The excellence of using Liliefors test is the simple calculation and powerful even in the small sample (Harun Al Rasyid in Abdurrahman, Muhidin, and Somantri, 2011:261). The formula of Liliefors is as below:

$$D^o = \sup\{|Fn(z) - \Phi(z)|, -\infty \leq z \leq \infty\}$$

Where:

$F_n(z)$: Empirical Distribution Function

$\Phi(z)$: Cumulative Distribution Function

3. Simple Linier Regression

Simple linier regression is to learn the correlation of two variables

(Abdurrahman, Muhidin, and Somantri, 2011:214). The equation of simple linear regression is $y=a+bx$. Where y is calculated value of Y (dependent variable/ pronunciation skill), x is independent variable/ habit in listening to English song, and a, b is constant number.

To analyze the linearity and the significance, the researcher was assisted by *SPSS 16.0 program for Windows*.

4. Hypothesis Testing

The next step would be to analyze whether there is a correlation between students' interest on listening to English song (X) and their ability pronouncing English word (Y). To test the hypothesis, the researcher used the simple correlation technique using the Product Formula (in Budiyono, 2003:65) as follows:

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

Where:

r_{xy} : the coefficient correlation between X and Y

N : the number of the students

$\sum xy$: the sum product between X and Y

$\sum x^2$: the sum of square predictor X

$\sum y^2$: the sum of square predictor Y

X : students' habit in listening to English song

Y : students' listening skill

There are two kinds of hypothesis in this research. They are the alternative hypothesis (H_a) and null hypothesis (H_o). The hypothesis of alternative (H_a) says that there is a correlation between interest on listening to English song (X) and ability

pronouncing English word (Y). When H_a is changed by null hypothesis (H_0), it says that there is no correlation between interest on listening to English song (X) and ability pronouncing English word (Y).

The statistical hypothesis:

H_a : There is a correlation between interest on listening to English song and ability pronouncing English word

H_0 : There is no correlation between interest on listening to English song and ability pronouncing English word

If H_0 is rejected, it implies that there is correlation between interest on listening to English song and ability pronouncing English word .

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Description of the Data

The data analyzed were the result of questionnaire and test. The researcher description were based on the score of questionnaire to know the students' interest in listening English song, the pronunciation test to know students' pronunciation ability and the vocabulary test to know the students' ability in Vocabulary mastery of Eighth Grade Students of MTs N Tinawas Academic 2014/2015. In computing the data, the researcher was assisted by Microsoft Office Excel 2016 for Windows. The score of each variable were presented in Table 4.1.

Table 4.1 Students Score of Each Variable

No	Name	Score		
		Vocabulary	Listening Interest	Pronunciation
1	Adinda Ayuningtyas	54.72	54.81	59 %
2	Aditya Rendi Alfian	51.16	57.04	68 %
3	Dina Dwi Untari	69.83	62.96	64.5 %
4	Ikhrima Rizani Nur Isnaini	50.78	46.67	57.5 %

5	Nur Latifah	60.79	54.07	80 %
6	Purwanti	65.28	63.70	82 %
7	Titik K	46.66	55.56	76 %
8	Sintya A	71.39	62.96	72.5 %
9	Yuliana Latri Sari	85.94	54.07	77 %
10	Zulfa Choiru Ummah	68.39	61.48	67 %
11	Achmad Yusuf Syya U	52.27	53.33	54.5 %
No	Name	Score		
		Vocabulary	Listening Interest	Pronunciation
12	Irham Syaheri DA	84.44	61.48	68.5 %
13	Arief Umar S	72.77	71.11	75 %
14	Bagus Saipul Arifin	58.78	68.89	70.5 %
15	Deni Fiqri Satria	52.16	62.96	80 %
16	Irawan	58.22	60.74	73.5 %
17	Muh. Ibrahim Akbar	80.33	80.74	87 %
18	Faris Zuhud	40.72	48.15	64.5 %
19	Muh. Komarudin	55.16	62.96	82.5 %
20	Muh. Muhalmi Fattaah	68.72	73.33	86 %
21	Muh. Qadir	69.22	84.44	79.5 %
22	Muh. Azzam Bahaqi	52.66	69.63	71.5 %

23	Muh. Sholeh Fathoni	71.79	72.59	77.5 %
24	Thesar Tri Ahmaddhani	50.66	62.22	71.5 %
25	Yusuf Adi Wibowo	52.16	65.93	47 %

The result of the data were presented in the form of mean, median, mode, standard deviation, the highest, the lowest score, and range complete with table and histogram. The research data of the both variables were summarized in Table 4.2.

Table 4.2 Variable Data Description

Variable	Mean	Median	Mode	Standard Deviation	Minimum	Maximum	Range
Vocabulary	61,8	59,78	52.16	11,8	40.72	85.94	45.22
Student interest	62,87	62,59	62,96	13,13	46,67	84,44	37,77
Pronunciati on	71.72	73	64.5, 71.5 & 80	15,88	47	87	40

The obtained data of students' pronunciation ability, listening interest and students' ability in Vocabulary can be described as follows:

a. The Data of Students' Vocabulary Ability test

The data of the students' Vocabulary ability were collected by using a

test. The result of the questionnaire showed that the highest score was 85.94 and the lowest one was 40.72, so the range was 45.22 in the scoring scale of 1-100. The mean and standard deviation respectively were 61.8 and 11,8. The median was 59.78 while the mode were 52.16. The frequency distribution of the score of the students' vocabulary ability can be seen in Table 4.3 and its histogram in Figure 4.1.

Table 4.3 Frequency Distribution of the Score of Students Vocabulary Ability

Interval	Frequency	Percent	Cumulative Percent
40 – 46	2	8	8
47 – 53	7	28	36
54 – 60	5	20	56
61 – 67	1	4	60
68 – 74	7	28	88
75 – 81	1	4	92
82 – 88	2	8	100
Total	25	100	

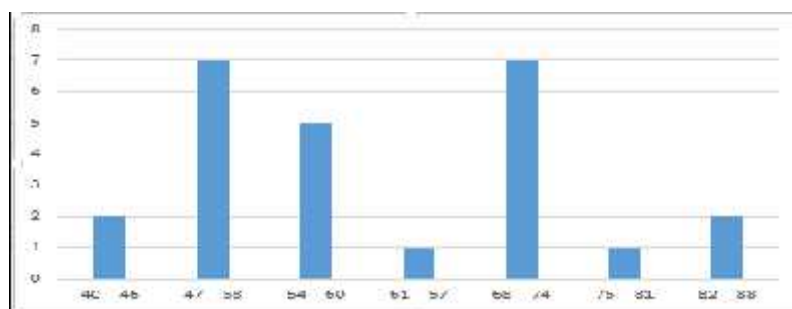


Figure 4.1 The Histogram of the Score of Students' vocabulary Ability

b. The data of Students' listening interest

The data of the students' listening interest were collected by using a questionnaire. The result of the questionnaire showed that the highest score was 84,44 and the lowest one was 46,67, so the range was 37,77 in the scoring scale of 1-100. The mean and standard deviation respectively were 62,87 and 13,13. The median and the mode were 62,59 and 62,96. The frequency distribution of the score of the students' reading habit can be seen in Table 4.4.

Table 4.4 Frequency Distribution of the Score of Students' listening interest

Interval	Frequency	Percent	Cumulative Percent
47 – 53	3	12	12
54 – 60	5	20	32
61 – 67	10	40	72
68 – 74	5	20	92

75 – 81	1	4	96
82 – 88	1	4	100
Total	25	100	

c. The data of Students' Pronunciation

The data of the students' Pronunciation were collected by using a test.

The result of the test showed that the highest score was 87 and the lowest one was 47, so the range was 40 in the scoring scale of 1-100.

The mean and standard deviation respectively were 71,72 and 15,88.

The median and the mode were 73 and 64,5, 71,5, 80. The frequency distribution of the score of the students ability in writing descriptive

text can be seen in Table 4.5 and its histogram in Figure 4.3.

Table 4.5 Frequency Distribution of the Score of Students Pronunciation

Interval	Frequency	Percent	Cumulative Percent
47 – 53	1	4	4
54 –60	3	12	16
61 – 67	3	12	28
68 – 74	7	28	56
75 – 81	7	28	84

82 – 88	4	16	100
Total	25	100	

2. The Testing of Pre-requisite Analysis

a. Normality Testing

The researcher used *Liliefors* normality testing. The normality test is aimed to know whether the variable data research distribution is normal distributed or not. The whole computation for the normality testing can be seen at the appendices. The analysis result of normality testing can be summarized in Table 4.6.

Table 4.6 The Summary of Normality Testing Result

No.	Variable	Lilifors Value (Lo)	Significant (0,05)	Conclusion
1.	Students pronunciation (X ₁)	0.1523	0.175	Normal
2.	Students listening (X ₂)	0.0089	0.175	Normal
3.	Students Vocabulary mastery (Y)	0.1686	0,175	Normal

Based on the table above, it can be explained that the normality result of the students pronunciation ability showed that the *Liliefors* value (L_o) was 0.1523. The L_{table} for $N = 25$ at significant level $\alpha = 0.05$ was 0.173. It means that the data of students' pronunciation ability (X_1) came from normally distributed population because L_o is lower than L_{table} .

the normality result of the students' listening interest showed that the *Liliefors* value (L_o) was 0.0089 . The L_{table} for $N = 25$ at significant level $\alpha = 0.05$ was 0,173. It means that the data of students' listening interest(X_2) came from normally distributed population because L_o is lower than L_{table} .

Furthermore, the normality result of the students ability in vocabulary showed that L_o was 0.1686 . The L_{table} for $N = 25$ at significant level $\alpha = 0.05$ was 0.173. It means that the data of students' ability in vocabulary mastery (Y) came from normally distributed population because L_o is lower than L_{table} .

b. Linearity Testing

Linearity testing is purposed to know whether two variables which will be done by statistical analysis correlation show the linear regression or not. The researcher used simple linear regression to know the linearity of the obtained data of the variables. The whole computation for the linearity test can be seen at the appendices. The

analysis result of linearity testing can be summarized in Table 4.7.

Table 4.7 The Summary of Linearity Testing Result

Variable	F_{obtained} (Fo)	F_{table} (0,05)	Conclusion
X ₁ * Y	2.74	4.88	Linear
X ₂ * Y	8.26	9.01	Linear

Based on the table above, it can be explained that the computation of linearity testing between students' interest in listening english song (X₁) and Pronunciation (Y) showed that the value F_{obtained} (Fo) is 2.74. Fo must be compared to F_{table}. The value of F_{table} for N = 25 at the level of significant $\alpha = 0.05$ is 4.88. It can be seen that Fo is lower than F_{table} ($-0.47 < 4.88$). It means that the regression between vocabulary mastery and pronouncing ability is linear .

Also, the computation of linearity testing between students' interest in listening english song (X₁) and Pronunciation (Y) showed that the value F_{obtained} (Fo) is 8.26. Fo must be compared to F_{table}. The value of F_{table} for N = 25 at the level of significant $\alpha = 0.05$ is 9.01. It can be seen that Fo is lower than F_{table} ($-0.47 < 4.88$). It means that the regression between students' interest listening to english song and pronunciation english word is linear.

c. Significance Testing

The significance testing is purposed to know whether two variables which will be done statistical analysis correlation show the significant regression or not. The analysis result of significance testing can be summarized in Table 4.7.

Table 4.7 The Summary of Significant Testing Result

Variable	F_{obtained} (Fo)	F_{tabel} (0,05)	Conclusion
X ₁ * Y	4,47	4,28	Significant
X ₂ * Y	7,33	4,28	Significant

Based on the table above, it can be explained that the result of significance testing students' interest in listening english song (X₁) and Pronunciation (Y) showed that the value of F_{obtained} (Fo) is 4,47. The value of F_{table} for is 4.28. Fo is higher than the F_{table} (4,47 > 4.28). It can be concluded that the regression between students' interest in listening english song and Pronunciation english word is significant .

Also, that the result of significance testing between students' vocabulary (X₂) and students' Pronunciation (Y) showed that the value of F_{obtained} (Fo) is 7.33. The value of F_{table} for is 4.28. Fo is higher than the F_{table} (7.33 > 4.28). It can be concluded that the regression between Listening interest to English and Pronunciation is significant.

3. Hypothesis Testing

After examining the data for the normality and linearity, the researcher tested the null hypotheses (Ho) against the alternative hypotheses (Ha). The correlation analysis was computed by manual computation. Further explanation on correlation analysis is presented at the table 4.8 as follows:

Table 4.9 The Summary of Correlation Testing Result

No	Variable	Correlation	Contribution	Conclusion
1	X ₁ and Y	0.4034	16.2%	Positive correlation
2	X ₂ and Y	0.4916	24.16%	Positive correlation
3	X ₁ , X ₂ and Y	0.5544	30.73%	Positive correlation

1. The First Hypothesis

The first hypothesis says that there is positive correlation between students' translation ability and writing ability. This hypothesis is alternative hypothesis (Ha). To test the hypothesis, Ha is changed become null hypothesis (Ho), it says there is no correlation between students' translation ability and writing ability. The researcher analyzed the collected data using Multi Linear Regression Formula assisted by Ms. Excel 2013 for Windows to test the hypothesis (**Appendix 22**).

The statistical hypothesis of the first hypothesis:

a.) Ho : $r_{xy}=0$. It means there is no correlation between X₁ and Y.

b.) $H_a : r_{xy} > 0$. It means there is positive correlation between X_1 and Y .

The result of the computation shows that the coefficient of correlation r between students' translation ability (X_1) and writing ability (Y) is 0.4034 . Then, the r -obtained is adapted to r -table. Since r -obtained is higher than r -table ($0.4034 > 0.396$), it can be concluded that there is correlation between students' vocabulary mastery and listening English song. Based on the levels of relationship, the coefficient **THE CORRELATIONAL STUDY BETWEEN VOCABULARY MASTERY AND STUDENTS' INTEREST IN LISTENING TO ENGLISH SONGS AND THEIR ABILITY IN PRONOUNCING ENGLISH WORDS** belongs to strong enough relationship.

It implies that H_0 is rejected and therefore, there is positive correlation between students' vocabulary mastery and listening English song. The contribution of students' listening interest to english song (X_1) to vocabulary mastery (Y) is $Y=r^2 \times 100\% = 0.4034^2 \times 100\% = 16.2\%$. It means that 16.2% of Vocabulary mastery is influenced by students' listening interest to english song and 83.8 % is influenced by other factor.

2. The Second Hypothesis

The second hypothesis says that there is positive correlation between students' reading habit and writing ability. This hypothesis is alternative hypothesis (H_a). To test the hypothesis, H_a is changed become

null hypothesis (H_0), it says there is no correlation between students' reading habit (X_2) and writing ability (Y). The researcher analyzed the collected data using Multi Linear Regression assisted by Ms. Excel 2013 for Windows to test the hypothesis (**Appendix 22**).

The statistical hypothesis of the first hypothesis:

- a.) $H_0 : r_{xy}=0$. It means there is no correlation between X_2 and Y .
- b.) $H_a : r_{xy}>0$. It means there is positive correlation between X_2 and Y .

The result of the computation shows that the coefficient of correlation between students' reading habit and writing ability is 0.4916 . Then the r-obtained is adapted to r-table. Since r-obtained is higher than r-table ($0.4916 > 0.396$), it can be concluded that there is correlation between students' reading habit and writing ability.

It implies that H_0 is rejected and therefore, there is positive correlation between students' interest in listening to english song and vocabulary. The contribution of students' listening in english song (X_2) to vocabulary mastery (Y) is $Y=r^2 \times 100\% = 0.4916^2 \times 100\% = 24.16\%$. It means that 24.16% variation of writing ability is influenced by students' reading habit and 75.84% is influenced by other factor.

3. The Third Hypothesis

The third hypothesis says that there is positive correlation between students' interest in listening to english song (X_1) and

vocabulary mastery (X_2) pronouncing english word (Y). This hypothesis is alternative hypothesis (H_a). To test the hypothesis, H_a is changed become null hypothesis (H_0), it says there is no correlation between students' translation ability and reading habit toward writing ability. The researcher analyzed the collected data using multiple correlation assisted by Ms. Excel 2013 for Windows to test the third hypothesis .

The statistical hypothesis of the first hypothesis:

- a.) $H_0 : r_{X_1X_2Y}=0$. It means there is no correlation between X_1 and X_2 toward Y.
- b.) $H_a : r_{X_1X_2Y}>0$. It means there is positive correlation between X_1 and X_2 toward Y.

The result of the computation shows that the coefficient of correlation between students' listening to english song (X_1) and vocabulary mastery (X_2) pronouncing english word (Y) is 0.5544 . Then the r-obtained is adapted to r-table. Since r-obtained is higher that r-table ($0.5544 > 0.396$), it can be concluded that there is correlation between students' translation ability and reading habit toward writing ability.

It implies that H_0 is rejected and therefore, there is positive correlation between students' translation ability and reading habit toward writing ability. The contribution between students' translation ability and

reading habit toward writing ability is $Y=r^2 \times 100\% = 0.5544^2 \times 100\% = 30.73\%$. It means that 30.73% variation of writing ability is influenced by students' vocabulary mastery and pronouncing English word while 69.27% is influenced by other factor.

B. The Discussion of the Research Finding

The result of the research shows that there is significant and positive correlation between students' vocabulary mastery and interest in listening to English song and pronouncing English word. It means that the theories which stated some experts about listening ability.

A positive correlation means that the increase of students' vocabulary mastery and pronunciation English word is followed by effect of listening English song. This kind of correlation creates an assumption that vocabulary mastery can be regressed, explained, and predicted from the students' pronouncing English word and interest in listening English song.

The researcher found the result of the computing after analyzing of all the data. The result of students' translation ability shows that the highest score is 85.94 and the lowest score is 40.72. So, the range is 45.22. The mean of total scores is 61.8. The median is 59.78. The mode is 52.16. The standard deviation is 11.8. The result of listening to English song questionnaire shows that the highest score is 84.44 and the lowest score is 37.77. So, the range is

37.77. The mean of total score is 62.87. The median is 62.59. The mode is 62.96. The standard deviation score is 13.13. The result of writing ability test shows that the highest score is 87 and the lowest score is 47. So, the range is 40. The mean of total score is 71.72 The median is 73. The mode is 64.5, 71.5, 80. The standard deviation score is 15.88. After analyzing the correlation between the variables, a discussion can be given as follows. The discussion will emphasize more on finding the possible causes of the result of the study. Since the computation of the normality, linearity, and significant testing show that the data are in normality distribution and regression is linear and significant, the researcher continues to test the three hypotheses.

From the first hypothesis testing, it was found that there is positive correlation between students' vocabulary mastery (X_1) and pronouncing English word(Y). It means that the hypothesis is accepted. Based on the result of product moment correlation analysis, the correlation coefficient between students' vocabulary mastery and pronouncing English word is higher than r table ($0.4034 > 0.396$). the value of significance testing also shows that the correlation between students' translation ability and writing ability is significant, because t-obtained is higher than t-table ($2.114 > 2.069$). so, there is positive correlation between students' translation ability and writing ability. the coefficient of determination between students' translation ability and writing ability is 16.2%. it means that 16.2%. Students' writing ability is

influenced by translation ability and 83.8% is influenced by other factors. From the result of this study, it can be known that students' translation ability gives contribution to writing ability. When the students' translation ability increases, so writing ability will be high. It means there is positive significant correlation between students', it also means that the increase of students' translation ability will be followed by the enhancement of writing ability.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMENDATION

A. Conclusion

The aim of this study is to know whether there is positive correlation between three variables, namely, students' interest to English song, pronouncing English word, and vocabulary mastery. Based on the problem statements in previous chapter and the result of the study, it can be concluded that:

1. There is positive correlation between students' interest in listening English song (X_1) and pronouncing English word (Y) for the Eighth Grade Students of MTs N Tinawas Academic Year 2014/2015. It can be seen from the result of the computation. The result of the computation shows that the correlation coefficient (r) between students' interest in listening English song (X_1) and pronouncing English word (Y) is 0.4034. This value is compared to r -table at the level of significant = 0.05 for $N = 25$. It is found that r -table = 0.396. It means that r -obtained is higher than r -table ($0.4034 > 0.396$). it can be concluded that there is positive correlation between students' students' interest in listening English song and pronouncing English word. The value of significance testing also shows that the correlation between students' translation ability and writing ability is significant, because t -obtained is higher that t -table ($2.114 > 2.069$). The

correlation between students' translation ability and writing ability is true relationship at the level significance 0.05. The coefficient of determination between students' students' interest in listening English song (X_1) and pronouncing English word is 16.2%. It means that 16.2% of student interest can be predicted by students' pronouncing english word, while 83.8% is contributed by other factors.

2. There is positive correlation between students' vocabulary mastery (X_2) and pronouncing english word (Y) for the Eighth Grade Students of MTs N Tinawas Academic Year 2014/2015. It can be seen from the result of the computation. The result of the computation shows that the correlation coefficient (r) between students' vocabulary mastery (X_2) and pronouncing english word (Y) is 0.4916. This value is compared to r-table at the level of significant = 0.05 for N = 25. It is found that r-table= 0.396. It means that r-obtained is higher than r-table ($0.4916 > 0.396$). it can be concluded that there is positive correlation between students' reading habit and writing ability. The value of significance testing also shows that the correlation between svocabulary mastery and pronouncing english word is significant, because t-obtained is higher that t-table ($2.7076 > 2.069$). The correlation between students' vocabulary mastery and pronouncing english word is true relationship at the level significance 0.05. The coefficient of determination between students' vocabulary mastery and

pronouncing english word 24.16%. It means that 24.16% of writing ability can be predicted by students' vocabulary mastery, while 75.84% the other is contributed by other factors.

B. Recommendation

Based on the conclusion above, the researcher gives some suggestion bellow:

1. For the teacher
 - a. By knowing the contribution of students' vocabulary mastery and listening interest to english song to pronouncing english word, the teacher are expected to know how far the students' vocabulary mastery and pronouncing english word.
 - b. The English teacher should improve students' vocabulary mastery by giving them teaching learning process by using listening and pronouncing english . English teacher also should improve students' listening interest by giving them information about English song that interesting.
 - c. The teachers should be trying the best facilitator and motivator to their students.
2. For the students
 - a. The students should realize that pronunciation skill is important. So, they must improve their pronunciation skill by doing more exercises in speaking English word.

- b. The students should realize that have interest in listening english song can help them to make a good listener.
- c. The students should improve their vocabulary mastery by improving their interest in listening and pronouncing english word.

3. For the other Researcher

There are many factors besides students' formal and informal activities that can influence the success of the students of learning English. That is why the researcher expects that there will be other researchers who investigate other aspects related to writing or other language skill. The other researcher should have more innovation in doing the similar research then the result can deeply achieve contribution for education. The other researchers also have to do more creative in the study about speaking, and to find the other factor that can improve speaking ability.

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APPENDIX 1 List of Students Joining (Try-Out)

List of the Students Joining (Try Out)

No.	Nama
1.	Adinda Ayuningtyas
2.	Aditya Rendu Alfian
3.	Ahmad Budi Asrory
4.	Aldi Widayanto
5.	Andi Cahyono
6.	Andriani safera
7.	Anom Dwijokangko
8.	Ayu Dwi Fahmawati
9.	Ayu Puspitasari
10.	Barotul indri
11.	Dea Reni Novita
12.	Dini Setyawati
13.	Galuh Ajeng
14.	Haikat Rizky
15	Hanifal Nurul
16	Isna Winasih
17	Latifa Karim
18	Muhammad Raffi
19	Najla eprilia Nila wati
20	Nila Nadia
21	Novita Prihatin
22	Puji Astutik
23	Rega Avian Rozaq

24	Syfa Defi Dyah Pamungkas
25	Tesa Tiya Arista
26	Tio Farudin
27	Yuliana Sari

APPENDIX 2 The Blueprint of vocabulary

The Blue Print of the Try Out of Research Instruments of Vocabulary Mastery

No	Indicator	Number of Items	Total Items
1	Synonyms	1, 13, 17, 18, 26, 29, 33, 36	8
2	Antonyms	2, 4, 5, 16, 22, 27, 34, 39	8
3	Meanings/translation	6, 11, 20, 24, 28, 31, 35, 38	8
4	Identify meaning	7, 8, 9, 10, 14, 15, 23, 32	8
5	Grammar	3, 12, 19, 21, 25, 30, 37, 40	8
		Total	40

APPENDIX 3 Instruments of Vocabulary Mastery

The Try Out of Research Instruments of Vocabulary Mastery

Choose and cross (x) the correct answer.

1. My mother is a beautiful woman.
The synonym of the underlined word is

a. Ugly	c. Pretty
b. Merciful	d. Handsome
2. Riska's hair is straight and white.
The antonym of the underlined word is

a. back	c. black
b. beck	d. blat
3. Hello, friends! I have a brother. He . . . Jonathan.

a. is	c. are
b. am	d. does
4. A : Is the man healthy?
B : No, he isn't. He's

a. Sad	c. Sick
b. Warm	d. Kind
5. The woman is happy.
The underlined word has opposite meaning with

a. Sick	c. Sad
b. Tall	d. Sat
6. The boy is full. He doesn't want to eat anything else.
The underlined word has meaning

a. Penuh	c. Ramai
b. Berisi	d. Kenyang
7. I am green. I live in a pond. I eat mosquitoes. I jump high. I have four legs. Who am I?

a. Kangaroo	c. Frog
b. Cat	d. Peacock
8. I am an animal. I am black and white. I am fat. I live in North Pole. Who am I?

a. Zebra	c. Elephant
b. Horse	d. Penguin
9. I am an animal. I am the king of the jungle. Who am I?

a. Tiger	c. Crocodile
b. Lion	d. Snake
10. I am an animal. I am black and white. I look like a stripy horse.

a. Rabbit	c. Zebra
b. Horse	d. Penguin
11. I love my mom because she is a good example to me.
The meaning of the underlined word is

a. baik	c. guru
b. ibu	d. teladan
12. Putu : Is it your bag, Anto?
Anto : No, it isn't. It is Andi's. It is . . . bag.


a. His	c. My
b. Her	d. Our
13. I have a brother. He is short and fat.
The word "fat" has same meaning as

a. Heavy	c. Thin
b. Slim	d. Tall
14. I have a friend. She takes care of patient and helps the doctor. What does she do?

a. She is a doctor.	c. She is a nurse.
b. She is a stewardess.	d. She is a receptionist.
15. Ari's sister is very friendly. She works abroad the plane. She is a . . .
. . .

a. Nurse	b. Pilot
----------	----------

- c. Stewardess
d. Teacher
16. My class is very dirty.
The antonym of word "dirty" is
a. Empty
b. Thirsty
c. Narrow
d. Clean
17. The clock on the wall in my class is big.
The synonym of big is
a. Small
b. Wide
c. Enourmous
d. Narrow
18. Zakiyah : Your sister is very cute. How old is she?
Made : She is 3 years old.
The synonym of cute is
a. big
b. sweet
c. little
d. sweat
19. Dina : How tall . . . you?
Adiba : I'm 145 cm.
a. is
b. am
c. are
d. do
20. Your bag is empty.
The meaning of the underlined word is
a. Kosong
b. Berat
c. Penuh
d. Ringan
21. I have an aunt.
. . . is very funny.
a. He
b. She
c. They
d. I
22. The doctor is beautiful. She helps a sick person.
The underlined word has opposite meaning with
a. Homey
b. Healthy
c. Patient
d. Mealty
23. My mother has a brother. He is my
a. Uncle
b. Father
c. Aunt
d. Niece
24. My grandma is a tidy woman.
The meaning of the underlined word is
a. Tua
b. Pelupa
c. Rapi
d. Menyenangkan
25. My father has one sister and two brothers. They . . . very kind to me.
a. Is
b. Are
c. Am
d. Was
26. My sister's clothes are always clean and neat.
The synonym of the underlined word is
a. Dirty
b. Untidy
c. Tidy
d. Nice
27. He is very grumpy. I always afraid of him.
The antonym of the underlined word is
a. Patient
b. Serious
c. Pleasant
d. Smart
28. The man is thirsty. He needs a bottle of mineral water.
The meaning of the underlined word is
a. Gerah
b. Haus
c. Berkeringat
d. Lelah
29. They have a brother. He is very clever.
The synonym of the underlined word is
a. Handsome
b. Smart
c. Diligent
d. Naughty
30. Rina is good-looking. She . . . blue eyes.
a. Has
b. Have
c. Had
d. Is

31. I have a nephew. He is very cute.
The meaning of the underlined word is
- | | |
|------------------------|----------|
| a. Keponakan laki-laki | c. Paman |
| b. Keponakan perempuan | d. Bibi |
- 
32. Popeye works on the ship. What does he do?
- | | |
|-------------------|------------------------|
| a. He is a farmer | c. He is a tailor |
| b. He is a sailor | d. He is a fishing man |
33. Adi and Andi . . . different. Adi is tall and Andi is short.
- | | |
|---------|--------|
| a. Have | c. Is |
| b. Has | d. Are |
34. Nindi is short. She is only 130 cm.
The antonym of the underlined word is
- | | |
|---------|---------|
| a. High | c. Long |
| b. Tall | d. Low |
35. The floor of my class is narrow.
The meaning of "narrow" is
- | | |
|-----------|----------|
| a. Sempit | c. Besar |
| b. Luas | d. Kecil |
36. I am happy to meet you, Reza.
The synonym of the underlined word is
- | | |
|----------|---------|
| a. Sad | c. Glad |
| b. Worse | d. Get |
37. My uncle and my aunt go to the market.
. . . buy some foods to get dinner.
- | | |
|--------|---------|
| a. He | c. They |
| b. She | d. We |
38. Mr. Yanto is a carpenter. He uses a saw to cut the wood. The meaning of saw is
- | | |
|------------|------------|
| a. gergaji | c. arit |
| b. cangkul | d. gunting |
39. Ani : Is the man full?
Nia : No, he isn't. He is
- | |
|------------|
| a. Hungry |
| b. Thirsty |
| c. Lazy |
| d. Warm |

40. My sister's skin colour . . . light brown.
- a. are
 - b. has
 - c. am
 - d. is

//

APPENDIX 4 key answer

Key Answer of Vocabulary Mastery Try-Out test

1. C
2. C
3. A
4. C
5. C
6. D
7. C
8. D
9. B
10. C
11. D
12. A
13. A
14. C
15. B
16. D
17. C
18. B
19. C
20. A
21. B
22. B
23. A
24. C
25. B
26. C
27. A
28. B
29. B
30. A
31. A
32. C
33. D
34. B
35. A
36. C
37. C
38. A
39. A
40. D

The Interest of Listening to English Song's Questionnaire

Petunjuk : Berilah tanda cek (V) pada kolom yang telah disediakan sesuai dengan jawaban Anda

Keterangan : SL: selalu

JR: jarang

SR: sering

TP: tidak pernah

KD: kadang-kadang

No.	Pernyataan	SL	SR	KD	JR	TP
1.	Saya sering mendengarkan lagu-lagu berbahasa Inggris.					✓
2.	Saya belajar bahasa Inggris yang saya dengarkan menarik untuk didengarkan.					
3.	Saya mengerjakan apa saja sambil mendengarkan lagu-lagu berbahasa Inggris.					✓
4.	Saya biasa mendengarkan lagu-lagu berbahasa Inggris di radio dan televisi.				✓	✗
5.	Saya ingin mengetahui isi lagu-lagu berbahasa Inggris.					✓
6.	Saya sering mendengarkan lagu-lagu berbahasa Inggris dan saya akan lebih mudah mempelajari Bahasa Inggris.					✓
7.	Lagu-lagu berbahasa Inggris yang saya dengarkan menyenangkan karena liriknya bagus.					✓
8.	Lagu-lagu berbahasa Inggris yang saya dengarkan menyenangkan karena musiknya asyik.					✓
9.	Saya mendengarkan lagu-lagu berbahasa Inggris setiap saya belajar.					✓
10.	Saya betah berlama-lama					✓

	mendengarkan lagu-lagu berbahasa Inggris				✓	✓
11	Saya sering mendengarkan lagu-lagu berbahasa Inggris, sehingga belajar bahasa Inggris lebih menyenangkan					✓
12	Saya ingin bisa berbahasa Inggris dengan mendengarkan lagu-lagu berbahasa Inggris				✓	
13	Saya mendengarkan lagu-lagu berbahasa Inggris karena suara penyanyinya bagus dan orangnya menarik				✓	
14	Saya mendengarkan lagu-lagu berbahasa Inggris untuk menghilangkan stress					✓
15	Bila ada waktu luang saya isi dengan mendengarkan lagu-lagu berbahasa Inggris.					✓
16	Saya bias menirukan lagu-lagu bahasa Inggris tertentu karena saya suka memperhatikan liriknya.				✓	
17	Saya bias menghafal lagu-lagu berbahasa Inggris.				✓	
18	Saya mendengarkan lagu-lagu berbahasa Inggris hanya untuk hiburan, tidak untuk belajar					✓
19	Saya sudah mulai mendengarkan lagu-lagu berbahasa Inggris ketika masuk SMP					✓
20	Walaupun ada beberapa orang yang menganggap lagu-lagu berbahasa Inggris membosankan, saya tetap					

	mendengarkannya.				✓	
21.	Saya tidak hanya mendengarkan lagu-lagu berbahasa Inggris yang menurut teman/ guru saya bagus.					✓
22.	Saya mendengarkan lagu-lagu berbahasa Inggris di manapun tempatnya.					✓
23.	Saya mendengarkan lagu-lagu berbahasa Inggris karena ingin nilai pelajaran bahasa Inggris saya bagus.					✓
24.	Saya tidak bias mencatat lirik lagu-lagu berbahasa Inggris.					✓
25.	Saya hanya suka lagu-lagu berbahasa Inggris yang ada video klipnya dan sering muncul di TV.			✓		
26.	Selain mendengarkan saya juga menyanyikan lagu-lagu berbahasa Inggris.				✓	
27.	Ketika ada lagu berbahasa Inggris baru, saya tidak tertarik untuk segera mengetahui liriknya.					✓
28.	Walaupun sya tidak tahu isi lagu-lagu berbahasa Inggris, saya tetap mendengarkan dan tetap bias menikmatinya.					✓
29.	Saya berusaha mencari tahu arti kata-kata yang belum saya ketahui dalam lirik lagu yang saya dengarkan			✓		
30.	Saya hanya tertarik pada lagu-lagu berbahasa Inggris yang kosakatanya saya tahu artinya.		✓			

Appendix 6 the Validity of the Questionnaire

N	BUTIR ITEM										BUTIR ITEM										Σ										
	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
1	3	3	1	2	1	1	2	2	2	3	2	4	2	3	3	4	3	4	4	4	4	4	3	3	3	2	3	3	2	842	
2	4	4	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1041	
3	4	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	1033	
4	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	642	
5	4	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	975	
6	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	1244	
7	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	963	
8	4	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	1075	
9	3	4	4	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	945	
10	4	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	933	
11	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	933	
12	4	4	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	85	791
13	4	4	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	1176	
14	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	1121	
15	4	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	1131	
16	3	4	2	2	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	1162	
17	4	4	2	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	64	702
18	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	116	1348
19	4	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	52	844
20	4	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	88	744
21	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	111	1251
22	4	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	81	641
23	4	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	64	1036
24	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	105	1000
25	4	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	113	1323
26	4	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	81	1033
27	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	92	944
Σ	114	93	83	85	85	72	87	83	82	80	79	83	80	83	80	83	82	87	83	85	89	101	87	84	81	78	89	90	87	35	
Σ ²	486	379	372	383	348	336	397	337	276	282	310	248	273	280	351	248	299	347	353	381	379	395	335	328	254	311	317	400	330		
s	0,502	0,315	0,35	0,541	0,35	0,32	0,617	0,719	0,698	0,5918	0,37	0,661	0,46	0,35	0,6	0,54	0,69	0,59	0,67	0,67	0,64	0,31	0,39	0,44	0,36	0,7	0,814				
Σs	13,176	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	n	127,68	2077	20887

RELIABLE

APPENDIX 7 list word test

No	List of words	Pronunciation suggested
1	Mother	/ m ɒ θ (r) /
2	How	/ h a U /
3	Are	/ a: (r) /
4	You	/ j u: /
5	Today	/ t ə d e I /
6	Here	/ h I ə (r) /
7	Is	/ I z /
8	A	/ ə / / eɪ /
9	Note	/ n ə U t /
10	From	/ fr ə m /
11	Your	/ j ɔ: (r) /
12	Daughter	/ d ɔ: t ə (r) /
13	With	/ w I θ /
14	Me	/ m i: /
15	Everything	/ e v r I θ i /
16	Worry	/ w ɒ r i /
17	Fine	/ f a I n /
18	Promise	/ p r ə m I s /

19	To	/ t ə: /
20	See	/ s i: /
21	This	/ θ I s /
22	Summer	/ s ʌ m ə (r) /
23	Time	/ t a I m /
24	No	/ n ə U /
25	Delay	/ d I e I /
26	Found	/ f a U n d /
27	The	/ ð ə / / ð i: /
28	Knight	/ n a I t /
29	Of	/ ə v /
30	My	/ m a I /

Rubik Penilaian

Pronunciation Points:	
0.0 – 0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
0.5 – 1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible
1.5 – 2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
2.5 – 3.0	Occasional non-native speaker pronunciation errors, but the speaker is always intelligible.
Fluency: Points:	
0.0 – 0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
0.5 – 1.4	Numerous non-native pauses and/or a non-native flow that interferes intelligibly
1.5 – 2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with the intelligibility.
2.5 – 3.0	Speech is smooth and effortless, closely approximating that of a native speaker.

P = Percentage of the students' pronunciation ability

s = total points of students' scores

M = Maximum score points

And based on the percentage obtained from the calculation, the writer

divide the percentage into five groups based on criterion referenced grading

(Gronlund; 1981: 527), which are:

$$P = \frac{\overline{s}}{\overline{M}} \times 100\%$$

And based on the percentage obtained from the calculation, the writer divide the percentage into five groups based on criterion referenced grading (Gronlund; 1981: 527), which are:

Criteria Of success		
95-100%	Outstanding	A
85-94%	Very good	B
75-84%	satisfactory	C
65-74%	Poor	D
Bellow 65%	Very Poor	E

No	Name	Score		
		Vocabulary	Listening Interest	Pronunciation
1	Adinda Ayuningtyas	54.72	54.81	59 %
2	Aditya Rendi Alfian	51.16	57.04	68 %
3	Dina Dwi Untari	69.83	62.96	64.5 %
4	Ikhroma Rizani Nur Isnaini	50.78	46.67	57.5 %
5	Nur Latifah	60.79	54.07	80 %
6	Purwanti	65.28	63.70	82 %
7	Titik K	46.66	55.56	76 %
8	Sintya A	71.39	62.96	72.5 %
9	Yuliana Latri Sari	85.94	54.07	77 %
10	Zulfa Choiru Ummah	68.39	61.48	67 %
11	Achmad Yusuf Syya U	52.27	53.33	54.5 %
12	Irham Syaheri DA	84.44	61.48	68.5 %
13	Arief Umar S	72.77	71.11	75 %
14	Bagus Saipul Arifin	58.78	68.89	70.5 %
15	Deni Fiqri Satria	52.16	62.96	80 %
16	Irawan	58.22	60.74	73.5 %
17	Muh. Ibrahim Akbar	80.33	80.74	87 %
18	Faris Zuhud	40.72	48.15	64.5 %
19	Muh. Komarudin	55.16	62.96	82.5 %
20	Muh. Muhalmi Fattaah	68.72	73.33	86 %

21	Muh. Qadir	69.22	84.44	79.5 %
22	Muh. Azzam Bahaqi	52.66	69.63	71.5 %
23	Muh. Sholeh Fathoni	71.79	72.59	77.5 %
24	Thesar Tri Ahmaddhani	50.66	62.22	71.5 %
25	Yusuf Adi Wibowo	52.16	65.93	47 %

APPENDIX 8 The Normality Test of Questionnaire

Appendix 13
The Normality/Quantile of routing table

ROUTING 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	total	percent		
1	4	3	2	2	2	4	3	4	3	2	3	2	4	2	3	2	4	2	3	2	3	2	3	2	3	2	3	54.81	1.48	2.20467503	
2	4	6	3	2	2	3	2	2	3	2	2	2	2	3	2	4	4	3	4	3	4	3	3	3	3	3	3	37.04	3.71	33.421258	
3	2	3	3	3	3	3	3	4	2	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62.96	8.63	92.399754	
4	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	46.67	-4.66	44.808111	
5	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	94.07	0.74	0.53946623	
6	4	3	4	3	4	3	4	3	2	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	65.70	10.37	107.463729	
7	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	55.56	1.23	4.95369753	
8	4	2	3	4	3	4	3	3	2	2	3	3	4	2	3	3	4	3	3	4	3	3	3	3	3	3	3	62.96	8.63	92.399754	
9	4	2	4	3	3	2	3	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	54.07	0.74	0.53946623	
10	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61.48	8.15	66.446603	
11	4	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	53.33	0.00	1.1111E-25	
12	4	4	3	3	3	2	2	4	4	2	3	4	2	3	3	4	2	3	3	4	2	3	3	4	3	3	3	67.49	8.15	66.446603	
13	3	3	3	4	3	4	3	3	3	3	3	4	4	4	2	3	4	4	2	3	3	3	3	4	4	4	4	94	11.78	316.167912	
14	4	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	68.89	15.36	242.078023	
15	4	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62.96	8.63	92.399754	
16	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60.74	7.41	54.6290763	
17	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	109	60.74	27.41	751.346708
18	3	3	3	1	3	2	2	1	3	2	1	2	4	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	48.15	-5.18	26.9518886
19	4	3	4	2	3	4	3	4	2	2	3	3	3	3	2	4	4	3	3	4	4	3	3	3	3	3	3	85	62.96	8.63	92.399754
20	3	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	99	73.33	20.00	400.333444
21	3	3	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	114	84.44	31.11	948.308653
22	4	4	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	69.65	14.29	245.677929	
23	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	98	72.39	19.29	371.647473
24	4	2	4	3	4	2	3	4	3	2	2	4	3	2	2	4	3	2	2	2	2	2	2	2	2	2	2	64	62.22	3.89	79.071618
25	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	3	88	63.93	12.90	338.837723
26	4	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	43	13.68	0.00	4313.163802

no.	x	f	fx	fx ²	Fn	Z	P ≤ Z	L
1	46.67	1	46.67	2157.11	1	0.04	-0.51	-0.265
2	48.15	1	48.15	2317.22	2	0.08	-0.39	-0.2483
3	53.33	1	53.33	2844.29	3	0.12	0.00	0.5
4	54.07	2	108.14	5823.36	5	0.2	0.06	0.5239
5	54.81	3	164.43	8981.11	8	0.34	0.11	0.5438
6	55.56	1	55.56	3087.11	9	0.52	0.17	0.5675
7	57.04	1	57.04	3253.36	10	0.82	0.28	0.6103
8	60.74	1	60.74	3689.11	11	0.94	0.46	0.7123
9	65.48	1	65.48	4287.54	12	1.11	0.62	0.7594
10	62.22	1	62.22	3871.11	13	0.88	0.48	0.7316
11	62.96	4	251.84	1584.29	16	0.64	0.73	0.7975
12	63.7	1	63.7	4057.79	17	0.68	0.79	0.7823
13	65.93	1	65.93	4347.11	18	0.72	0.96	0.8315
14	68.89	1	68.89	4744.29	19	0.78	1.19	0.882
15	69.63	1	69.63	4848.29	20	0.8	1.24	0.8825
16	71.11	1	71.11	5056.29	21	0.84	1.35	0.9115
17	72.99	1	72.99	5327.11	22	0.88	1.47	0.9362
18	73.33	1	73.33	5393.11	23	0.92	1.52	0.9357
19	80.74	1	80.74	6519.11	24	0.96	2.19	0.9827
20	84.44	1	84.44	7130.29	25	1	2.37	0.993
sigma		28	1872					0.0009

skew = 63.3 n = 25
 SD = 15.1 x bar = 63.87 p > 1 -> L total table is not normal
 kurtosis = 6.17 SD = 13.13
 range = 37.77 L total = 0.173 normal 0.0009 < 0.173
 mode = 63.96 median = 63.59

APPENDIX 9 The Normality Test of pronoun test Test

No.	Σy	$x - \bar{x}$	$(x - \bar{x})^2$
1	54.72	-7.08	50.1264
2	51.16	-10.64	113.2096
3	69.83	8.03	64.4809
4	50.78	-11.02	121.4404
5	60.79	-1.01	1.0201
6	65.28	3.48	12.1104
7	46.66	-15.14	229.2196
8	71.39	9.59	91.9681
9	85.94	24.14	582.7396
10	68.39	6.59	43.4281
11	52.27	-9.53	90.8209
12	84.44	22.64	512.5696
13	72.77	10.97	120.3409
14	58.78	-3.02	9.1204
15	52.16	-9.64	92.9296
16	58.22	-3.58	12.8164
17	80.33	18.53	343.3609
18	40.72	-21.08	444.3664
19	55.16	-6.64	44.0896
20	68.72	6.92	47.8864
21	69.22	7.42	55.0564
22	52.66	-9.14	83.5396
23	71.79	9.99	99.8001
24	50.66	-11.14	124.0996
25	52.16	-9.64	92.9296
	1545		3483.4696

normality of students translation ability test								
no.	x	f	fx	Fk	F/m	Z	$P < Z$	L
1	40.72	1	40.72	1	0.04	-1.79	0.0367	0.0033
2	46.66	1	46.66	2	0.08	-1.28	0.1002	-0.0202
3	50.66	1	50.66	3	0.12	-0.94	0.1736	-0.0536
4	50.78	1	50.78	4	0.16	-0.93	0.17361	-0.01361
5	51.16	1	51.16	5	0.2	-0.90	0.184	0.016
6	52.16	2	104.32	7	0.28	-0.82	0.2061	0.0739
7	52.27	1	52.27	8	0.32	-0.81	0.2089	0.1111
8	52.66	1	52.66	9	0.36	-0.77	0.2206	0.1394
9	54.72	1	54.72	10	0.4	-0.60	0.2742	0.1258
10	55.16	1	55.16	11	0.44	-0.56	0.2877	0.1523
11	58.22	1	58.22	12	0.48	-0.30	0.382	0.098
12	58.78	1	58.78	13	0.52	-0.26	0.3974	0.1226
13	60.79	1	60.79	14	0.56	-0.09	0.4641	0.0959
14	65.28	1	65.28	15	0.6	0.29	0.614	-0.014
15	68.39	1	68.39	16	0.64	0.56	0.7122	-0.0722
16	68.72	1	68.72	17	0.68	0.59	0.7224	-0.0424
17	69.22	1	69.22	18	0.72	0.63	0.7356	-0.0156
18	69.83	1	69.83	19	0.76	0.68	0.7517	0.0083
19	71.39	1	71.39	20	0.8	0.81	0.791	0.009
20	71.79	1	71.79	21	0.84	0.85	0.8023	0.0377
21	72.77	1	72.77	22	0.88	0.93	0.8238	0.0562
22	80.33	1	80.33	23	0.92	1.57	0.9417	-0.0217
23	84.44	1	84.44	24	0.96	1.92	0.9725	-0.0125
24	85.94	1	85.94	25	1	2.05	0.9798	0.0202
sigma		25	1545					0.1523

xbar =	61.8
SD=	11.804
ttable =	0.173
n =	25
x bar =	61.8
SD =	11.8
L tabel =	0.173
median =	59.78
mean	61.8

jika $L_o < L$ tabel maka berdistribusi normal

normal	0.1523 < 0.173
range	45.22
mode	52.16

APPENDIX 10 The Normality Test of vocabulary Test

No.	\bar{y}	$x-\bar{x}$	$(x-\bar{x})^2$
1	59	-0.16	0.0256
2	68	8.84	78.1456
3	64.5	5.34	28.5156
4	57.5	-1.66	2.7556
5	80	20.84	434.3056
6	82	22.84	521.6656
7	76	16.84	283.5856
8	72.5	13.34	177.9556
9	77	17.84	318.2656
10	67	7.84	61.4656
11	54.5	-4.66	21.7156
12	68.5	9.34	87.2356
13	75	15.84	250.9056
14	70.5	11.34	128.5956
15	80	20.84	434.3056
16	73.5	14.34	205.6356
17	87	27.84	775.0656
18	64.5	5.34	28.5156
19	82.5	23.34	544.7556
20	86	26.84	720.3856
21	79.5	20.34	413.7156
22	71.5	12.34	152.2756
23	77.5	18.34	336.3556
24	71.5	12.34	152.2756
25	47	-12.16	147.8656
	1792.5		6306.29

no.	y	f	fx	Fk	F/n	Z	$P \leq Z$	L
1	47	1	47	1	0.04	-1.56	0.0593	-0.0193
2	54.5	1	54.5	2	0.08	-1.08	0.14	-0.06
3	57.5	1	57.5	3	0.12	-0.89	0.1867	-0.0667
4	59	1	59	4	0.16	-0.80	0.2118	-0.0518
5	64.5	2	129	6	0.24	-0.45	0.3263	-0.0863
6	67	1	67	7	0.28	-0.30	0.382	-0.102
7	68	1	68	8	0.32	-0.23	0.409	-0.089
8	68.5	1	68.5	9	0.36	-0.20	0.4207	-0.0607
9	70.5	1	70.5	10	0.4	-0.08	0.4681	-0.0681
10	71.5	2	143	12	0.48	-0.01	0.496	-0.016
11	72.5	1	72.5	13	0.52	0.05	0.5199	1E-04
12	73.5	1	73.5	14	0.56	0.11	0.5438	0.0162
13	75	1	75	15	0.6	0.21	0.5821	0.0179
14	76	1	76	16	0.64	0.27	0.6064	0.0336
15	77	1	77	17	0.68	0.33	0.6293	0.0507
16	77.5	1	77.5	18	0.72	0.37	0.6443	0.0757
17	79.5	1	79.5	19	0.76	0.49	0.6879	0.0721
18	80	2	160	21	0.84	0.52	0.6984	0.1416
19	82	1	82	22	0.88	0.65	0.7421	0.1379
20	82.5	1	82.5	23	0.92	0.68	0.7517	0.1683
21	86	1	86	24	0.96	0.90	0.8159	0.1441
22	87	1	87	25	1	0.96	0.8314	0.1686
sigma		25	1792.5					0.1686

xbar =	71.7
SD =	15.8824
Ltable =	0.173
n =	25
x bar =	71.7
SD =	15.88
L tabel =	0.173
median =	73
mean	71.72

jika $L_o < L$ tabel maka berdistribusi normal
normal 0.1686 < 0.173
range 40
mode 64.5 71.5 80

APPENDIX 11 The Linearity Test and Significance Test variable X_1 to Y

NO.	X1	Y	X1 ²	Y ²	X1Y
1	54.72	59	2994.2784	3481	3228.48
2	51.16	68	2617.3456	4624	3478.88
3	69.83	64.5	4876.2289	4160.25	4504.035
4	50.78	57.5	2578.6084	3306.25	2919.85
5	60.79	80	3695.4241	6400	4863.2
6	65.28	82	4261.4784	6724	5352.96
7	46.66	76	2177.1556	5776	3546.16
8	71.39	72.5	5096.5321	5256.25	5175.775
9	85.94	77	7385.6836	5929	6617.38
10	68.39	67	4677.1921	4489	4582.13
11	52.27	54.5	2732.1529	2970.25	2848.715
12	84.44	68.5	7130.1136	4692.25	5784.14
13	72.77	75	5295.4729	5625	5457.75
14	58.78	70.5	3455.0884	4970.25	4143.99
15	52.16	80	2720.6656	6400	4172.8
16	58.22	73.5	3389.5684	5402.25	4279.17
17	80.33	87	6452.9089	7569	6988.71
18	40.72	64.5	1658.1184	4160.25	2626.44
19	55.16	82.5	3042.6256	6806.25	4550.7
20	68.72	86	4722.4384	7396	5909.92
21	69.22	79.5	4791.4084	6320.25	5502.99
22	52.66	71.5	2773.0756	5112.25	3765.19
23	71.79	77.5	5153.8041	6006.25	5563.725
24	50.66	71.5	2566.4356	5112.25	3622.19
25	52.16	47	2720.6656	2209	2451.52
sigma	1646.0	1792.5	98964.5	130897.3	111936.8

a	b	JK (t)	JK reg (a)	JKreg (b/a)	JKreg(res)	JKreg (e)	JK TC
51.1151957	0.3330874	130897.3	128522.25	386.481366	1988.5	1768	220.5

RJK E	RJK res	RJK TC
804	86.457332	10.500887

menghitung $JK_{reg}(b/a) = b(\sum xy - (\sum x)(\sum y)/n)$

SUMBER	DB	JK	RJK	Fo	Ft
VARIASI					$\alpha = 0.05$
TOTAL	25	132885.77			
Regresi(a)	1	128522.25	128522.25		
Regresi (b/a)	1	386.48137	386.48137	4.4701977	4.28
Residu	23	1988.5	86.457332		
Tuna Cocok	1	220.5	220.51863	2.74401015	4.88
Error	22	1768	80.363656		

db Regresi Total = N = 25
 db Regresi (a) = 1
 db Regresi (b/a) = 1
 db Sisa = N - 2 = 25 - 2 = 23
 db Tuna Cocok = N - K = 25 - 24 = 1
 db Kekeliruan = K - 2 = 24 - 2 = 22

1. Because Fo (4.47) is higher than Ft (4.28), the regression is significant.
2. Because Fo (2.74) is lower than Ft (4.88), the regression is linear.

APPENDIX 11 The Linearity Test and Significance Test variable X2 to Y

LINEARITY AND SIGNIFICANCE FOR VARIABLE X ₁ TO Y					
NO.	X ₁	Y	X ₁ ²	Y ²	X ₁ Y
1	54.9148	59	3004.6639	3481	3234.0741
2	57.037	68	3253.2236	4624	3878.5185
3	62.963	64.5	3964.3347	4160.25	4061.1111
4	46.6667	57.5	2177.7778	3306.25	2683.3333
5	54.0741	80	2924.0055	6400	4325.9259
6	63.7037	82	4058.1619	6724	5223.7037
7	55.5556	76	3086.4198	5776	4222.2222
8	62.963	72.5	3964.3347	5256.25	4564.8148
9	54.0741	77	2924.0055	5929	4163.7037
10	61.4815	67	3779.9726	4489	4119.2593
11	53.3333	54.5	2844.4444	2970.25	2906.6667
12	61.4815	68.5	3779.9726	4692.25	4211.4815
13	71.1111	75	5056.7801	5625	5333.3333
14	68.8889	70.5	4745.679	4970.25	4856.6667
15	62.963	80	3964.3347	6400	5037.037
16	60.7407	73.5	3689.4376	5402.25	4464.4444
17	80.7407	87	6519.0672	7569	7024.4444
18	48.1481	64.5	2318.2442	4160.25	3105.5556
19	62.963	82.5	3964.3347	6806.25	5194.4444
20	73.3333	86	5377.7778	7396	6306.6667
21	84.4444	79.5	7130.8442	6320.25	6713.3333
22	69.6296	71.5	4848.2853	5112.25	4978.5185
23	72.5926	77.5	5269.6845	6006.25	5635.9259
24	62.2222	71.5	3871.6949	5112.25	4448.8889
25	65.9259	47	4346.2277	2209	3098.5185
sigma	1571.9	1792.5	100863.6	130897.3	113782.6

a	b	JK (t)	JK reg (a)	JK reg (b/a)	JK reg (res)	JK reg (e)
30.30543811	0.531134	130897.3	128522.35	574.0575548	1800.9	378.5
JK TC	RJK E	RJK res	RJK TC			
1422.4	189.25	60.031415	50.8015139			

menghitung $Mr_{reg}(b/a) = b(\sum y - (\sum x)(\sum y)/n)$

SUMBER VARIASI	DB	JK	RJK	F _o	F _t
TOTAL	25	132698.19			$\alpha = 0.05$
Regresi (a)	1	128522.35	128522.35		
Regresi (b/a)	1	574.05755	574.05755	7.331341318	4.28
Residu	23	1800.9424	78.3018454		
Tuna Cocok	5	1422.4	284.488489	8.267829272	9.01
Error	11	378.5	34.4090909		

$db \text{ Regresi Total} = N = 25$
 $db \text{ Regresi (a)} = 1$
 $db \text{ Regresi (b/a)} = 1$
 $db \text{ Sisa} = N - 2 = 25 - 2 = 23$
 $db \text{ Tuna Cocok} = N - K = 25 - 20 = 5$
 $db \text{ Kebebasan} = K - 2 = 20 - 2 = 18$

1. Because $F_o (7.33)$ is higher than $F_t (4.28)$, the regression is significant.
2. Because $F_o (8.26)$ is lower than $F_t (9.01)$, the regression is linear.

APPENDIX 12 The Computation of Error X₁ to Y

No	XI	k	Y	Y ²	Σy	(Σy) ²	Σ(y ²)	JK(G)
1	40.72	1	59	3481				
2	46.66	2	68	4624				
3	50.66	3	64.5	4160.3				
4	50.78	4	57.5	3306.3				
5	51.16	5	80	6400				
6	52.16	6	82	6724	158	24964	12500	18
7	52.16		76	5776				
8	52.27	7	72.5	5256.3				
9	52.66	8	77	5929				
10	54.72	9	67	4489				
11	55.16	10	54.5	2970.3				
12	58.22	11	68.5	4692.3				
13	58.78	12	75	5625				
14	60.79	13	70.5	4970.3				
15	65.28	14	80	6400				
16	68.39	15	73.5	5402.3				
17	68.72	16	87	7569				
18	69.22	17	64.5	4160.3				
19	69.83	18	82.5	6806.3				
20	71.39	19	86	7396				
21	71.79	20	79.5	6320.3				
22	72.77	21	71.5	5112.3				
23	80.33	22	77.5	6006.3				
24	84.44	23	71.5	5112.3				
25	85.94	24	47	2209				
	1545		1793			JUMLAH		18

APPENDIX 13 The Computation of Error X₂ to Y

No	X ₂	k	Y	Y ²	Σy	(Σy) ²	Σ(y ²)	JK(G)
1	46.67	1	59	3481				
2	48.15	2	68	4624				
3	53.33	3	64.5	4160.3				
4	54.07	4	57.5	3306.3	138	18906	9706.3	253.13
5	54.07		80	6400				
6	54.81	5	82	6724				
7	55.56	6	76	5776				
8	57.04	7	72.5	5256.3				
9	60.74	8	77	5929				
10	61.48	9	67	4489	122	14762	7459.3	78.125
11	61.48		54.5	2970.3				
12	62.22	10	68.5	4692.3				
13	62.96	11	75	5625	299	89401	22398	47.25
14	62.96		70.5	4970.3				
15	62.96		80	6400				
16	62.96		73.5	5402.3				
17	63.7	12	87	7569				
18	65.93	13	64.5	4160.3				
19	68.89	14	82.5	6806.3				
20	69.63	15	86	7396				
21	71.11	16	79.5	6320.3				
22	72.59	17	71.5	5112.3				
23	73.33	18	77.5	6006.3				
24	80.74	19	71.5	5112.3				
25	84.44	20	47	2209				
	1571.8		1793			JUMLAH		378.5

APPENDIX 14 Hypothesis

HYPOTHESIS

answer for hypothesis XI, X2 & Y

NO.	X1	X2	Y	X1 ²	X2 ²	Y ²	X1 X2	X1 Y	X2 Y
1	54.72	54.81	59	2994.28	3004.66	3481	2999.47	3228.48	3234.07
2	51.16	57.04	68	2617.35	3253.22	4624	2918.01	3478.08	3878.52
3	69.83	62.96	64.5	4876.23	3964.33	4160.25	4396.7	4504.04	4681.11
4	50.78	46.67	37.5	2578.61	2177.78	1406.25	2369.73	2919.85	2083.33
5	60.79	54.07	80	3695.42	2934.01	6400	3387.16	4883.2	4325.93
6	65.28	63.7	82	4261.48	4058.16	6724	4158.58	5352.96	5223.7
7	46.66	55.54	76	2177.16	3086.42	5776	2592.22	3546.16	4222.22
8	71.39	62.96	72.5	5096.53	3964.33	5256.25	4494.93	5175.78	4564.81
9	85.94	54.07	77	7385.68	2934.01	5929	4647.13	6617.38	4163.7
10	68.39	61.48	67	4677.19	3779.97	4489	4294.72	4582.13	4119.26
11	52.27	53.33	54.5	2732.19	2844.44	2970.25	2787.73	2848.72	2966.67
12	64.44	61.48	68.5	4153.11	3779.97	4692.25	5191.5	5784.14	4211.48
13	72.77	71.11	75	5295.47	5056.79	5625	5174.76	5457.75	5333.33
14	38.78	68.89	70.5	1503.68	4745.68	4970.25	4040.29	4143.99	4856.67
15	52.16	62.96	80	2720.67	3964.33	6400	3284.15	4172.8	5037.04
16	38.22	60.74	73.5	1460.57	3689.44	5402.25	3536.33	4279.17	4664.44
17	80.33	80.74	87	6453.01	6519.07	7569	6483.9	6988.71	7624.44
18	40.72	48.15	64.5	1658.12	2318.24	4160.25	1980.59	2626.44	3185.56
19	55.16	62.96	82.5	3042.63	3964.33	6806.25	3473.04	4350.7	5194.44
20	68.72	73.33	86	4722.44	5377.78	7396	5029.47	5909.92	6206.67
21	69.22	84.44	79.5	4795.41	7130.86	6320.25	5845.34	5502.99	6713.33
22	52.66	69.63	71.5	2773.08	4848.29	5112.25	3666.7	3783.19	4978.52
23	71.79	72.59	77.5	5153.8	5209.68	6006.25	5211.42	5563.23	5625.93
24	30.66	62.23	71.5	2966.44	3871.6	5112.25	3152.18	3622.19	4448.89
25	52.16	65.93	47	2720.67	4346.23	2209	3438.7	3451.92	3088.52
Σ	1546	1572	1791	9964.5	10086.4	13809.7	96365.6	11193.7	113780

n1y 0.4834 >table 0.396 kumulasi variabel x1 terhadap Y = r² x 100% = 16.2%

Signifikan karena X1 terhadap Y dibitung dengan rumus Uji-t

t hitung = 2.11428

berdasarkan perhitungan tersebut, dengan ketentuan tingkat kesalahan α = 0.05 dan df = n-2 = 25-2 = 23 sehingga diperoleh nilai t tabel = 2.069 ternyata t hitung > t tabel atau 2.1142 > 2.069, maka dapat disimpulkan bahwa korelasi variabel x1 terhadap Y adalah signifikan.

n1y 0.49164 >table 0.396 kumulasi variabel x2 terhadap Y = r² x 100% = 24.16%

Signifikan karena X2 terhadap Y dibitung dengan rumus Uji-t

t hitung = 2.70754

berdasarkan perhitungan tersebut, dengan ketentuan tingkat kesalahan α = 0.05 dan df = n-2 = 25-2 = 23 sehingga diperoleh nilai t tabel = 2.069 ternyata t hitung > t tabel atau 2.7075 > 2.069, maka dapat disimpulkan bahwa korelasi variabel x2 terhadap Y adalah signifikan.

n1x2 0.46018 >table 0.396 kumulasi variabel x1 terhadap x2 = r² x 100% = 26.17%

Signifikan karena X1 terhadap x2 dibitung dengan rumus Uji-t

t hitung = 2.48777

berdasarkan perhitungan tersebut, dengan ketentuan tingkat kesalahan α = 0.05 dan df = n-2 = 25-2 = 23 sehingga diperoleh nilai t tabel = 2.069 ternyata t hitung > t tabel atau 2.4878 > 2.069, maka dapat disimpulkan bahwa korelasi variabel x1 terhadap x2 adalah signifikan.

F hitung 0.54377

R² 0.30723 x 100% = 30.72%

untuk mengetahui keberartian korelasi ganda x1 dan x2 terhadap Y dibitung uji F.

F hitung = 4.88681

tabel = 3.44

ternyata F hitung > F tabel (4.88 > 3.44) adalah signifikan