

**A CORRELATION STUDY BETWEEN STUDENTS' INTENSITY OF
LISTENING TO ENGLISH SONGS AND STUDENTS' VOCABULARY
MASTERY TOWARDS THEIR ENGLISH ACHIEVEMENT OF
ELEVENTH GRADE OF STUDENTS SMA N I NOGOSARI IN THE
ACADEMIC YEAR 2018/2019**

THESIS

**Submitted as A Partial Requirements for the Undergraduate Degree in
English Education Department**



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Thank you for the attention.

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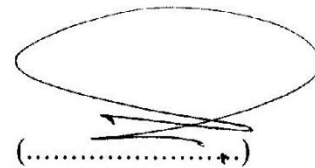
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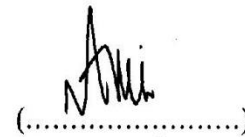
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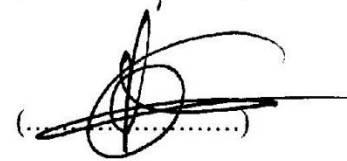
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Sukiman and Suliyem)
2. My beloved brothers
3. My thesis advisor
4. My beloved friends
5. My Almamater IAIN Surakarta

MOTTO

“Be Like flower that gives its fragrance even to the hand that crushes it”

(Ali Ibn Abi Talib)

“If you want to grow, let people hurt you. Worries make you forget that you’re

here to have fun”

(Anonymous)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “*A Correlation study between students’ intensity to listening English songs and students’ vocabulary mastery towards their English achievement at the eleven grade of students SMA N I Nogosari in the academic year 2018/2019*” 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 willing to take academic sanctions in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praise to be Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies to the researcher was able to finish this thesis entitled “*A Correlation study between students’ intensity to listening English songs and students’ vocabulary mastery towards their English achievement at the eleven grade of students SMA N I Nogosari in the academic year 2018/2019*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support and suggestion from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supposed, and suggestion his during the process of writing this thesis, this goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, November 3rd 2018

The researcher,

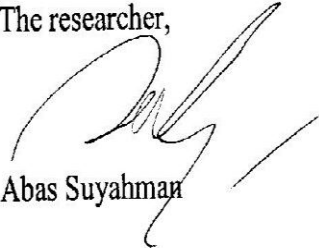

Abas Suyahman

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ABSTRACT

Abas Suyahman. 2018. *A Correlation study between students' intensity to listening English songs and students' vocabulary mastery towards their English achievement at the eleven grade of students SMA N I Nogosari in the academic year 2018/2019*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

Advisor : Novianni Anggraini, M.Pd.

Key Words : Intensity, Vocabulary mastery, English achievement.

This research describes the correlation between students' intensity of listening English songs and students' vocabulary mastery towards their English achievement at eleventh grade student of SMA N I Nogosari. The problems of this research are; is there any positive correlation between students' intensity to listening English songs and vocabulary mastery towards their English achievement based on rapor book. The objective studies of this research are finding out the positive correlation between the independent variables (Students' intensity and vocabulary mastery) and dependent variable (English achievement).

The researcher uses correlation quantitative research. The data were collected from test, document, and questionnaire. The researcher took the vocabulary test to know the capabilities of students' vocabulary mastery of English matter in the class. The document data was done by the researcher to their English achievement based on the book *rapor* and the questionnaire was given to collect the data. The subject of this research was three classes of student eleventh grade SMA N I Nogosari IPA and IPS include 80 students. Technique of analyzing data used Microsoft Excel data analysis, Spearman and brown formula to analyze the data, and conclusion. This research used data validity of expert judgment and spearman and brown formula.

The result of this research shows that the students' intensity to listening English songs have a positive correlation with vocabulary mastery and students' English achievement, and the specification of the data analysis was shown on the appendices of this research.

CHAPTER I

INTRODUCTION

A. Background of the Study

Cameron (2001:40) argues that listening is seen as (primarily) active use of language to access other people's meaning. It means that listening is a kind of activity that has function to relate two aspects of communication that occur,(speaker and hearer), if there is no process of listening that happen there will be no good communication, because there is no good interaction between speaker and hearer, it leads a "miss communication". That's why, listening is a part that have important role in communication.

Today, we have many ways to communicate and having interactions to other people, in the past we just have a chat with someone else, but in the globalization era like today we are familiar with "social media", it's kind of forms of electronics communication (such as websites, Facebook, Twitter, Instagram and many others). The expansion of technology is unstoppable, that is why, using the technologies can help our daily activities in society.

Then, technology has also important role for the students, today we can learn about English not just from a book but also from internet, radio, television and others media, the researcher has a kind of interest to have a research about the use of music in improve students' ability in English. If we think more seriously and critically music also has a role important to improve our skill in English, intensity in listening to English songs is a routine and automatic activity of paying attention to get meaning by listening songs which have words, melody, rhythm sung by a singer in English words by person in daily life.

Griffiee (1994: 4) argues that, sensitivity in rhythm is a basic and necessary first step in learning language. So that, intensity in listening to English songs can be a practice for students in listening skill. When listening to English songs becomes a routine of the students' activity, they will feel unfamiliar of the new words that they have heard because they probably ever listen to the words in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. It helps students catch the new word in English easily.

Rost (1996:2) says listening involves both social and cognitive process. So that listening activity is the relationship with other people and the way we structure our internal knowledge. In this sense we see that much of input to the listener understanding language must come from inside the listener. So that, from those parts of the brain have to do with interests, beliefs, values, opinions, attitudes, motives, and background knowledge. Moreover, Rost says listening in cross-cultural discourse is often challenging because of both linguistic difficulties in conversational style.

Butler (1995:61) who believes that habits are automatic routine behavior that is repeated regularly without thinking. Similarly, Wood and Neal define habit as psychological dispositions to repeat past behavior. They are acquired gradually as people repeatedly respond in recurring context. Brown (2001:256) defines listening intensity is the act of listening which is routinely, frequently, and automatically performed. Being routine and frequent it means that the act of listening is done on a fixed and regular way. Students should practice their listening more and more, so their intensity and experience will be improved. Then Sudarsono (1999:7) believes that intensity is a habit that is followed by a constant continues routine or improve step by step. From those ideas, it shows that intensity is someone's routine activity in doing something, and repeat it again and again including aspects of seriousness and diligence.

From those ideas, the researcher takes a conclusion that intensity and habit have the same meaning which show an activity that is done by some one and repeat it without any orders from other people, but there is also a difference between intensity and habit, habit is a kind of activity to repeat some thing like watching TV, but just watch then finish there is no supporting act like remembering the information, understanding the meaning, and knowing the purpose of that TV's shows. On the other hands, intensity gives more chance to students to be growing and improve their skills in English, because intensity is a kind of activity that make the people to be intense and serious with what their doing, like listening music not just listen but they can understand the meaning of the lyrics, then knowing the reason of author' purpose to arrange that songs, then knowing the story behind that song finally we can get the information in that songs, that is the reason why, the researcher believe that intensity of listening to English song able to improve their vocabulary mastery.

Then, vocabulary mastery has an important role in achieving the skills in English(listening, reading, speaking and writing). Langan (2001:56) believes that, a command of many words will make people become a better writer, speaker, listener, and reader. Mastering vocabulary helps students in communication whether as the listener or speaker. In listening, students who have rich vocabulary will have less difficulty in catching new word or phrase. It will give positive advantages for students in process of acquiring English.

Hatch and Brown (1995:1) define vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use. So that, word is the basic element which is used to shows a particular terminological meaning from a Language. Linse (2005:121) says that, vocabulary is the collection of words that an individual knows. It means that vocabulary as a place which is used to collects and saves words that someone knows the meaning of that words.

Furthermore, McCharty (1990:173) states that, vocabulary consists of words, 'freestanding items of language that have meaning'. So that, word is a freestanding item that have meaning which the meaning is natural from the source language. So, we may conclude that vocabulary mastery is the process of collecting words that we understood the meaning of those words and keep it in our memories.

English achievement is important for students because it is one of requisites of school graduation. There are some factors that influence English achievement; they are internal and external factors. The internal factors are the factors which is came from the student it self, for examples are motivation, interest, intelligence, grammar and vocabulary mastery, etc. while the external factors are factors which are from the outside of students selves, for examples are, facilities of learning, situation of school, economics and family relationship, etc.

On the theories above, it can be seen that intensity in listening to English songs is one of the way to improve their vocabulary mastery easily, fun and don't spent much time, such as we can listening music when we're eating, having sports, and many others. The students who often listening English songs will master the vocabulary more higher than the students who don't. Based on the description above, the researcher concludes one of the factors that influence the students' vocabulary mastery, that is intensity in listening to English songs.

From those ideas, the researcher conducts a research to know their habit to listening songs that will influence their vocabulary or not. The influences of students' English achievement based on their intensity to listening English songs and vocabulary mastery leads the research interest to find out the significant correlation between students' intensity in listening to English songs and vocabulary mastery towards their English achievement.

Based on the idea above the researcher interests to conduct a research which is to reveal the positive correlation a research entitled "*The*

correlation between students' intensity in listening English song and vocabulary mastery towards students' English achievement of eleventh grade of SMA N I Nogosari in the academic year 20182019"

B. Problem Identification

Based on the background of the study, the researcher find some problems, as follows :

1. The using of music in class in several occasions made the researcher felt interest to reveal the correlation between intensity in listening to English songs and students' vocabulary mastery ?
2. Using translation lyrics of songs in the learning activity in class, made the researcher felt interest to know whether students' vocabulary mastery and students' English achievement?
3. There are some students that has higher achievement in English because they has hobby in listening to English songs than students did not has the hobby of listening to English songs, that facts make the researcher to conduct a research about correlation between students intensity of listening to English and students' vocabulary mastery towards students' English achievement?

C. Limitation of the Problem

In order to focus on the study the researcher limits the problem on the three variables those are students' intensity listening to English songs, students' vocabulary mastery and students' English achievement. The research subject is the eleventh grade students of SMA N I Nogosari. The correlation method is used to examine the coefficient of correlation between the variables.

D. Problem Formulation

Based on the background of the study and problem limitations, the formulation of the problems are, as follows :

1. Is there any positive correlation between students' intensity listening to English songs towards students' English achievement of Eleventh grade students of SMA N I Nogosari in the academic year 2018/2019?
2. Is there any positive correlation between students' vocabulary mastery towards students' English achievement of Eleventh grade students of SMA N I Nogosari in the academic year 2018/2019 ?
3. Is there any positive correlation between students' intensity listening to English songs and students' vocabulary mastery towards students' English achievement of Eleventh grade students of SMA N I Nogosari in the academic year 2018/2019?

E. The Objectives of the Study

Based on the background of the study and problem limitations the objectives of the research as follows :

1. To find whether there is a positive correlation between students' intensity listening to English songs towards students' English achievement of Eleventh grade students of SMA N I Nogosari in the academic year 2018/2019.
2. To find whether there is a positive correlation between students' vocabulary mastery towards students' English achievement of Eleventh grade students of SMA N I Nogosari in the academic year 2018/2019.
3. To find whether there is a positive correlation between students' intensity listening to English songs and students' vocabulary mastery towards students' English achievement of Eleventh grade students of SMA N I Nogosari in the academic year 2018/2019

F. The Benefits of the Study

1. Theoretical benefit

To prove whether there is a positive correlation between students' intensity listening to English songs and students' vocabulary mastery towards students' English achievement of eleventh grade students of SMA N I Nogosari. This research is expected to improve knowledge either for teacher or society. So it can be used as the reference to improve students' English achievement through listening songs and vocabulary mastery. The researcher wishes this research gives a contribution to develop of English education in Indonesia at large.

2. Practical benefit

For teachers, the result of this research gives information which hopefully can be used as starting point whether it is important to increase students' vocabulary mastery that will influence students' English achievement to be improved because the fundamental aspect in process of learning English is mastery the vocabularies.

For students, in practicing to listening English songs students may hear some unfamiliar words then they start to wonder and interest to that songs then they will start to search the lyrics from Google, Joox apps, music magazine and other sources finally they mastery the words because their interest to listening English songs. After they mastery the vocabulary students will improve their English achievement because in process of learning reading, listening, speaking, and writing students' need the words to understand the materials were given by the teachers.

For researcher, to prove the information about students' intensity to listening english songs and students' vocabulary mastery toward english achievement can be used to decide whether these factors better to impreoved or not.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Reviews on Students' Intensity of Listening to English Songs

a. Definition of Intensity

Many experts have defined intensity in different way such as, Thomas (2012:42) defines intensity is the quality of being very strong, concentrated or difficult or the degree to which something is difficult or strong. Chairunnisa (2010:48) defines that intensity is a kind of activity which is done by someone repeatedly without any orders or pushes from another factors. Andarwati (2005:15) believes that intensity is a kind of activity which able to be measure and there is a purpose, motive and aspects of interest to that activity, in this study focus on students' intensity of listening to English songs, so listening to English songs it can be the way to make students' felling more care with English matters, include listening, reading, writing, and speaking. Listening to English songs is on of the easiest and funniest way for students' to improve their mood to love English subject.

Brown (2001:256) defines listening intensity is the act of listening which is routinely, frequently, and automatically performed. Being routine and frequent it means that the act of listening is done on a fixed and regular way. Students should practice their listening more and more, so their intensity and experience will be improved. Similarly with Brown, Robbins and Hunsaker (2012:34) active listening has four key points. One of them is intensity. Active listeners concentrate intensity on what the

speaker is saying and tunes out that thousands of miscellaneous thoughts that create distractions. Active listening takes generosity, empathy and trust as the listener is offering the other gifts of understanding, acceptance and of being taken seriously. Effective listening also requires the listener's practice and holding back judgments and evaluations in order to fully hear the other out. Also he has a good feeling of the speaker and understands what he really wants. As such the relationship between the interacting parties strengthened.

From those theories above the researcher takes a conclusion that intensity is a kind of activity which is done by someone including several aspects such as, motivation, frequency, interest, and activity.

b. Definition of Skills in English (Listening, Reading, Writing, Speaking)

There are four primary language skills : listening, reading, speaking and writing. It is important to distinguish between them as they demand varied abilities, particularly as English pronunciation is so different from its written form. Thus, giving a talk requires different abilities to understanding a talk given by someone else, to presenting the same information in written form or to reading what someone else has written on the subject, that's why it can be full in matters to understanding of four basic skills in English, in this study the researcher try to give a simple definition about four skills in English, those definitions are as follows:

a. Listening Skill

Listening is different from hearing as Blumental (1963: 186) said that hearing and listening are two different

things. Listening is educated hearing in another word, it is hearing for the purpose. So listening needs more attention related to the mind than hearing. While according to Rivers and Temperly (1978:63), listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood. Furthermore, listening is an active process of construction a message from a stream of sound with what one knows of the phonological, semantic and syntactic potentialities of the languages.

Another definition of listening is given by Brown and Yule that listening is the activity of paying attention to and trying to get the meaning from something we heard (1983:21). It means in process of listening we try to find the information, meaning and purposes from something that we have heard, that's why listening as the first step or phase in teaching EFL in school, because listening gives concept of the form of language.

From those theories above, we can take a conclusion that listening is an active process of paying attention to and trying to get the meaning from something we heard including the process of distinct components of perception and linguistics knowledge which is a stream of sound with what one knows of the phonological, semantic and syntactic potentialities of the languages form.

b. Reading Skill

In different way many experts have defined the meaning of reading. According to Grellet (1985:75) reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to

extract information from a text and to construct new understanding. Guy(1993:89) states that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text.

However, according to Klinger, Vaughn and Boardman (2007:65) reading is a process of constructing meaning that can be achieved through dynamic instruction among the following aspects: the reader's prior knowledge, the information suggested by the text, and the context of the reading situation. It is also supported by McEntire (2003:87) who defines reading as a constructive process which the prior knowledge and experience affects the reader's comprehension of the text. It seems that the prior knowledge and experience are important to get proper understanding of the information in a text.

From those theories above a conclusion has taken that reading is a kind of activity to get meaning and information from a text or symbol which is written form, in process to understanding that texts or symbol the readers' basic knowledge and experience give a lack of influence and different understanding, that's why to categories the readers' ability level is important too.

c. Speaking Skill

According to Widdowson (1996:59) who declares that speaking is a skill, which conventionally referred to "saying". It can be said that speaking has a productive part when a participant in an interaction assumes the active role of speaker. O'malley and Channot (1990:66) state that speaking is an example a complex cognitive skill that can

be differentiated into various hierarchical sub skills. These require controlled processing, while others could be processed automatically.

Thornbury (2005:1) states that speaking is so much a part of daily life that we take it for granted. He also says that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. He adds that speaking represents a real challenge to most language learners.

Brown (1993:1) states that speaking is a productive skill that can be directly empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.

According to Levelt (1995:1), speaking is one of man's most complex skills. It is a skill which is unique to our species. It is the skill by which learners are frequently judged, as successful learners or not. Thus being able to use the language becomes the aim of foreign language teaching.

From those theories above, the main ideas of speaking skill is kind of skill in a language that can use it as the one of aspects in judging the success of learners to mastery the foreign language, the meaning of success in this point, the learners also mastery the complex elements in a language including mastery the vocabulary, grammar structure, good in pronunciation and including coherence and cohesion aspects.

d. Writing Skill

Brown (2003:31) states the definition of a language competence as one of underlying knowledge of system of a language its rules of grammar, its vocabulary, and all the pieces of a language and how those pieces fit together .

Furthermore , Bachman (1990:87) divides the language competence into two parts: organization competence and form correct sentence, understand meaning of sentences and pour theses sentences into a text. Based on this statement, it can be concluded that writing is one part of the competencies.

According to Rivers (1981:294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown (2001:336) also claimed that writing is a thinking process which is planned and given with unlimited number of revisions before its release. Urquhart and McIver (2005:5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.

Based on those theories above it can be states that writing skill is a productive process done through some stages as the steps in writing to be readable, meaningful, and structured in grammatically form.

c. Definition of Listening to English Songs

Listening is different from hearing as Blumental (1963: 186) said that hearing and listening are two different things.

Listening is educated hearing in another word, it is hearing for the purpose. So listening needs more attention related to the mind than hearing. While according to Rivers and Temperly (1978:63), listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood. Furthermore, listening is an active process of construction a message from a stream of sound with what one knows of the phonological, semantic and syntactic potentialities of the languages.

Another definition of listening is given by Brown and Yule that listening is the activity of paying attention to and trying to get the meaning from something we heard (1983:21). From the definition above, it can be conclude that listening is an active process of paying attention to and trying to get the meaning from something we hear which is at present unknown. Song, as Griffiee (1992:3) states are pieces of music that have words. The main parts of songs are music and words, while music itself is related with rhythm. A group of words without music perform can't say as a song. Song are generally performed in a repetitive pattern here is that in a song, there are usually several lines of the song, which are repeated twice, or more what so-called "refrain" when they are performed English songs, therefore, is groups of English words performed in rhythms called music.

From the definition above, we may conclude that singing and listening to English song is the activity of producing English words and music with their voice, which is often contrasted with speech and the activity of paying attention and trying to get the meaning from groups of English words contained in the songs.

d. The usage of song in language learning and language teaching

Songs are not only good for language learners, but also for language teaching learning process, songs offering an interesting techniques in presenting the language focus because it provides enjoyment especially in rising excitement and self-confidence for both learners and teachers. Murphey (1992:3) says listening to English songs offers two main advantages that is, highly memorable and highly motivating especially for young learners. Because students have habit in listening to English songs, students will be easier to understand what they listen. Songs take them to other side of teaching-learning process, but still a material is included. For variety of reason, songs are “stick in the head” or enjoyable and highly memorable. The provide language learning on the focus of :

1. Language teaching

Songs provide a good techniques in teaching, the songs will give more exercise to their listening skill, having much listening activity made the students give more sense of the new word. Because the students are generally very much concerned to make out the words Byrne (1997: 78). Songs contain words that are performed with music, so they will raise students’ excitement and makes them want to catch the words contained in the song.

2. Language learning

Song provide a good mood for students when learning language, learners will be introduced to the component of languages such as grammar, pronunciation, and vocabulary. A large vocabulary can help you communicate clearly and effectively

e. The Criteria of Selecting Songs

The important thing about choosing a song to do with a class is to make sure the lyrics are clear and easy to listen for the students. It can be very frustrating for the students if the words that used in the songs are difficult to be understand and unfamiliar for them. Orlovo (2003:99) says that, while encouraging students to choose the songs for discussion, it needs to ask them to following the criteria bellow:

1. The songs must be the example of a particular musical trend
2. There shouldn't be any form of violence in it.
3. The song should contain a certain artistic image.

In the other hand, Lynch (2008:67) provide three principal song selection criteria, there are as follow:

1. Use song that is popular with the students whenever possible.
2. Song must have clear and understandable lyrics.
3. Song have an appropriate theme.

Based on the explanation above, the chosen songs should be included on that criteria, clear lyrics and enjoyable songs will be more effective to give more new vocabularies.

f. The Indicators of the Intensity Listening to English Songs

The independent of this study is students' intensity of listening to English songs. The indicators of this variable are as follows (jumi'ah,2013:40):

a. Motivation

Motivation can encourage the students to do useful something to get optimal result in learning and good achievement with truly effort. By using song, it can motivate the students to listen intensely to get new vocabularies.

b. Frequency

Frequency is how often the activity will be held in certain time. The students who often listen intensity to English songs, they can improve their vocabulary mastery.

c. Interest

Curiosity is attention, wish of somebody to be active in activity to reach their purpose. They have to complete their psychological and physical need. So they can get benefit from what they want.

d. Activity

Basically activity as a medium in learning, has a best quality in teaching learning process. So, it can gives good influence in learning and improve the students' potentials. The students have to be active with kinds of activities there, because without activity there will be no teaching learning process

2. Reviews on Vocabulary Mastery

a. Definition of Vocabulary

Hornby (2010:1662) defines vocabulary is all the words that a person knows or uses, include the active vocabulary (the words that you use), and the passive vocabulary (the words that you understand but you don't use it). In line with Crystal (1984:87), defines vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if they have enough vocabulary and have a capability of using it accurately. Collier (1994: 23), states that when a student has mastered the

fundamental grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need.

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teachers to help the students in mastering vocabulary. Hatch and Brown (1995:1) define vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use. From those ideas we can say that vocabulary it's the important need for us to learn foreign language.

Vocabulary is one of the language skills that important in learning a language. Mastery of vocabulary becomes the requirement of the successful communication. Schmitt (1997 :140) states knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language it can be stated that in interaction of language the main important point is to understand of the meaning of the words. Grammar knowledge does not absolute in understand the language.

Rivers, as quoted by Zimmerman (in Coody and Hockin, 1997 : 11), states that excessive vocabulary learning early in the course gives students the impression that the most important thing about learning a language is accumulating new words as equivalents for concepts which they can already expressed in groups of words and in combinations of language segments. And that's the meaning of an individual words is usually difficult to determine when it is separated from context of other words and phrases. Schmitt and McCarthy (1997:140) quotes some SLA(second language acquisition)'s researchers statements, no matter how well the students learned grammar, no matter how

successfully the sound of L2 are mastered without words to express a wider range of meanings, communication in a L2 just can't happen in any meaningful way McCarthy (1990: 8).

From the statements above, vocabulary is considered as the most important part in learning a language. It helps students easier to understand the main activities in learning foreign language (in four aspects) such as reading, listening, writing, and speaking. Memorizing and understanding of new words it will make students to realize higher achievement. It is impossible for students to learning language well if they don't have enough knowledge about vocabulary.

b. Vocabulary Elements in Teaching

In her book, Penny UR (1996: 60-62) give some elements that need to be taught in teaching vocabulary which will indicate students' vocabulary mastery. They are:

1) Form: pronunciation and spelling

The learner has to know what word sound like (its pronunciation) and what a word look like (its spelling), these are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In process of teaching and learning, the teacher needs to make sure that both those aspects are accurately presented and learned.

2) Grammar

The grammar of the new item will need to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same times as the teaches the base form. When teaching a new verb, for example, " think" he might also

give its past form “thought” and he might note if it is transitive or intransitive.

3) Collocation

Words and phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. The collocation typical or particular items are another factor that makes a particular item sound ‘right’ or ‘wrong’.

For example; people may have a ‘headache’ or ‘stomachache’, but they may not have a ‘legache’ or ‘throathace’. In addition, commonly people will express ‘spend the time’ or ‘spend the money’ than ‘use the time’ or ‘use the money’.

4) Aspects of meaning

a) Denotation

The meaning of a word is primarily what it refers to in the real world and this is often the sort of definition that is given in dictionary. This is denotation or conceptual meaning.

For example :

- ‘cat’ denotes a kind of animal.

b) Connotation

A less obvious component of an item is connotation. The associations, positive, or negative feelings it evokes, which may or may not be indicated a dictionary concept or definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its’ purely conceptual content.

For example:

- ‘slim’ has favorable connotations while ‘thin’ has unfavorable connotation; so that one could describe something as ‘slim body’ not ‘thin body’.

c) Appropriateness

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse.

For example

- the word weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

d) Synonyms

An item that means the same, McCarthy (1990:40) defines synonym means that two or more words have the same meaning or nearly the same. Synonym refers to groups of words that shares a general sense and so may be interchangeable in a limited number of contexts, but which on closer inspection reveal conceptual differences (Gairns and Redman; 1998: 15). In the other words, synonym refers to a word having the sense or nearly the same meaning as another word.

For example:

'clever', 'smart', 'bright' may serve as synonym of 'intelligent'.

e) Antonyms

The term antonym is used for opposite meaning of word, according to Crystal (1999: 165), antonym can be defined as lexemes which are opposite meaning. It refers to relation of oppositeness meaning

For example :

'big' is an antonym of 'small'.

f) Hyponyms

Crystal (1999: 165) said that hyponym is less familiar term to most people than either synonym or antonym, but it refers to a much more important sense relation of inclusion. Items that serve as specific.

For example ; 'dog', 'lion', 'horse', are hyponym of 'animal'.

g) Compounding

Compounding is the formation of words which is can independently in other circumstances.

For example :

- Table tennis
- Time-consuming
- To sightsee

h) conversation

conversation is the process by which an item may be used in different part of speech, yet does not change its form

for example :

- we've just had a lovely *swim*
- I can't *swim* very well
- He works in the *export* company
- We are *exporting* snails to France

i) Translation

Words or expression in the learners' mother tongue that are (more or less) equivalent in meaning to be item being taught; for example:

- 'fruits' in Indonesian has equivalent meaning 'buah-buahan'.

5) Word formation

Word formation or the arrangement of words put together is another aspects of useful information in teaching perhaps mainly for advance learners. Teacher may wish to teach the common prefixes and suffixes; for example; if learners know meaning of sub-, un-, and -able, this will help them guess the meaning of words like 'substandard', 'ungrateful', and 'untranslatable'.

When those factors are fulfilled, it can be said that someone has achieved vocabulary mastery. In other words, it can be said that if students have sufficient vocabularies than the other aspects of language, a foreign language would be easier to be learnt.

Considering the theories above, it can concluded that vocabulary mastery is students' knowledge/ understanding concerning with words, that deals with the form and meaning of words in a language.

c. Type of vocabulary mastery

Haycraft (1986:44) distinguishes the kinds of vocabulary mastery in to two parts. They are :

- 1) Active vocabulary : the words which students can understand, pronounce correctly, and uses constructively in speaking and writing. Harmer (1991 : 159) adds that active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to able to use. Active vocabulary is productive learning referring to speaking and writing.
- 2) Passive vocabulary : words which the students recognize and understand when they occur in context, but which learner

himself cannot produce correctly, Harmer (1991 : 159) also adds that passive vocabulary refers to words which the students will recognize when they meet them but they will probably not be able to produce. Passive vocabulary is receptive learning referring to reading and listening.

The learners are hoped to have vocabularies to master the English language. As we know that in English, there are four skills. They are speaking, reading, listening, and writing. Several people say that if some one has a good vocabulary acquisition, they will finish the reading or listening comprehension exercise done well. And they will able to write everything that they want. On the other hand, some one which is doubt in vocabulary acquisition they will have less ability in speaking. They will get difficulties when they do tasks in reading and listening comprehensions.

d. The indicator of Vocabulary Mastery

Vocabulary is recognized from group of letters that stand for or represent builds a word: this word has meaning. Another states combining a letter into a word, it will build a new vocabulary. According to Crystal, (1999:206) there are some indicators of vocabulary mastery :

a) Noun (noun phrase)

Noun is a word (group of words) that is the name of person, a place, a thing or a quality or ideas, noun can be used as subject or object of a verb.

The example of word:

- Devon
- Elanor
- Book
- Sense
- Walking

- Stick
- Town hall

The example of sentence:

- She loves Devon
- Elanor will leave tomorrow
- This book was recommended by Susan
- We have five senses
- My grand father uses a walking stick
- Meet me at the town hall

b) Pronoun

Pronoun is a word that is used in place of a noun or a noun phrase.

The example of word :

- Her
- His
- Him
- Them
- Our
- Mine
- Your

The example of sentence :

- Liam's wife love him too much
- His name is Muhammad fariz aminnudin
- Look at him
- This country will be our

c) Adjective

Adjective is a word that gives more information about a noun or pronoun.

The example of word :

- Kind
- Cruel
- Cold
- Warm
- Hurt
- Sad
- Happy
- Big
- Small
- Beautiful

The example of sentence :

- She looks happy today
- My uncle is a kind man
- This is a beautiful rose flower

d) Verb

Verb is a word (or a group of words) which used in describing an action, experience, or state.

The example of word :

- Write
- Read
- Listen
- Speak

The example of sentence :

- She reads novel
- I'm writing a thesis
- He's listening a pop music
- She speaks loudly

e) Adverb

Adverb is a word or group of words that describes or add to the meaning of a verb, adjective, or another.

The example of word :

- Sensibly
- Carefully
- At home

The example of sentence :

- Please walk sensibly
- He walks a cross the street carefully
- I like watching TV at home

f) Preposition

Preposition is a word or group of words which is used to show the way in which other words are connected.

The example of word :

- On
- In
- Under
- Behind
- Beside
- At
- Of

The example of sentence :

- You let the glass in the edge of the window
- Put that photograph on the wall
- He sleeps under the tree
- Put the eggs in to the pan
- The cake was already in the desk

g) Determiner

Determiner is a word or group of words which is placed before the noun to give a limitation meaning that noun.

The example of word :

- The
- A
- An
- My, your, etc.
- This, that
- Some, many

The example of sentence :

- The sun is rising
- She is eating a piece of cake
- She brings an apple
- He is looking for a job in Bali
- All your books are on the table

h) Conjunction

A word or group of words which is used to connects sentences, phrases, or clauses.

The example of word :

- And
- So
- But
- Or
- Nor
- Yet
- For
- Not only

- Neither
- Just as

The example of sentence

- I bought a piece of chocolate and cake
- Take a left or right side?
- My brother was sick, so I went to the hospital to see him
- Not only shoes that he bought but also a hat, T-shirt and jeans pant

3. Reviews on English Achievement

a. The Definition of English Achievement

Achievement is the result of the students during the process of teaching and learning activities, it is done to determine how much students master the learning material. This is done when the material or the learning process is completed. Achievement is also a successful method of teaching teachers how to deliver the material. If the results obtained are good students, it can be said that the learning process is done successfully. Generally, students will strive to get the maximum results in learning English. They assume that English is very important, because the British were tested in the test and used globally throughout the world.

Evans (2007:24) defines that achievement is defined by student ability in computations and solving problem, which can normally be measured by written tests. In standard for test construction APA (1999) achievement is viewed basically as the competence a person have in an area of content. This competence is the result of many intellectual and nonintellectual of individual. Achievement is a thing which is done by successfully with effort, skill or courage.

While Brown (2004: 47) states that the achievement test is related directly to classroom lessons, units, or even a total curriculum. Winkel (2005: 532) says, the achievement is a result that is achieved by students who have learning process in school and effort roommates can make-change of knowledge, attitude, and behavior. Result of the changes is shown in the score.

According to Cizek (1997: 4) academic achievement is defined as knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both. In addition, Nurhidayah (2008) also states that academic achievement is the students' result that has been achieved after following certain subject at school. Furthermore, Cizek takes the definition of achievement from the Dictionary of Education which is defined as Accomplishment or proficiency of performance in a given skill or body of knowledge, and progress in school (Cizek, 1997: 4).

From the explanations above it can be say that learning result in behavior change and competence. In learning English, the students have an achievement in English subject after they have studied English. The change of behavior is the student competence in English. The students get the English competence from the teaching learning process. The English achievement is measured by evaluation. So, the result of the English learning process is shown by scores. In other word English achievement is the result of studying English.

b. The Manifestation of English Achievement

Teaching learning process produces the result of study or achievement of study. To know the achievement of study, the teacher gives a test to the students. To measure the English achievement, the teacher classified students' achievement into four levels. They are special/ maximum, very good/ optimum, good/minimum and less.

- 1) Special/maximum refers to students' ability in receiving all of the material. They answered all of the questions correctly when they got 100 percent correct. The score is 10 or 100.
- 2) Very good/optimum refers to the students' ability in receiving almost all of the material. They answered about 70% till 99% all of the questions in a test. The score that might they got was 8 to 9 or 80 to 90.
- 3) Good/minimum is refers to the students' ability in receiving only 60% to 70% of the material. They got score from 6 to 7 or 60 to 70.
- 4) Less refers to students' ability in receiving below 60% from the material. The score is below 6 or 60.

c. The indicators of English Achievement.

Learning a language is learning to use the language to communicate. It needs the language skills and the elements of language. The researcher will describe two elements of English achievements. They are language skills and language elements.

- 1) Language skills
 - a) Listening

Listening is the process of understanding speech in a second or foreign language. Similar processes are referred in psycholinguistics as speech recognition or speech perception. The study of listening comprehension process is second language learning. Focus on the role of individual linguistics units as well as the role of the listeners' expectation, the situation and context, background and the topic. It therefore includes both top down processing and bottom up processing, with the traditional approaches to language teaching tended to under emphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening building

up language competence and suggest that more attention should be paid teaching listening in the initial stages of second or foreign language learning (Richards (1974).

b) Speaking

Speaking is the communication of ideas to listeners to add to their knowledge or influence their behavior. The public speakers' tasks are to communicate fact and opinions in a interesting and orderly it to persuading them to action. In either case the art of speaking is creative requiring a careful appraised of available resources are the speaking situation, what the speaker has to say and alternative ways of saying it, and the speaker himself. (encyclopedia international, new York 1994).

Speaking skill is developed from the first contact with his language. From all of the four skills, speaking is one of the most important.

c) Reading

Reading perceives a written text in order to understand it's contents. This can be done silently (voiceless). The understanding that result is called reading comprehension. Reading is also saying written text aloud (oral reading). This can be done or without understanding of the contents. And reading education is the ability to read enables person to satisfy both persona and function needs and to participate fully in contemporary society. It is basic skill necessary for success in other of study and it can lead a lifetime pursuit of learning, critical thinking, and enjoyment (Richard, 1974).

d) Writing

Writing is the communication of ideas by means of convectional symbols that are trashed, incised, drawn or otherwise formed on the surface of some materials. The

materials are ; stones, metal, bamboo, papyrus, parchment or paper. Only human communicates by means of writing. Writing gives performances to human's knowledge and enables them to communicate over great distances. Hence, it is a necessary condition of civilization would be impossible without the art of writing (Encyclopedia American, Groiler, 1994).

2) Language Elements

Learning English is not only learning the language skills, but also learn the language elements. There are many kinds of language elements but the researcher will be focused on two parts of language elements. They are grammar and vocabulary.

a) Grammar

There are many ways in defining the grammar's mean. One of approach sees grammar as a set of rule which specify all the possible grammatical structures of the language. Another approach sees grammar is a system of communication and analyzes to discover how it is organized to follow speakers and writers to make exchange meanings. The focus of grammatical and ungrammatical is usually on the appropriateness of a form for a particular communication in a particular context. The primary concern is with the functions of structures and their constituents and with their meanings in context.

In teaching language, grammatical competence is a part of communicative competence. Teaching grammar has come to be seen as at best a minor part of the development of communicative competence. In order to communicate, it needs (1) represent what it is he/she want to talk about and to locate it in time, which means selecting appropriate process types, participants, circumstances, and tenses, (2)

make the content interpersonally relevant and appropriate. Which means selecting appropriate moods, modalities, and polarities, and (3) make the whole message relevant to what has been said previously and to the situational context, which means selecting appropriate thematic, organization and appropriate reference. (J.C Richards, 1996).

b) Vocabulary

In foreign language teaching, vocabulary has for a long time been neglected. Priority of place has been given to structures or latterly functions. The teacher still needs to be aware of the methodologies available for introducing and consolidating new lexical items. Vocabularies have a special importance for the learners.

d. The Factors that Influence of Achievements

Basically, the learning process cannot be separated from the factors that influence. Such factors can come from inside and outside students. Arikunto (1990: 20) says that: "The factors that influence learning achievement can be divided into two types items, namely the source of a study in human, the which is Referred to as internal factors and external factors". The internal factors are factors that exist within ourselves as interest, readiness, motivation, effort, passion, and perception. The external factors Appear roommates from outside like the system, environment, facilities, and atmosphere in educational activities (Syaodih, 2002: 1).

The factors that can influence the achievement can be explained as follows (Syaiful Bahri, 2010: 176):

a) External Factors

(1) Environment factor

Environment can be nature and social. Nature environment is like air, temperature, and humidity. Study in the fresh air will get better result than in the hot and stuffy

air. Social environment is relationship between a person and his or her family, also a person and the society.

(2) Instrumental factor

Instrumental factor is factor that is existence and usage have been planned, it is appropriate to the study result that be hoped. It is such as building, facility, and class or school administration. Factors that are hoped can bring to the better result.

b) Internal factors

(1) Physiology factor

Physiology condition generally, such as body health will influences to the achievement. The healthy and fresh body will receive information easily from the teacher. It is different from the student whose body is not healthy, so his or her achievement will be less.

(2) Psychology factor

Actually everyone has different psychology condition. The difference can influence the achievement. Psychology factors that be considered influence the achievement are talent, interest, intelligence, motivation, cognitive ability.

From the explanation above, it is known that are many factors that influence achievement. It can be from internal and external factors that can give effect each others.

B. Previous Related Study

There are some previous studies which were followed by the researcher to be consideration : Firstly, the previous study takes from journal of English education study program of Sebelas Maret University of Surakarta. This journal is entitled : A Correlational Study Between Habit In Listening To English Songs, Vocabulary Mastery, And Listening Skill it was made by Zara Firsty Mutia, Abdul Asib , And A. Dahlan Rais

(2014) from department of English education, FKIP branch, Sebelas Maret University of Surakarta the similarities with this thesis the data are collected by using test and questionnaire. The test are used to collect vocabulary mastery data and listening skill. while the questionnaire is used to collect the data of habit in listening to English songs. This research uses the same technique of collecting data, test and questionnaire technique, but in this research we also discuss about students' English achievement, the researcher needs one more technique to collecting data that is students' score in English subject, there are three technique of collecting data which is used by the researcher ; test for vocabulary mastery data, questionnaire for students' intensity to listening English songs and document for students; English achievement data .

Secondly, the researcher takes from thesis with title : a correlational study between vocabulary mastery, habit of listening to English song and speaking skill of the eleventh grade students of SMA N I Nogosari by Sarining Setyo Mubarak (2016) from department of English education, FITK branch of IAIN Surakarta, the technique of collecting data which is used by the researcher is questionnaire and test, the questionnaire technique used to collecting data of students' habit of listening to English songs, then test technique used for collecting vocabulary mastery and speaking skill data, the researcher only use two kind of collecting data ; questionnaire and test. This research have a purpose to show the significant positive correlation between students' habit of listening to English songs, vocabulary mastery and speaking skill, finally this research found listening to English songs can give a contribution to improve students' speaking skill and vocabulary mastery about 84.2% it's mean there is a positive correlation between students' habit in listening to English songs, vocabulary mastery and speaking skill.

Thirdly, the researcher takes thesis with title : a correlational study between watching English video song habit and vocabulary mastery at the eighth grade of SMP N 3 Sawit by Hermawan Susilo (2014) from department of English education, FITK branch of IAIN Surakarta, this

research us two kind of collecting data (questionnaire and test), the questionnaire technique use for collecting data students' habit of watching English video and the test technique use for collecting data students' vocabulary mastery finally in this research findings there is a positive correlation between the variables, it's about 35.54% students' vocabulary mastery influenced by students' habit of watching English video.

C. Rationale

In this study the researcher focus on the correlation students' intensity of listening to English songs, vocabulary mastery and students' English achievement, the question "is that right if intensity of listening English songs have a strength correlation with students' English achievement?". Firstly we are going to discuss about students' interest in English subject, when the researcher did the observations, find some facts about the problem that is faced by the students, first a bore method in process of teaching learning, second there is no variation way in explaining materials, which is made the students feeling hard to follow the teaching learning process. In this study the researchers tries to give an alternative fun way which is hoped to make students feel more interesting in English subject. Music can make the students more enjoy to learn about English subject, in several researches there are advantage proves about music which is made students' mood to be more friendly to English subject, researchers from Aarhus university in Denmark and Centre for interdisciplinary music research at university of Jyvaskyla, Aalto university in Finland, analyzing the brain's activity of someone when listening to music with fun, sad or frighten rhyme. The researchers focus on the signs of depression, curious and dislocation of neural system. The findings of that research conclude if every kind of music able to make our feelings getting better and help us to expressing our feelings to someone else, then music gives serenity effects based on the researchers in Australia's university of Queensland believes some one who get anger is

suggest to listening a music with soft rhyme, it can make the hearer feeling calm and peace, it will help students easier to mastery the vocabulary.

Then the other important point is mastery the vocabulary, students which have a lot of vocabularies it will help students in arranging sentences, speak more clearly and easier to listen a speech also clear to read text or books, that's why the students need to mastery the vocabulary then the students able to get higher achievement in English subject.

Based on the facts above, it can be said that intensity of listening English songs, vocabulary mastery and students' English achievement, there is a positive correlation which the researcher try to prove that correlation.

D. Hypothesis

Based on the theory above, the researcher make the hypothesis as follows :

1. There is a positive significant correlation between students' intensity of listening English songs and English achievement.
2. There is a positive significant correlation between vocabulary mastery and English achievement.
3. There is a significant correlation between students' intensity of listening to English songs and vocabulary mastery towards students' English achievement.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design played an important role in a research because the quality of research greatly depended on the design. In this research, the researcher uses a quantitative research and correlation method to analyze the correlation between students' intensity in listening to English songs, students' vocabulary mastery and students' English achievement. Quantitative research is the analysis of using quantitative analysis tools, the analysis tool that uses models, such as mathematical models, statistical models, and econometrics (Misbahuddin and Hasan, 2013: 33). Whereas, this study using a correlation method. A correlation is a relationship and mutually reciprocal relations or relations (Mudir, 2013: 108). Correlation in the science of statistics is the relationship between two variables (bivariate correlation) and relationships among more than two variables (multivariate correlation). Correlation or relationship is to be shaped symmetrical relationship, causality (causal), or an interactive relationship (mutual influence). According to Nunan (1992: 39) states that in correlation study, there are three possible results. They are positive correlation, negative correlation, and no correlation. The correlation coefficient is a measure of correlation would result in a score of +1.00 from -1.00 to +1.00. Perfect positive correlation would result in +1. For detail information, can be explained as follows:

1. Positive correlation

It means that the increasing or decreasing of a variable will be followed at the same time. A correlation coefficient close to ± 1.00 . It indicates a strong positive correlation.

2. Negative correlation

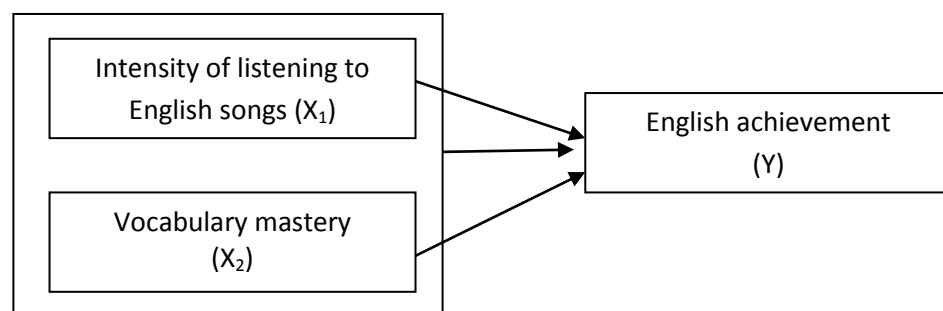
It means that as the amount of one variables increase and the other decrease. A correlation coefficient close to -1.00. It indicates a strong negative correlation.

3. No correlation

It indicates that there is no relationship among the variables. A correlation coefficient of 0 indicates no correlation.

In this research, the researcher will examine the relationship between three variables; two independent variables (X_1 =intensity of listening to English songs and X_2 =Students' vocabulary mastery) and one dependent variable (Y =English achievement).

Figure. 3.1 The correlation between three variables can be seen below:



B. Research Setting

1. Place of Research

The researcher will conduct the research at SMA N 1 Nogosari in the academic year of 2016/2017. This school located on Glonggong, Nogosari, Boyolali. Jl. Nogosari-simo Km. 01 nogosari

2. Time of Research

This research will be carried out at the eleventh grade students of SMA N 1 Nogosari in the academic year of 2016/2017 on the second semester.

Table.3.1 The Research Schedule

No	Activity	April				May				June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre-research																				
2.	Writing a proposal chapter I, II, III and																				

randomly from the six classes of the second grade students of SMA N 1 Nogosari in Academic year of 2017/2018.

3. Sampling

According to Fraenkel and Wallen (2000: 670), sampling is the process of selecting a number of individuals from a population. There were two class categories in six classes in the population. In this research, the researcher used cluster random sampling to get the sample. Cluster random sampling is a way of selecting sampling randomly based on the existing group.

Cluster sampling / cluster random sampling is the selection of groups individuals, called clusters, rather than single individuals. All individuals in a cluster are included in the sample; the clusters are preferably selected randomly from the larger population of clusters Fraenkel and Wallen (2008: 94-95).

First, the researcher took one categories among the 2 class categories randomly. The step of selecting the class categories are follows:

- a) Make a list of all second grade classes into 2 categories (Science, and Social).
- b) Give each class categories a code.
- c) Writing down each code of the class categories on a piece of paper.
- d) Take one roll of paper randomly. The taken roll will be the class category for the sample.

After determining the classes of the sample, the researcher randomly took 1 class as the sample. The steps of choosing the sample as follows:

- a) Listing the code of the class
- b) Writing down each code of the class on piece of paper
- c) Putting the rolled papers into container
- d) Shaking the container well of several times
- e) Taking of the papers

D. Technique of Collecting The Data

1. The Instrument of Collecting Data

The researcher will use test, questionnaire, and document as the technique to collect the data for this research. The questionnaire is used to collect the data of students' intensity of listening to English songs and the test is use for students' vocabulary mastery, while the document that used to collect the data of students' English achievement as follows :

a) Questionnaire

Arikunto (2006: 151) defined that questionnaire is a number of the researcher question which was used to get information from respondent about their personality of something that they know. The researcher used questionnaire to know about kind of songs which is heard by the students, how long in a day they listen English songs, how much they interest with that song, etc. In this research, finally after the researcher knows about their habit in listening song we can measure the strength of influence of listening to English to students' vocabulary mastery and students' English achievement.

The type of the questionnaire is divided in to two types of questionnaire (open and closed-type questionnaire). It means that open questionnaire is that enables the respondent to answer the questions freely according to his interpretation and opinion. The second type is closed questionnaire, it means that enable the respondent not given any probability to give long answer in his way of explanation, because the researcher has determined the answer of the question and the respondent only has to choose the available options. So, the type of questionnaire that is used by the researcher is closed questionnaire type.

To get the information from the students directly without any assistant. The items in the questionnaire were followed by the answer. Then, the students had to answer the question given by gave checklist in answer column.

The scoring of the questionnaire in this research based on the Likert Scale Type. In determining the students' scores, at first the

researcher determined the item score of each statement in questionnaire. The questionnaire of students' intensity of listening to English songs consist of 40 items and each item has five options with the scale of scoring from 1 to 5. The students will be required to choose one of them based on what the students actually experienced and the content of questionnaire is as follows:

Table. 3. 2

The content of questionnaire test

Indicators	Number of questions	Sum of item
Motivation	1,2,3,4,5,6,7,8,9,10	10
Frequency	11,12,13,14,15,16,17,18,19,20	10
Interest	21,22,23,24,25,26,27,28,29,30,	10
Activity	31,32,33,34,35,36,37,38,39,40	10

b) Test

Test is an examination of a person's knowledge or ability (oxford, 2004:446). Test was done to measure students' vocabulary mastery. In this research, the writer uses questions asked in vocabulary understanding including part of speech, synonym/antonym, active and passive voice, that is include in 40 multiple choice items. The reason to choose type of multiple choice test because it was easier for the researcher related with computing difficulty and discriminating and it would not make the examiner have different interpretation of the students' test paper because there was only one correct answer. The content of vocabulary test is as follows:

Table. 3.3

The content of vocabulary mastery test

Indicators	Number of questions	Sum of item
Part of speech	1,2,3,4,5,6,7,8,9,10	10
Synonym/antonym	11,12,13,14,15,16,17,18, 19,20,21,22,23,24,25	15

Word formation	26,27,28,29,30,31,32,33, 34,35,36,37,38,39,40	15
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c) Document

Sugiyono (2013: 329) states that, document is the transcript of past event. It can be transcript, images, books, etc. In other world it can be defines that documentation is a printed out data to get materials. Documentation provides the data to researcher to support the available data of students' English achievement.

In collecting the data of English achievement on this research by using document, the researcher will take the score from students' book resulted report from English second semester examination.

2. Validity of The Instrument using expert judgment.

a) Scoring the questionnaire

At the first time, the writer will analyze data from questionnaire to find out inputs of the students, the questionnaire is in Indonesian language. The students have to answer by choosing five responses, there are *strongly agree* has 5 points, *agree* has 4 points, *doubtful* has 3 points, *disagree* has 2 points and *strongly disagree* has 1 point.

The data analysis started by summing up the item credits score of the questionnaire, which had been answered by the respondents. Their individual total scores were graded into three categories:

Very high	:85-100
High	:70-85
Fair	:55-70
Low	:40-55
Very low	:25-40

b) Scoring the students' vocabulary mastery test

Excellent	:80-100
Good	:66-79
Fair	:56-65

Poor :40-55

Fail :30-39

c) The validity of the instrument

Validity is an instrument that used to measure the level of validity of instrument (Sugiyono, 2013: 172). There two kinds of validity testing the first is external validity and the second one is internal validity(Suharsimi, 2006: 168) . External validity is an instrument testing to find whether dependent an independent variable have an equal result for example, the researcher try to find the correlation between students' vocabulary mastery and students' English achievement, the first step the researcher have to give the test of vocabulary mastery to the students, after the researcher got the data, the next step is the researcher have to compare between a summative test from the students for example using annual report book, the result of the annual book report have to be the main foundation to see the differences between result of vocabulary mastery and the annual book report, if the differences not very shocking it can be said the data is valid for example, the student A got 80 in vocabulary mastery test, and got 81 in the annual book report so, it can be said that the data is valid. After the researcher got all of the data the next step is try to discuss the data by expert usually we can call it as expert judgment using an expert to make a validation data by their opinions and experiences, finally the expert can said the data is valid or not.

The second data validity technique is internal validity, internal validity can be reached if there is a match between parts of the instrument in the whole of the instrument (Suharsimi, 2006. 170). In other words an instrument can be said that have an internal validity if every parts of the instrument supporting the “*mission*” whole instrument , it is to reveal the data from the variable that have to be chosen. The researcher will use the external validity which is the data will be corrected by the expert and then using *Pearson Product Moment* formula to find the significance of the correlation between the variables, the formula as follows:

Figure. 3.2

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

Where:

r_{xy} = the coefficient of the correlation between variable x and y

X = the sum of the scores of each item

Y = the sum of the scores of each student

N = the number of the students

d) The Reliability of the Instrument

Reliability of instrument indicates the stability of the questionnaire score when it is used. To measure the reliability of students' intensity to listening English songs and students' vocabulary mastery towards English achievement, the researcher will use pearson product moment formula, as follow:

Figure. 3.3

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

Where:

r_{xy} = the coefficient of the correlation between variable x and y

X = the sum of the scores of each item

Y = the sum of the scores of each student

N = the number of the students

E. Technique of Analyzing The Data

After collecting the data, the next is to analyze them to know whether there is a positive correlation between students' intensity of listening to English songs (X_1) and English achievement (Y), students' vocabulary mastery (X_2) and English achievement (Y), and students' intensity of listening to English songs (X_1), students' vocabulary mastery (X_2) simultaneously and English achievement (Y). Analyzing the data is conducted through the following steps:

1. Data Description

a) Mean

Mean is an explanation technique group based on the average score of the group. Mean is obtained by using the formula:

Figure. 3.4

$$\text{Me} = \frac{\sum x}{n}$$

Where:

Me = Mean (average)

$\sum x$ = the total of the value

n = the total of the individuals.

b) Median

This analysis is used to describe the variable data research on how much the middle score of the study variables. The median score is obtained by using the following formula:

Figure. 3.5

$$\text{Md} : b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

Where:

Md = median

- b = lower limit
 n = respondents
 F = the total frequency
 f = median frequency

c) Mode

This analysis is used to describe the variable data research on how much score than often emerges from the research variables. The modus score is obtained by using the following formula:

Figure. 3. 6

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

Where:

- Mo = mode
 b = the limit of interval class with the highest frequency
 p = Interval class length with the highest frequency
 b₁ = Frequency on modus class subtracted the highest interval class previously
 b₂ = Frequency on modus class subtracted the highest interval class thereafter

d) 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.

Figure 3. 7

$$R: X_t - X_r$$

Where:

- R = range

X_t = the highest value

X_r = the lowest value

e) Standard deviation

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

Figure 3. 8

$$Sd : \sqrt{\frac{1}{n-1} \left\{ \sum f_1 (x_1)^2 - \frac{(\sum f_1 X_1)^2}{n} \right\}}$$

Where:

Sd = Standard deviation

n = total of sample

2. Prerequisite Test

Before the researcher done the test of hypothesis, the early step is pre-requirement analysis.

a) Normality testing

Normality testing aimed to know whether the variable data research distribution is normal or not. In this research, normality test is analyzed by using *Kolmogorov- Smirnov (KS-Z)* by SPSS. The decision is about the normal or not in the data distribution by comparing the significance score. With the standard significant (α): 0.05. Accepting or rejecting based on: (1) if significance value is lower than 0.05; it means that the data are not in normal distribution (2) if significance value is higher than 0.05; it means the data are in normal distribution.

b) Linearity testing

Linearity testing aimed to know whether the three variables, there are two independent variables and one dependent variable shows the linear relationship or not. Meanwhile, to find out the linearity of regression, the researcher computes the data by

using Microsoft excel 2013. The linearity be known by using Anova (*Test for Linearity*) on the significance value = 0.05. Two variables considered linear if p-value > 0.05.is

3. Hypothesis Testing

a. The test of the first and second Hypothesis

The tests of the first and second hypotheses are used to know the correlation between students' intensity of listening to English songs and English achievement and the correlation between students' vocabulary mastery and English achievement. The test used is as follow:

1) Simple correlation

The simple correlation will be use product moment correlation through microsoft excel for windows to test the hypothesis correlation between two variables if the data of those two variables in the interval or ratio form and the source of the data are same (Sugiyono, 2007: 228). The formula of product moment correlation (Pearson) is as follow:

figure 3.9

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

Where:

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

X = the independent variable

Y = the independent variable

(Hasan, 2004:61)

The criterion of this test is if coefficient correlation is positive so the correlation is positive, if coefficient correlation is negative so the correlation is negative and if coefficient correlation = 0, it means there is no correlation between the variables.

2) The significance of the simple correlation coefficient

The significance of the simple correlation coefficient is if the significance of coefficient correlation is lower than significant level $\alpha=0.05$, so the correlation is significant

b. The test of the third Hypothesis

The test of the third hypothesis is used to know the correlation between students' intensity of listening to English songs and students' vocabulary mastery toward English achievement. The test will be uses as follow:

1) Multiple correlation

According to Sugiyono (2007: 232) multiple correlations is a number that shows the direction and the strength or the relationship between two or more independent variables simultaneously with one dependent variable. The formula used in multiple correlations is as follow:

Figure 3.10

$$R_{y.x_1x_2} = \sqrt{\frac{r_{yx_1}^2 + r_{yx_2}^2 - 2r_{yx_1}r_{yx_2}r_{x_1x_2}}{1 - r_{x_1x_2}^2}}$$

Where:

$R_{y.x_1x_2}$ = correlation between variable X_1 and X_2 simultaneously with Y

r_{yx_1} = product moment correlation between X_1 and Y

r_{yx_2} = product moment correlation between X_2 and Y

$r_{x_1x_2}$ = product moment correlation between X_1 and X_2

(Sugiyono, 2007: 233)

2) The significance of the multiple correlation coefficient

The significance of the multiple correlation coefficients is if the coefficient of significance F_{change} is lower than the level of significance $\alpha=0.05$, so the correlation is significant.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Description of the Data

The research description is based on the score from questionnaire to know the students' intensity to listening English songs and students' vocabulary mastery. Then, the students' achievement report or often called as raport is used to know the students English achievement at the second grade students of SMA N 1 Nogosari. It is presented in the form of mean, median, mode, standard deviation, the highest and the lowest score which is completed with the variable description in the form of histogram. The computation of mean, median, mode, etc. The researcher used Microsoft excel 2013 for windows 8 and the result is as follow.

a. The data of students' intensity to listening English songs

The data of students' intensity to listening English songs is collected from questionnaire. The questionnaire consist of 40 items which are valid by using expert judgment. The respondents who did the test are 80 students at the second grade students of SMA N 1 Nogosari as the sample of the research. From the result of students' intensity to listening English songs questionnaire, it is known that highest score is 85 and the lowest score is 50. Then, the range is 5. The sum of scorecard is 5624,5 and the mean is 70,3.

The data of students' intensity to listening English songs can be seen in the table below.

Table. 4.1 The data of students' intensity to listening English songs

No	Classification	Result
1	The highest score	85
2	The lowest score	50
3	Score range	$85-50= 35$
4	Class number	$1+(3.3) \log N = 1+(3.3)$ $\log 80 = 1+ (3.3) (1.90)$ $=7.27= 7(\text{rounded})$
5	The length of the interval	$85-50 = 35: 7.27 = 4.814$ $=5 (\text{rounded})$

It can be concluded that the ability of the students in answering questionnaire of students' intensity to listening English songs at the second grade students of SMA N 1 Nogosari is various. The frequency distribution of the scores can be seen on the following table:

Table 4.2 The Frequency Distribution of students' intensity to listening English songs Score (X_1)

Interval score	Mid point	F	%	cumulative
50-54	52	2	2.5	2.5
55-59	57	1	1.25	3.75
60-64	62	10	12.5	16.25
65-69	67	11	13.75	30
70-74	72	25	31.25	61.25
75-79	77	22	27.5	88.75

80-84	82	6	7.5	96.25
85-89	87	3	3.75	100
		80	100	

The table above explains about the frequency distribution of students' intensity to listening English songs score. Based on the table above, there is one student who got score 50-54 and the percentage is 2,5 %. There is a student who got score 55-59 and the percentage is 1,25%. There are ten students who got score 60-64 and the percentage is 12,5%. There are eleven students who got score 65-69 and the percentage is 13,75 %. There are twenty five students who got score 70-74 and the percentage is 31.25 %. There are twenty two students who got score 75-79 and the percentage is 27,5 %. There are six students who got score 80-84 and the percentage is 7.5 %. There are three students who got score 85-89 and the percentage is 3.75%.

Therefore, the researcher can take conclusion that the score of students' intensity to listening English songs questionnaire at the second grade students of SMA N 1 Nogosari is various. Then, the frequency distribution of the students' intensity to listening English songs data can be seen on the following histogram.

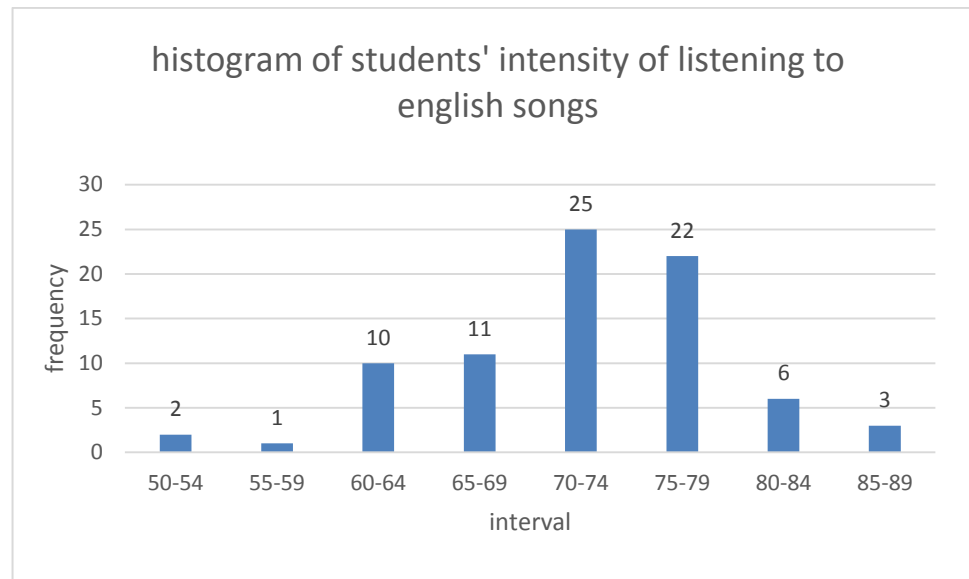


Figure 4.1 Histogram of Students' intensity to listening English songs (X_1)

b. The data of Students vocabulary mastery (X_2)

The data of students' vocabulary mastery are collected from a test. The test consists of 40 items which are valid. The respondents who did the test are 80 students at the second grade students of SMA N 1 Nogosari as the sample of the research. From the result of students' vocabulary mastery test, it is known that the highest score is 80 and the lowest score is 52,5, the range is 4. The sum is 5647,5 and the mean is 70,6. The median is 71, the mode is 70, and the standard deviation is 9,27. The data can be seen on the table bellow:

Table. 4.3 the data of students' vocabulary mastery test

No	Classification	Result
1	The highest score	80
2	The lowest score	52.5

3	Score range	$80-52.5= 27.5$
4	Class number	$1+(3.3) \log N = 1+(3.3)$ $\log 80 = 1+ (3.3) (1.90)$ $=7.27= 7(\text{rounded})$
5	The length of the interval	$80-52.5=27.5 : 7.27 =3.82$ $= 4 (\text{rounded})$

The frequency distribution of the scores can be seen on the following table:

Table 4.4 The Frequency Distribution of Students' vocabulary mastery (X_2)

Interval score	Mid point	f	%	cumulative
52,5-55,5	54	3	3,75	3,75
56,5-59,5	58	3	3,75	7,5
60,5-63,5	62	4	5	12,5
64,5-67,5	66	11	13,75	26,25
68,5-71,5	70	25	31,25	57,5
72,5-75,5	74	24	30	87,5
76,5-79,5	78	0	0	87,5
80,5-83,5	82	10	12,5	100
		80	100	

The table above explains about the frequency distribution students' vocabulary mastery score. Based on the table above, there are three students who got score 52,5-55,5 and the percentage is 3.75 %. There are three students who got score 56,5-59,5 and the percentage is 3,75 %. There are four students who got score 60,5-63,5 and the percentage is 5 %. There are eleven students who got score 64,5-67,5 and the percentage is 13.75 %. There are twenty

five students who got score 68,5-71,5 and the percentage is 31,25%. There are twenty four students who got score 72,5-75,5 and the percentage is 30%. There is no student who got score 76,5-79,5 and the percentage is 0%. There are ten students who got score 80,5-83,5 and the percentage is 12,5% . Then, the frequency distribution of the students' vocabulary mastery data can be seen on the following histogram :

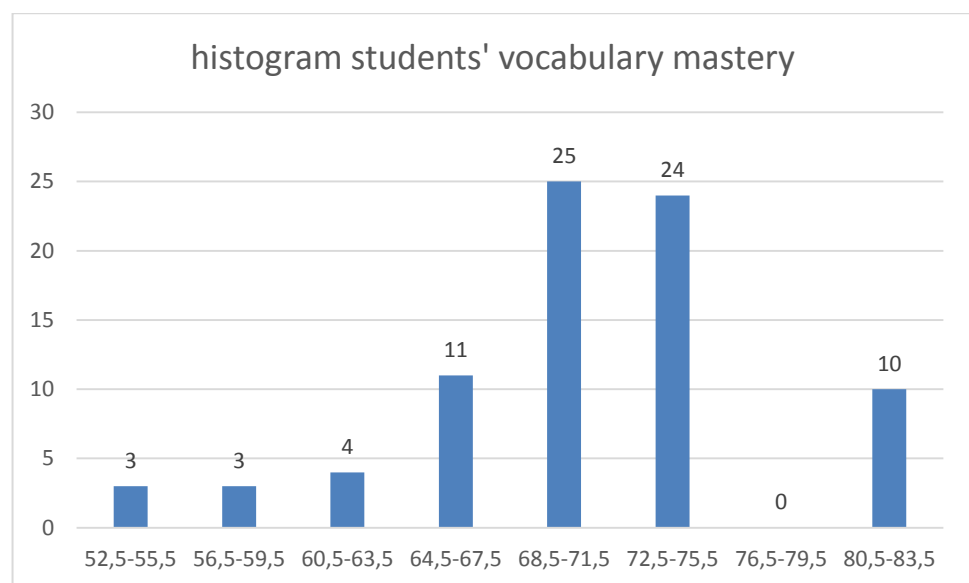


Figure 4.2 Histogram of Students' vocabulary mastery

c. The Data of English Achievement

The data of English achievement score are collected from a students' book report. The data is taken from 80 students at the second grade students of SMA N 1 Nogosari as the sample of the research. From the result of students' book report, it is known that the highest score is 84 and the lowest score is 74, the range is 2. The sum is 6120 and the mean is 76,5 . The median is 73,42, the

mode is 75, and the standard deviation is 2,3. the data can be seen in the table below.

Table. 4.5 the data of students' english achievement

No	Classification	Result
1	The highest score	84
2	The lowest score	74
3	Score range	$84-74= 10$
4	Class number	$1+(3.3) \log N = 1+(3.3)$ $\log 80 = 1+ (3.3) (1.90)$ $=7.27= 7(\text{rounded})$
5	The length of the interval	$84-74 = 10: 7.27 = 1.376$ $= 2 (\text{rounded})$

The frequency distribution of the scores can be seen on the following table:

Table 4.6 The Frequency Distribution of English Achievement (Y)

Interval score	Mid point	F	%	cumulative
74-75	74,5	41	51,25	51,25
76-77	76,5	15	18,75	70
78-79	78,5	13	16,25	86,25
80-81	80,5	10	12,5	98,75
82-83	82,5	0	0	98,75
84-85	84,5	1	1,25	100
		80	100	

The table above explains about the frequency distribution of students' English achievement score. Based on the table above, there are forty one students who got score 74-75 and the percentage

is 51,25%. There are fifteen students who got score 76-77 and the percentage is 18.75%. There are thirteen students who got score 78-79 and the percentage is 16,25%. There are ten students who got score 80-81 and the percentage is 12.5%. There is no student who got score 82-83 and the percentage is 0%. There is one student who got score 84-85 and the percentage is 1,25%. The frequency distribution of the students' English achievement data can be seen on the following histogram.

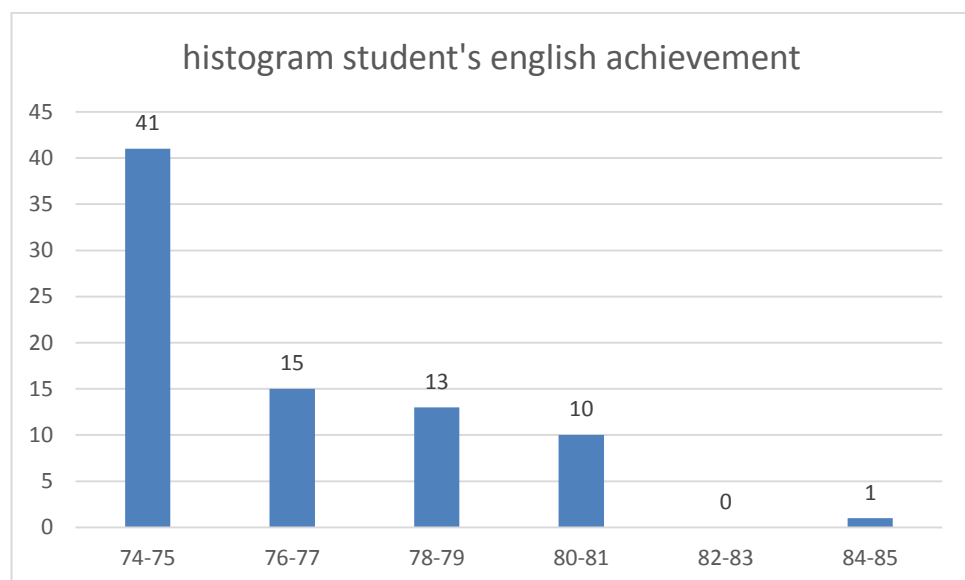


Figure 4.3 Histogram of English Achievement (Y)

2. Data Analysis

The data analysis of this research consists of pre-requirement testing and hypothesis testing. Before testing the hypotheses, it is necessary to test the pre-requirement test by using normality and linearity test.

a. Pre-requirement Testing

There are two pre-requirement testing in this research, those are normality testing to know the distribution of the data normal or not and linearity testing to know the form of linear or not.

1) Normality Testing

Normality testing distribution is purposed to know whether the variable data of research distribution is normal or not. There are three kinds of testing normality data in this research such as: normality of students' intensity to listening English songs, normality of students' vocabulary mastery and normality of students' English achievement. To compute the normality of the data, the researcher used Liliefors test formula through Microsoft excel 2013 for windows 8 at the level of significant 5% and the result of the computation of the normality test can be seen on the following explanation.

Table. 4.7. Normality testing (liliefors) : students' intensity to listening English songs(X_1), students' vocabulary mastery (X_2), and students' english achievement (Y)

no	variable	Liliefors score	significance	Conclusion
1	Students' intensity to listening English songs (X_1)	-0,01145	0,0249	Normal
2	Vocabulary mastery (X_2)	-0,0061	0.0249	Normal

3	English achievement (Y)	0.1319	0.0249	Abnormal
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The data obtained on the table above can be explained as follow:

a) Normality of students' intensity to listening English songs

Based on the computation of normality , the normality testing distribution from teachers' teaching style for 80 respondents at the second grade students of SMA N 1 Nogosari at the level of significance $\alpha = 0.05$ is 0.222. The result shows that variable data of students' intensity to listening English song is in normal distribution because the $L_o = -0,01145$ is lower than $L_{table} = 0,222/\sqrt{80} = 0,0249$.

b) Normality of Students' vocabulary mastery

Based on the table tests of normality above, the normality testing distribution from students' motivation for 80 respondents at the second grade students of SMA N 1 Nogosari at the level of significance $\alpha = 0.05$ is 0.222. The result shows that variable data of students' vocabulary mastery is in normal distribution because the $L_o = -0,0061$ is lower than $L_{table} = 0,222/\sqrt{80} = 0,02482$.

c) Normality of English Achievement

Based on the table tests of normality above, the normality testing distribution from students' motivation for 80 respondents at the second grade students of SMA N 1

Nogosari at the level of significance $\alpha = 0.05$ is 0,222. The result shows that variable data of students' motivation is in abnormal distribution because the $L_o = 0.131903$ higher than $L_{table} = 0.222/\sqrt{80} = 0.2482$.

2) Linearity Testing

Linearity testing is purposed to know whether two variables, which will be done by statistical analysis correlation show the linear relationship or not. If the data is not linear, the regression analysis cannot be used. To compute the linearity testing, the researcher used F test at the level significant $\alpha = 0.05$ through Microsoft excel 2013 for windows 8. The result of linier testing can be seen on the table below.

Table. 4.8. the linier testing hypothesis X1-Y and X2 - Y

No	Variables	F_{table}	F_{count}	conclusion
1	X ₁ -Y	8.21	-1.665	Linier
2	X ₂ -Y	8.21	0.836	Linier

a) Linearity of students' intensity to listening English songs (X1) and English Achievement (Y)

Based on the computation tests of linearity , the linearity testing from students' intensity to listening English songs and students' English achievement for $N = 80$ at the level of significance $\alpha = 0.05$ is 0.222. The result is $F_{count} = 0,836$ is lower than value of $F_{table} = 8.21$. it means that the data of students' intensity to listening English songs and English

achievement have linear correlation from score at the second grade students of SMA N 1 Nogosari.

b) Linearity testing of students' vocabulary mastery (X_2) and English achievement (Y)

Based on the computation of linearity testing above, the linearity testing from students' vocabulary mastery and students' English achievement for $N = 80$ at the level of significance $\alpha = 0.05$ is 0.222. The result of $F_{count} = -1.665$ lower than $f_{table} = 8.21$ it can be seen that the linearity testing from students' vocabulary mastery and students' English achievement at the second grade students of SMA N 1 Nogosari are linear.

3. Hypothesis Testing

a. First Hypothesis

The first hypothesis of this research is there is a positive correlation between students' intensity to listening English songs and students' English achievement at the second grade students of SMA N 1 Nogosari. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through Microsoft excel 2013 for windows 8. The statistical formulations of the first hypothesis are as follow:

- 1) $H_0: R_{xy} < 0$. It means that there is no correlation between X_1 and Y.

2) $H_a: R_{xy} > 0$. It means that there is a positive and significant correlation between X_1 and Y_1 .

$$R_{x_1y} = 0,51040$$

$$R_{x_2y} = 0,50921$$

$$R_{x_1x_2} = 0,854$$

Based on the result above, it is found that the coefficient correlation (r_{xy}) between students' intensity to listening English songs (X_1) and students' English achievement (Y) or r_{x_1y} is 0.51040. The coefficient of correlation table (r_{table}) for $N = 80$ at the level of significant $\alpha = 0.05$ is 0.222.

It shows that $r_{obtained}$ (r_{x_1y}) is higher than r_{table} ($0.51040 > 0.222$). It means that the correlation between students' intensity to listening English songs and students' English achievement is positive and very strong. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The coefficient determination (r^2) that is shows between students' intensity to listening English songs (x_1) and English achievement (Y) is $(0,51040)^2 \times 100\%$, It means that 26,05 % variance of English achievement is influenced by students' intensity to listening English songs and the other 73,95 % is influenced by other factors the computation of correlation between students' intensity to listening English songs can be seen in the appendix page.

b. Second Hypothesis

The second hypothesis of this research is there is a positive correlation between students' vocabulary mastery (X_2) and students' English achievement (Y) at the second grade students of SMA N 1 Nogosari. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through Microsoft excel for windows 8. The statistical formulations of the first hypothesis are as follow:

- 1) $H_0: R_{x_2y}=0$. It means that there is no correlation between X_2 and Y.
- 2) $H_a: R_{x_2y}>0$. It means that there is a positive and significant correlation between X_2 and Y.

Based on the result computation shows, it is found that the coefficient correlation (R_{xy}) between students' vocabulary mastery (X_2) and students' English achievement (Y) or r_{x_2y} is 0.50921xx. The coefficient of correlation table (r_{table}) for $N = 80$ at the level of significant $\alpha = 0.05$ is 0.222.

It shows that $r_{obtained}$ (r_{x_2y}) is higher than r_{table} (0.50921 > 0.222). It means that the correlation between students' vocabulary mastery (X_2) and students' English achievement (Y) is positive and very strong. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The coefficient determination (R^2) that is shows between students' vocabulary mastery (X_2) and English achievement(Y) is $(0,50921)^2 \times 100\%$. It means that 25,93% variance of English achievement is influenced by students' vocabulary mastery and the other 74,07 % is influenced by other factors.

c. Third Hypothesis

The third hypothesis of the research is there is a positive correlation between students' intensity to listening English songs (X_1), vocabulary mastery (X_2), and English achievement (Y) at the second grade students of SMA N 1 Nogosari. This hypothesis is an alternative hypothesis (H_a) , to test the hypothesis, H_a is changed become null hypothesis (H_0), it says that there is no correlation between students' intensity to listening English songs (X_1) and vocabulary mastery (X_2) toward students' English achievement. The researcher analyzed the data using the Pearson Product Moment Formula through Ms. Excel for windows 8. The statistical formulations of the first hypothesis are as follow:

- 1) $H_0: R_{xy}=0$. It means that there is no correlation between X_1 , X_2 , and Y.
- 2) $H_a: R_{xy}>0$. It means that there is a positive and significant correlation between X_1 , X_2 , and Y.

The result of the computation shows that the correlation coefficient (r_{xy}) between teachers' teaching style (X_1), students'

motivation (X2), and English achievement (Y) is 0.539. The value of r_i at the level of significance $\alpha = 0.05$ for $N = 80$ is 0,222, the coefficient correlation is significant. It means that H_0 is rejected. Therefore, it can be concluded that there is a positive correlation between students' intensity to listening English songs (X1) and vocabulary mastery (X2) towards English achievement on the second grade students' of SMA N 1 Nogosari in the academic year of 2018/2019.

Based on the computation above, it can be said that the positive correlation indicates that the students' intensity to listening English songs and vocabulary mastery and English achievement tend to go up together and tend to go down together. Finally it is also found that the value of coefficient determination (R^2) between students' intensity to listening English songs, students' vocabulary mastery, and English achievement is $(0,539)^2 \times 100\%$. It means that 29,05% variance of English achievement is influenced by students' intensity to listening English songs and students' vocabulary mastery, and the other is 70.95% is influenced by other factors. The computation of correlation between X_1, X_2 and Y can be seen in appendix page

B. Discussions

In the previous sub-chapter, the researcher has analyzed the data from the questionnaire of students' intensity to listening English songs,

students' vocabulary mastery, and report book of students' English achievement at the second grade students of SMA N 1 Nogosari. The analysis is used to know the objective of the study and the result of the problem statement in the previous chapter that entitled the correlation between students' intensity to listening English songs, students' vocabulary mastery, and English achievement at the second grade students of SMA N 1 Nogosari in the academic year of 2018 / 2019.

The discussion of the research findings focuses on two sections, the descriptive analysis of each variables and the inferential analysis of each variable, which is the correlation between one dependent variable and two independent variables. The independent variables are students' intensity to listening English songs and vocabulary mastery, and the dependent variable is English achievement based on book *rapor* in the year 2018/2019 .

Which is the description of each variables come from the data distribution based on the computation of the data from the test of XI MIPA III, XI IPS II and XI IPS III students as the sample of the test with the number of students are 80 respondents.

The result of data description shows that students' intensity to listening English songs, students' vocabulary mastery, and students' English achievement at the second grade students of SMA N 1 Nogosari are good with the mean score 70.30 for X_1 , 70,6 for X_2 and 76,5 for students' English achievement.

For the data students' intensity to listening English songs, we know that the highest score is 85 and the lowest score is 50, so the range is 35. The median is 70. the mode is 75, the variance is 26,01, the sum is 5624,5. The standard deviation is 7,21 and the frequency distribution of the score is with class interval 5 classes with 8 length

For the data of students' vocabulary mastery, we know that the highest score of the test which is given to 80 respondents at the second grade students of SMA N 1 Nogosari is 80 and the lowest score is 52,5, so the range is 27,5. The median is 71, the mode is 70, the variance is 25,93, and the sum is 5647,5. The standard deviation is 9,27 the frequency distribution with interval 4 classes and 8 length.

The data of the students' English achievement are collected from a students' book report. The respondents consist of 80 students at the second grade students of SMA N 1 Nogosari as the sample of the research. From the book report, the researcher got the highest score is 84 and the lowest score is 74, so the range is 10, the median is 73,42, the mode is 75, the variance is 29,05, and the sum is 6120.

Considering the values, the researcher concludes that the students' achievements are homogeneous. In the result of pre-requirement analysis, the researcher used two kinds of testing. It used to be the pre-requirement before doing hypothesis testing, those are: normality testing and linear testing. The normality testing is used to know the distribution of the data is normal or not.

Based on the result of the research finding, it can be known that the data of students' intensity to listening English songs is in normal distribution because the significance (0.51040) is higher than 0,05. Meanwhile the data of students' vocabulary mastery is in normal distribution because the significance (0.200) is higher than 0.05. Then the data of English achievement is in abnormal distribution because the significance (0.000) is lower than 0.05.

The linear testing is used to know whether two variables showed the linear relationship or not. Based on the result in the research findings, there are two kinds of linearity in this research, those are: linearity of students' intensity to listening English songs (X_1) and students' English achievement (Y). Then, the second linearity is students' vocabulary mastery (X_2) and students' English achievement (Y). The linearity testing from teachers' teaching style and students' English achievement for $N = 80$ at the level of significance $\alpha = 0.05$ is 0.222. The result shows that the linearity testing from students' intensity to listening English songs (X_1) and students' English achievement (Y) score at the second grade students of SMA N 1 Nogosari is linear because the significance is higher than 0.222. And the linearity testing from students' vocabulary mastery and students' English achievement for $N = 80$ at the level of significance $\alpha = 0.05$ is 0.222. The result shows that the linearity testing from students' motivation and English achievement score at the second grade students of SMA N 1 Nogosari is in the form of linear because the significance is higher than 0.05.

Because of the distribution of all the data is normal and linear, so the hypothesis testing can be done. For the testing of the first hypothesis, it is known that there is a positive correlation between students' intensity to listening English songs and English achievement. The computation shows that r_{obtained} is higher than r_{table} ($0.5104 > 0.222$). It means there is a positive correlation between students' intensity to listening English songs and English achievement at the second grade students of SMA N 1 Nogosari in academic year 2018/2019. The coefficient determination between students' intensity to listening English songs and English achievement is 0,5104. It means that students' intensity to listening English songs has influence to English achievement 26,05%. variation of the English achievement is influenced by students' intensity to listening English songs and the other 73,95% is influenced by other factors. The activity listening English songs will increase their English achievement. As explained before, the need of listening English songs is compulsory for English achievement. If students listen music and understand the main information, story and the vocabularies in that song is good, for their English achievements are higher. It also indicates that the correlation between students' intensity to listening English songs and students' English achievement score is positive because the coefficient is positive.

From the second hypothesis, it is known that the correlation between students' vocabulary mastery (X2) and English achievement (Y). The computation shows that r_{obtained} is higher than r_{table} ($0.5092 > 0.222$). It means there is a positive correlation between students' vocabulary mastery

and English achievement at the second grade students of SMA N 1 Nogosari in academic year 2018/2019. The coefficient determination between students' vocabulary mastery and English achievement is 0.5092. It means that vocabulary mastery has influence to English achievement 25,93 % variation of the English achievement is influenced by students' vocabulary mastery and the other 74,07 % is influenced by other factors. The improving of students' vocabulary mastery will increase their English achievement. Based on the percentages of the how high the contribution of the correlation, it is important to increase the students' vocabulary mastery in English lesson especially to improve their English achievement.

From the testing of the third hypothesis, it is known there is a positive correlation between students' intensity to listening English songs, students' vocabulary mastery, and English achievement. The computation shows that F_{obtained} is higher than F_{table} ($0,539 > 0,222$). It means that there is a positive correlation between students' intensity to listening English songs, students' vocabulary mastery toward English achievement at the second grade students of SMA N 1 Nogosari in academic year 2018/2019. The coefficient determination that is shows between students' intensity to listening English songs and students' vocabulary mastery (R^2) is 0.854. It means that 72,94% variation of English achievement can be predicted by students' intensity to listening English songs and students' vocabulary mastery, while 27,06% can be predicted by other factors.

The coefficient determination (R^2) of students' intensity to listening English songs and students' vocabulary mastery towards English

achievement is 0.539. It means that 29.05% variance of the English achievement is influenced by students' intensity to listening English songs and students' vocabulary mastery and the other 70.95 % is influenced by other factors. It also means that the increasing the quality of listening English songs and students' vocabulary mastery will be followed by increasing of the English achievement. The higher students' intensity to listening English songs and students' vocabulary mastery, the higher English achievement will increase too.

English achievement is influenced by students' intensity to listening English songs and students' vocabulary mastery. As known, each student learn by their own style, and each style has different benefit and time to success depend on how they use their style on students. They should know good style to learn English it can influence students to get good achievement. Besides, vocabulary mastery can be said the important, basic or fundamental that should be there to get the goal of teaching learning process.

Based on the explanation above, the researcher assumes that students' intensity to listening English songs and students' vocabulary mastery is important to improve English achievement. Likes proverb says "right man on the right place". Maybe it is the right word to said that students have to get activities that can improve their skill in English, because each students have different way to learn. If students' finally find the right style in the way they can learnt about English and have more

motivation to do more some exercises, the students will be able to achieve a better achievement.

From all hypothesis above, it can be assumed that there is a positive correlation between students' intensity (X1), students' vocabulary mastery (X2), and English achievement (Y) at the second grade students of SMA N 1 Nogosari in academic year 2018/2019.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

From the hypothesis testing in chapter IV, the researcher concludes that. First, there is a positive correlation between students' intensity to listening English songs (X1) and English achievement (Y) at the second grade students of SMA N 1 Nogosari in academic year 2016/2017. The coefficient determination (R) is 0,5104. It means that 26.05% variance of English achievement (Y) is determined by students' intensity to listening English songs (X1), and 73,95% is determined by other factors.

Second, there is a positive correlation between students' vocabulary mastery(X2) and English achievement (Y) at the second grade students of SMA N 1 Nogosari in academic year 2018/2019. The coefficient determination (R) is 0,5092. It means that 25,93% variance of English achievement (Y) is determined by students' vocabulary mastery (X2), and 74,07% is determined by other factors.

Third, there is a positive correlation between teachers' teaching style (X1) and students' motivation (X2) toward English achievement (Y) at the second grade students of SMA N 1 Nogosari in academic year 2018/2019. The coefficient determination (R^2) is 0,539. It means that 29,05 % variance of English achievement (Y) is determined by students' intensity to listening English songs (X1) and students' vocabulary mastery (X2), and 70,95% is determined by other factors.

B. Implication

Based on the research finding, it can be concluded that there is a positive correlation between students' intensity to listening English songs and students' vocabulary mastery toward English achievement at the second grade students of SMA N 1 Nogosari in academic year 2018/2019. A positive correlation means that the use of activity listening English songs and the increase of students' vocabulary mastery can give impact to the students' English achievement.

Listening English songs and students' vocabulary mastery is a key factor to improve students' English achievement. It is easier to students' if they have some fun activities like listening music to learnt english and have lacks of vocabulary mastery, they will be able to get better English achievement. Teacher should give advices to their students to select the right songs for the students to get the maximum lesson from listening music , and teacher have to give some motivations for students to improve their vocabulary mastery because vocabulary is the fundamental element to mastery a language especially in this study is English matter. not only learn from a book students can get more references from other media and in this chase the researcher try to give a new perspective of the way to learn English using songs.

C. Suggestion

Based on the conclusion and implication before, the researcher would like to give suggests as follows:

1. For teacher

- a. The teacher should give selecting songs that suitable for students to be learnt .
 - b. The teacher should try using other media in the way to teach to be fun, like using a song or streaming from internet.
2. For students
- a. The students' should give more attention about their daily activity , like listening songs able to improve their vocabularies.
 - b. The students' should improve their sensitivity to get lesson from any media or any activities that can lead to achieve higher achievement.
3. For other researchers

The researcher realizes that the result of this research is still far from being perfect. There are still many weaknesses dealing with the theory or the other because of the limited skill of the researcher. The researcher expect that that there will be other researcher who investigate same aspect relating with the researcher did, the researcher hope this research will be useful as a reference to their research.

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APPENDICES

The Main Of The Data

N	X ₁	X ₂	Y	X ₁ ²	X ₂ ²	Y ²	X ₁ .Y	X ₂ .Y	X ₁ .X ₂
1	74	75	75	5476	5625	5625	5550	5625	5550
2	85	70	75	7225	4900	5625	6375	5250	5950
3	60	70	80	3600	4900	6400	4800	5600	4200
4	75	70	76	5625	4900	5776	5700	5320	5250
5	80	80	76	6400	6400	5776	6080	6080	6400
6	70	75	75	4900	5625	5625	5250	5625	5250
7	65	65	75	4225	4225	5625	4875	4875	4225
8	75	75	75	4900	5625	5625	5250	5625	5250
9	60	62.5	75	3600	3906.25	5625	4500	4687.5	3750
10	75	70	79	5625	4900	6241	5925	5530	5250
11	77.5	70	75	6006.25	4900	5625	5812.5	5250	5425
12	60.5	52.5	75	3660.25	2756.25	5625	4537.5	3937.5	3176.25
13	72.5	82.5	81	5256.25	6806.25	6561	5872.5	6682.5	5981.25
14	70	65	78	4900	4225	6084	5460	5070	4550
15	75	70	80	5625	4900	6400	6000	5600	5250
16	71	70	75	5041	4900	5625	5325	5250	4970
17	76	70	75	5776	4900	5625	5700	5250	5320
18	50	52.5	75	2500	2756.25	5625	3750	3937.5	2625
19	58	52.5	75	3364	2756.25	5625	4350	3937.5	3045
20	80	80	80	6400	6400	6400	6400	6400	6400
21	60	57.5	75	3600	3306.25	5625	4500	4312.5	3450
22	60	57.5	75	3600	3306.25	5625	4500	4312.5	3450
23	50	57.5	75	2500	3306.25	5625	3750	4312.5	2875
24	60	62.5	75	3600	3906.25	5625	4500	4687.5	3750
25	60	60	75	3600	3600	5625	4500	4500	3600
26	65	67.5	75	4225	4556.25	5625	4875	5062.5	4387.5
27	60	62.5	75	3600	3906.25	5625	4500	4687.5	3750
28	60	65	78	3600	4225	6084	4680	5070	3900
29	80	75	79	6400	5625	6241	6320	5925	6000
30	75	75	75	5625	5625	5625	5625	5625	5625
31	75	75	75	5625	5625	5625	5625	5625	5625
32	60	65	74	3600	4225	5476	4440	4810	3900
33	70	70	74	4900	4900	5476	5180	5180	4900
34	65	65	74	4225	4225	5476	4810	4810	4225
35	70	70	75	4900	4900	5625	5250	5250	4900
36	70	75	75	4900	5625	5625	5250	5625	5250
37	75	75	76	5625	5625	5776	5700	5700	5625
38	75	75	76	5625	5625	5776	5700	5700	5625
39	70	75	77	4900	5625	5929	5390	5775	5250
40	75	70	75	5625	4900	5625	5625	5250	5250

The Correlation between students' intensity on listening to English songs (X_1) and students' English achievement (Y)

N	X_1	Y	X_1^2	Y^2	$X_1 \cdot Y$
1	74	75	5476	5625	5550
2	85	75	7225	5625	6375
3	60	80	3600	6400	4800
4	75	76	5625	5776	5700
5	80	76	6400	5776	6080
6	70	75	4900	5625	5250
7	65	75	4225	5625	4875
8	75	75	4900	5625	5250
9	60	75	3600	5625	4500
10	75	79	5625	6241	5925
11	77.5	75	6006.25	5625	5812.5
12	60.5	75	3660.25	5625	4537.5
13	72.5	81	5256.25	6561	5872.5
14	70	78	4900	6084	5460
15	75	80	5625	6400	6000
16	71	75	5041	5625	5325
17	76	75	5776	5625	5700
18	50	75	2500	5625	3750
19	58	75	3364	5625	4350
20	80	80	6400	6400	6400
21	60	75	3600	5625	4500
22	60	75	3600	5625	4500
23	50	75	2500	5625	3750

24	60	75	3600	5625	4500
25	60	75	3600	5625	4500
26	65	75	4225	5625	4875
27	60	75	3600	5625	4500
28	60	78	3600	6084	4680
29	80	79	6400	6241	6320
30	75	75	5625	5625	5625
31	75	75	5625	5625	5625
32	60	74	3600	5476	4440
33	70	74	4900	5476	5180
34	65	74	4225	5476	4810
35	70	75	4900	5625	5250
36	70	75	4900	5625	5250
37	75	76	5625	5776	5700
38	75	76	5625	5776	5700
39	70	77	4900	5929	5390
40	75	75	5625	5625	5625
41	70	75	4900	5625	5250
42	75	79	5625	6241	5925
43	75	80	5625	6400	6000
44	65	75	4225	5625	4875
45	70	76	4225	5776	5320
46	65	76	4225	5776	4940
47	70	75	4900	5625	5250
48	70	75	4900	5625	5250

49	75	75	5625	5625	5625
50	80	81	6400	6561	6480
51	80	81	6400	6561	6480
52	70	79	4900	6241	5530
53	72.5	76	5256.25	5776	5510
54	72.5	75	5256.25	5625	5437.5
55	70	77	4900	5929	5390
56	75	80	5625	6400	6000
57	70	77	4900	5929	5390
58	70	79	4900	6241	5530
59	75	76	5625	5776	5700
60	75	75	5625	5625	5625
61	70	78	4900	6084	5460
62	75	78	5625	6084	5850
63	65	74	4225	5476	4810
64	65	74	4225	5476	4810
65	65	77	4225	5929	5005
66	65	77	4225	5929	5005
67	85	84	7225	7056	7140
68	70	74	4900	5476	5180
69	65	74	4225	5476	4810
70	85	80	7225	6400	6800
71	70	75	4900	5625	5250
72	75	79	5625	6241	5925
73	75	78	5625	6084	5850

74	80	76	6400	5776	6080
75	65	74	4225	5476	4810
76	70	75	4900	5625	5250
77	75	80	5625	6400	6000
78	75	78	5625	6084	5850
79	70	78	4900	6084	5460
80	75	77	5625	5929	5775
	5624,5	6120	398867,3	468564	430860

$$r_{xy} = \frac{N \sum X_1 Y - (\sum X_1)(\sum Y)}{\sqrt{\{N \sum X_1^2 - (\sum X_1)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{80 * 430860 - (5624,5)(6120)}{\sqrt{\{80 * 398867,3 - (5624,5)^2\} \{80 * 468564 - (6120)^2\}}}$$

$$r_{xy} = \frac{34468800 - 34421940}{\sqrt{\{31909384 - 31635000,25\} \{37485120 - 37454400\}}}$$

$$r_{xy} = \frac{46860}{\sqrt{\{274383,75\} \{30720\}}}$$

$$r_{xy} = \frac{46860}{\sqrt{8429068800}}$$

$$r_{xy} = \frac{46860}{91810}$$

$$r_{xy} = 0,5104 \text{ xx}$$

Variable contribution students' intensity listening to English songs (X_1) towards students' English achievement (Y):

$r^2 \times 100\% = (0,51)^2 \times 100\% = 26,01\%$, and the rest 73,99% depend on the other variables.

The Correlation Between Vocabulary Mastery (X_2) and students' English achievement (Y)

N	X_2	Y	X_2^2	Y^2	$X_2 \cdot Y$
1	75	75	5625	5625	5625
2	70	75	4900	5625	5250
3	70	80	4900	6400	5600
4	70	76	4900	5776	5320
5	80	76	6400	5776	6080
6	75	75	5625	5625	5625
7	65	75	4225	5625	4875
8	75	75	5625	5625	5625
9	62.5	75	3906.25	5625	4687.5
10	70	79	4900	6241	5530
11	70	75	4900	5625	5250
12	52.5	75	2756.25	5625	3937.5
13	82.5	81	6806.25	6561	6682.5
14	65	78	4225	6084	5070
15	70	80	4900	6400	5600
16	70	75	4900	5625	5250
17	70	75	4900	5625	5250
18	52.5	75	2756.25	5625	3937.5
19	52.5	75	2756.25	5625	3937.5
20	80	80	6400	6400	6400
21	57.5	75	3306.25	5625	4312.5
22	57.5	75	3306.25	5625	4312.5
23	57.5	75	3306.25	5625	4312.5
24	62.5	75	3906.25	5625	4687.5
25	60	75	3600	5625	4500
26	67.5	75	4556.25	5625	5062.5

27	62.5	75	3906.25	5625	4687.5
28	65	78	4225	6084	5070
29	75	79	5625	6241	5925
30	75	75	5625	5625	5625
31	75	75	5625	5625	5625
32	65	74	4225	5476	4810
33	70	74	4900	5476	5180
34	65	74	4225	5476	4810
35	70	75	4900	5625	5250
36	75	75	5625	5625	5625
37	75	76	5625	5776	5700
38	75	76	5625	5776	5700
39	75	77	5625	5929	5775
40	70	75	4900	5625	5250
41	70	75	4900	5625	5250
42	75	79	5625	6241	5925
43	80	80	6400	6400	6400
44	70	75	4900	5625	5250
45	75	76	5625	5776	5700
46	70	76	4900	5776	5320
47	75	75	5625	5625	5625
48	75	75	5625	5625	5625
49	75	75	5625	5625	5625
50	80	81	6400	6561	6480
51	80	81	6400	6561	6480
52	65	79	4225	6241	5135
53	65	76	4225	5776	4940
54	75	75	5625	5625	5625
55	75	77	5625	5929	5775
56	80	80	6400	6400	6400
57	75	77	5625	5929	5775
58	75	79	5625	6241	5925
59	75	76	5625	5776	5700
60	70	75	4900	5625	5250
61	75	78	5625	6084	5850
62	70	78	4900	6084	5460
63	70	74	4900	5476	5180
64	65	74	4225	5476	4810
65	70	77	4900	5929	5390
66	65	77	4225	5929	5005
67	80	84	6400	7056	6720
68	70	74	4900	5476	5180
69	65	74	4225	5476	4810
70	80	80	6400	6400	6400
71	70	75	4900	5625	5250
72	75	79	5625	6241	5925

73	70	78	4900	6084	5460
74	75	76	5625	5776	5700
75	70	74	4900	5476	5180
76	70	75	4900	5625	5250
77	80	80	6400	6400	6400
78	70	78	4900	6084	5460
79	75	78	5625	6084	5850
80	70	77	4900	5929	5390
	5647,5	6120	402218,8	468564	432627,5

$$r_{xy} = \frac{N \sum X_2 Y - (\sum X_2)(\sum Y)}{\sqrt{\{N \sum X_2^2 - (\sum X_2)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{80 * 432627,5 - (5647,5)(6120)}{\sqrt{\{80 * 402218,8 - (5647,5)^2\} \{80 * 468564 - (6120)^2\}}}$$

$$r_{xy} = \frac{34610200 - 34562700}{\sqrt{\{32177504 - 31894256,25\} \{37485120 - 37454400\}}}$$

$$r_{xy} = \frac{47500}{\sqrt{\{283247,75\} \{30720\}}}$$

$$r_{xy} = \frac{47500}{\sqrt{8701370880}}$$

$$r_{xy} = \frac{47500}{93281,14}$$

$$r_{xy} = 0,50921 \text{ xx}$$

Variable contribution vocabulary mastery (X_2) towards students' English achievement (Y):

$r^2 \times 100\% = (0,51)^2 \times 100\% = 26,01\%$, and the rest 73,99% depend on the other variables.

Correlation between students' intensity listening to English songs (X_1) towards students' vocabulary mastery (X_2)

N	X_1	X_2	X_1^2	X_2^2	$X_1 \cdot X_2$
1	74	75	5476	5625	5550
2	85	70	7225	4900	5950
3	60	70	3600	4900	4200
4	75	70	5625	4900	5250
5	80	80	6400	6400	6400
6	70	75	4900	5625	5250
7	65	65	4225	4225	4225
8	75	75	4900	5625	5250
9	60	62.5	3600	3906.25	3750
10	75	70	5625	4900	5250
11	77.5	70	6006.25	4900	5425
12	60.5	52.5	3660.25	2756.25	3176.25
13	72.5	82.5	5256.25	6806.25	5981.25
14	70	65	4900	4225	4550
15	75	70	5625	4900	5250
16	71	70	5041	4900	4970
17	76	70	5776	4900	5320
18	50	52.5	2500	2756.25	2625
19	58	52.5	3364	2756.25	3045
20	80	80	6400	6400	6400
21	60	57.5	3600	3306.25	3450

22	60	57.5	3600	3306.25	3450
23	50	57.5	2500	3306.25	2875
24	60	62.5	3600	3906.25	3750
25	60	60	3600	3600	3600
26	65	67.5	4225	4556.25	4387.5
27	60	62.5	3600	3906.25	3750
28	60	65	3600	4225	3900
29	80	75	6400	5625	6000
30	75	75	5625	5625	5625
31	75	75	5625	5625	5625
32	60	65	3600	4225	3900
33	70	70	4900	4900	4900
34	65	65	4225	4225	4225
35	70	70	4900	4900	4900
36	70	75	4900	5625	5250
37	75	75	5625	5625	5625
38	75	75	5625	5625	5625
39	70	75	4900	5625	5250
40	75	70	5625	4900	5250
41	70	70	4900	4900	4900
42	75	75	5625	5625	5625
43	75	80	5625	6400	6000
44	65	70	4225	4900	4550
45	70	75	4225	5625	5250
46	65	70	4225	4900	4550

47	70	75	4900	5625	5250
48	70	75	4900	5625	5250
49	75	75	5625	5625	5625
50	80	80	6400	6400	6400
51	80	80	6400	6400	6400
52	70	65	4900	4225	4550
53	72.5	65	5256.25	4225	4712.5
54	72.5	75	5256.25	5625	5437.5
55	70	75	4900	5625	5250
56	75	80	5625	6400	6000
57	70	75	4900	5625	5250
58	70	75	4900	5625	5250
59	75	75	5625	5625	5625
60	75	70	5625	4900	5250
61	70	75	4900	5625	5250
62	75	70	5625	4900	5250
63	65	70	4225	4900	4550
64	65	65	4225	4225	4225
65	65	70	4225	4900	4550
66	65	65	4225	4225	4225
67	85	80	7225	6400	6800
68	70	70	4900	4900	4900
69	65	65	4225	4225	4225
70	85	80	7225	6400	6800
71	70	70	4900	4900	4900

72	75	75	5625	5625	5625
73	75	70	5625	4900	5250
74	80	75	6400	5625	6000
75	65	70	4225	4900	4550
76	70	70	4900	4900	4900
77	75	80	5625	6400	6000
78	75	70	5625	4900	5250
79	70	75	4900	5625	5250
80	75	70	5625	4900	5250
	5624,5	5647,5	398867,3	402218,8	400030

$$r_{xx} = \frac{N \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{\{N \sum X_1^2 - (\sum X_1)^2\} \{N \sum X_2^2 - (\sum X_2)^2\}}}$$

$$r_{xx} = \frac{80 * 400030 - (5624,5)(5647,5)}{\sqrt{\{80 * 398867,3 - (5624,5)^2\} \{80 * 402218,8 - (5647,5)^2\}}}$$

$$r_{xx} = \frac{32002400 - 31764363,75}{\sqrt{\{31909384 - 31635000,25\} \{32177504 - 31894256,25\}}}$$

$$r_{xx} = \frac{238036,25}{\sqrt{\{274383,75\} \{283247,75\}}}$$

$$r_{xx} = \frac{238036,25}{\sqrt{7771857982,4}}$$

$$r_{xx} = \frac{238036,25}{278780,52}$$

$$r_{xx} = 0,854$$

Variable contribution students' intensity listening to English songs (X_1) towards students' Vocabulary mastery (X_2):

$r^2 \times 100\% = (0,854)^2 \times 100\% = 72,93\%$, and the rest 27,07% depend on the other variables.

MULTIPLE CORRELATIONS (X_1, X_2 towards Y)

Based on the calculating above, the result are as follows:

$$r_{x_1y} = 0,51040$$

$$r_{x_2y} = 0,5092$$

$$r_{x_1x_2} = 0,854$$

$$N = 80$$

Counting multiple correlation between students' intensity listening to English songs (X_1) and Vocabulary mastery (X_2) towards students' English achievement (Y) as follows:

$$R_{x_1x_2y} = \sqrt{\frac{r^2x_1y + r^2x_2y - 2(rx_1y)(rx_2y)(rx_1x_2)}{1 - r^2x_1x_2}}$$

$$R_{x_1x_2y} = \sqrt{\frac{0,2601 + 0,2601 - 2(0,51)(0,51)(0,854)}{1 - 0,73}}$$

$$R_{x_1x_2y} = \sqrt{\frac{0,5202 - 2(0,2221254)}{1 - 0,73}}$$

$$R_{x_1x_2y} = \sqrt{\frac{0,5202 - 0,4442}{0,27}}$$

$$R_{x_1x_2y} = \sqrt{\frac{0,076}{0,27}}$$

$$R_{x_1x_2y} = \sqrt{0,29}$$

$$R_{x_1x_2y} = 0,539$$

Correlation students' intensity on listening to English songs (X_1) and vocabulary mastery (X_2) towards English achievement (Y) the result of value $R = 0,539$ bigger than $r_{table} = 0,220/0,286$.

CONTRIBUTION

Listening to English songs (X_1) and vocabulary mastery (X_2) simultaneously give contribution towards students' English achievement (Y). simultaneously contribution:

$R^2 \times 100\% = (0,539)^2 \times 100\% = 29,05\%$, and the rest 70,95% depends on other variabl

Data description (Mean, Median, Mode and standard deviation)

A. Class Limits

$$\begin{aligned} \text{Formula} &= 1 + 3,3 \log.N \\ &= 1 + 3.3(\log.80) \\ &= 1 + 3.3(1.903xxx) \text{ rounded} = 2 \\ &= 1 + 3.3(2) \\ &= 7.6 \end{aligned}$$

B. Class interval

$$\text{Formula} = \text{class interval} = \frac{\text{score max} - \text{score min}}{\text{class limits}}$$

1. Students' intensity of listening to English songs (X_1)

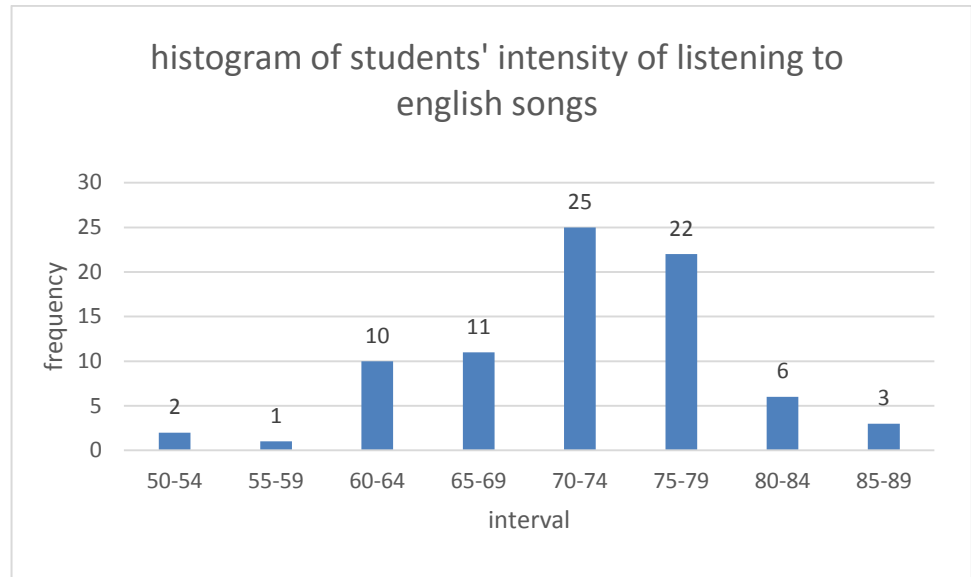
$$= \frac{\text{score max} - \text{score min}}{\text{class limits}}$$

$$= \frac{85 - 50}{7,6}$$

$$= \frac{35}{7,6}$$

$$= 4.60xx \text{ rounded } 5$$

Interval score	Mid point	f	%	cumulative
50-54	52	2	2.5	2.5
55-59	57	1	1.25	3.75
60-64	62	10	12.5	16.25
65-69	67	11	13.75	30
70-74	72	25	31.25	61.25
75-79	77	22	27.5	88.75
80-84	82	6	7.5	96.25
85-89	87	3	3.75	100
		80	100	



a. Mean

$$\begin{aligned}
 X_I &= \frac{\sum X1}{N} \\
 &= \frac{5624,5}{80} \\
 &= 70,30625 \text{ rounded } 70.5
 \end{aligned}$$

b. Median

Interval score	f	fc _a	fc _b
50-54	2	2	80
55-59	1	3	78
60-64	10	13	77
65-69	11	24	67
70-74	25	49	56
75-79	22	71	31
80-84	6	77	9
85-89	3	80	3
	80		

$$Me = L + i \left(\frac{\frac{n}{2} - fc}{fw} \right)$$

$$Q = \frac{1}{2} \times n$$

$$Q = \frac{1}{2} \times 80$$

$$= 40$$

$$L = 65 - 0,5 = 64,5$$

$$i = 5 \quad n = 80 \quad cfa = 13 \quad fw = 11$$

$$median = 64,5 + 5 \left(\frac{40 - 13}{25} \right)$$

$$= 64,5 + 5 (1,08)$$

$$= 69,9$$

c. Mode

Score	frequency
50	2
58	1
60	9
60,5	1
65	11
70	19
71	1
72,5	3
74	1
75	21
76	1
77,5	1
80	6
85	3
	80

$$Mo = L + i \left(\frac{f1}{f1 + f2} \right)$$

$$L = 73 - 0,5 = 72,5 \quad f1 = 21 - 1 = 20$$

$$I = 5 \quad f2 = 21 - 1 = 20$$

$$Mo = 72,5 + 5 \left(\frac{20}{20 + 20} \right)$$

$$= 72,5 + 2,5$$

$$= 75$$

d. Standard deviation

$$sd = \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{n}}{n-1}}$$

$$sd = \sqrt{\frac{399542,3 - \frac{(5647,5)^2}{80}}{80-1}}$$

$$sd = \sqrt{\frac{399542,3 - \frac{31635000}{80}}{80-1}}$$

$$sd = \sqrt{\frac{399542,3 - 395437,5}{79}}$$

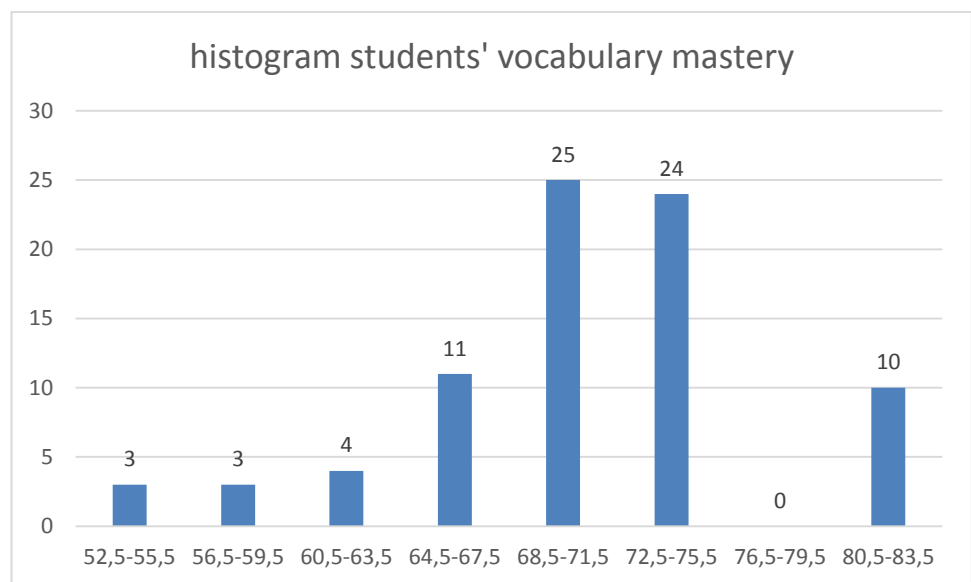
$$sd = \sqrt{\frac{4104,8}{79}}$$

$$sd = \sqrt{\frac{4104,8}{79}} = \sqrt{52} = 7,21$$

$$2. \text{ Vocabulary mastery } (X_2) \\ = \frac{\text{score max} - \text{score min}}{\text{class limits}}$$

$$= \frac{80 - 52,5}{7,6} \\ = \frac{27,5}{7,6} \\ = 3,62 \text{ rounded 4}$$

Interval score	Mid point	f	%	cumulative
52,5-55,5	54	3	3,75	3,75
56,5-59,5	58	3	3,75	7,5
60,5-63,5	62	4	5	12,5
64,5-67,5	66	11	13,75	26,25
68,5-71,5	70	25	31,25	57,5
72,5-75,5	74	24	30	87,5
76,5-79,5	78	0	0	87,5
80,5-83,5	82	10	12,5	100
		80	100	



a. Mean

$$\begin{aligned} X_2 &= \frac{\sum X^2}{N} \\ &= \frac{5647,5}{80} \\ &= 70,59375 \text{ rounded } 70.6 \end{aligned}$$

b. Median

Interval score	f	fc _a	fc _b
52,5-55,5	3	3	80
56,5-59,5	3	6	70
60,5-63,5	4	10	70
64,5-67,5	11	21	46
68,5-71,5	25	46	21
72,5-75,5	24	70	10
76,5-79,5	0	70	6
80,5-83,5	10	80	3
	80		

$$Me = L + i \left(\frac{\frac{n}{2} - fc}{fw} \right)$$

$$Q = \frac{1}{2} \times n$$

$$Q = \frac{1}{2} \times 80$$

$$= 40$$

$$L = 68,5 - 0,5 = 68$$

$$i = 4 \quad n = 80 \quad cfa = 21 \quad f_w = 25$$

$$\begin{aligned} \text{median} &= 68 + 4 \left(\frac{40-21}{25} \right) \\ &= 68 + 4 (0,76) \\ &= 71,04 \end{aligned}$$

c. Mode

Score	frequency
52,5	2
57,5	3
60	1
62,5	3
65	10
67,5	1
70	25
75	24
80	9
82,5	1
	80

$$Mo = L + i \left(\frac{f1}{f1 + f2} \right)$$

$$L = 68,5 - 0,5 = 68 \quad f1 = 25 - 11 = 14$$

$$I = 4 \quad f2 = 25 - 24 = 1$$

$$\begin{aligned} Mo &= 68 + 4 \left(\frac{14}{24+1} \right) \\ &= 68 + 2,24 \\ &= 70,24 \text{ rounded } 70 \end{aligned}$$

d. Standard deviation

$$sd = \sqrt{\frac{\sum fx_2^2 - \frac{(\sum fx_2)^2}{n}}{n-1}}$$

$$sd = \sqrt{\frac{402218.8 - \frac{(5624.5)^2}{80}}{80-1}}$$

$$sd = \sqrt{\frac{402218.8 - \frac{31635000.25}{80}}{80-1}}$$

$$sd = \sqrt{\frac{402218.8 - 395437.5}{79}}$$

$$sd = \sqrt{\frac{6781.3}{79}}$$

$$sd = \sqrt{\frac{6781.3}{79}} = \sqrt{86} = 9,27$$

3. Students' English achievement (Y)

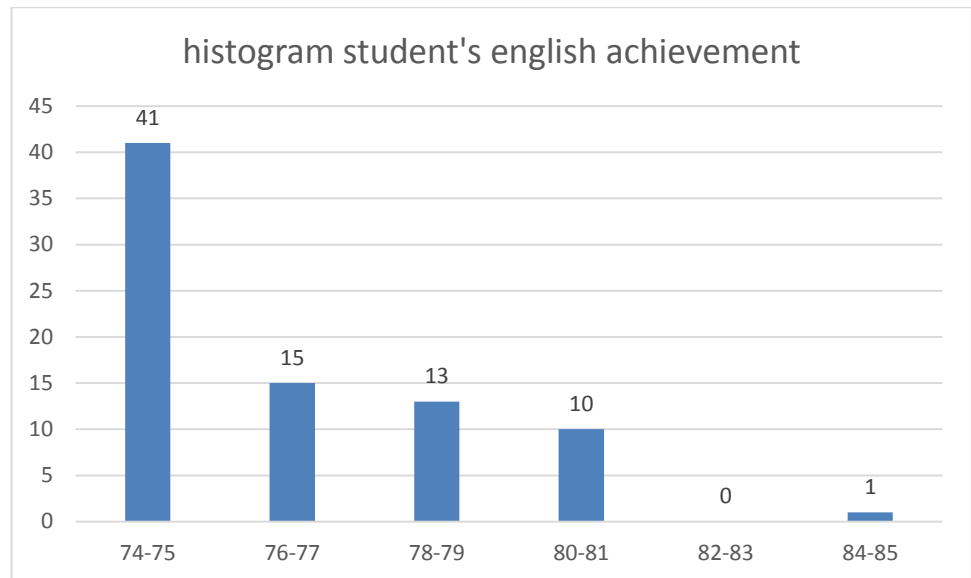
$$= \frac{\text{score max} - \text{score min}}{\text{class limits}}$$

$$= \frac{84 - 74}{7,6}$$

$$= \frac{10}{7,6}$$

$$= 1,3 \text{ rounded 2}$$

Interval score	Mid point	f	%	cumulative
74-75	74,5	41	51,25	51,25
76-77	76,5	15	18,75	70
78-79	78,5	13	16,25	86,25
80-81	80,5	10	12,5	98,75
82-83	82,5	0	0	98,75
84-85	84,5	1	1,25	100
		80	100	



a. Mean

$$Y = \frac{\sum Y}{N}$$

$$= \frac{6120}{80}$$

$$= 76,5$$

b. Median

Interval score	f	f _a	f _b
74-75	41	41	80
76-77	15	56	79
78-79	13	69	79
80-81	10	79	69
82-83	0	79	56
84-85	1	80	41
	80		

$$Me = L + i \left(\frac{\frac{n}{2} - fc}{fw} \right)$$

$$Q = \frac{1}{2} \times n$$

$$Q = \frac{1}{2} \times 80$$

$$= 40$$

$$L = 74 - 0,5 = 73,5 \quad f_a = 41 - 0 = 41$$

$$i = 2 \quad f_w = 41 - 15 = 26$$

$$median = 73,5 + 2 \left(\frac{40 - 41}{26} \right)$$

$$= 73,5 + 2 (-0,04)$$

$$= 73,5 + (-0,08)$$

$$= 73,42$$

c. Mode

Score	frequency
74	8
75	33
76	9
77	6
78	7
79	6
80	7
81	3
84	1
	80

$$Mo = L + i \left(\frac{f1}{f1 + f2} \right)$$

$$L = 74 - 0,5 = 73,5 \quad f1 = 33 - 8 = 25$$

$$i = 2 \quad f2 = 33 - 9 = 24$$

$$\begin{aligned}
 Mo &= 73,5 + 2 \left(\frac{25}{25+24} \right) \\
 &= 73,5 + 2(0,51) \\
 &= 73,5 + 1,2 \\
 &= 74,7 \text{ rounded } 75
 \end{aligned}$$

d. Standard deviation

$$sd = \sqrt{\frac{\sum fy^2 - \frac{(\sum fy)^2}{n}}{n-1}}$$

$$sd = \sqrt{\frac{468564 - \frac{(6120)^2}{80}}{80-1}}$$

$$sd = \sqrt{\frac{468564 - \frac{37454400}{80}}{80-1}}$$

$$sd = \sqrt{\frac{468564 - 468180}{79}}$$

$$sd = \sqrt{\frac{384}{79}}$$

$$sd = \sqrt{\frac{384}{79}} = \sqrt{5} = 2,23xx$$

Normality testing (liliefors) : students' intensity to listening English songs

no	X1	f	x-xi	z	f(z)	s(z)	f(z)-s(z)
1	50	2	-20.3	-2.81553	0.001051	0.0125	-0.01145
2	58	1	-12.3	-1.70596	0.012912	0.025	-0.01209
3	60	9	-10.3	-1.42857	0.019944	0.75	-0.73006
4	60.5	1	-9.8	-1.35922	0.021968	0.05	-0.02803
5	65	11	-5.3	-0.73509	0.042232	0.0625	-0.02027
6	70	19	-0.3	-0.04161	0.055284	0.075	-0.01972
7	71	1	0.7	0.097087	0.055072	0.0875	-0.03243
8	72.5	3	2.2	0.305132	0.052815	0.1	-0.04719
9	74	1	3.7	0.513176	0.048505	0.1125	-0.06399
10	75	21	4.7	0.651872	0.04474	0.125	-0.08026
11	76	1	5.7	0.790569	0.040482	0.1375	-0.09702
12	77.5	1	7.2	0.998613	0.033607	0.15	-0.11639
13	80	6	9.7	1.345354	0.022384	0.1625	-0.14012
14	85	3	14.7	2.038835	0.006924	0.175	-0.16808
		80				max	-0.01145
						Lo	-0.01145
mean	70.3					Lt	0.02482
sd	7.21						
						sqrt(80)	8.944272

Conclusion:

Lo = -0,01145

$$Lt = \frac{0,222}{\sqrt{n}} = \frac{0,222}{\sqrt{80}} = \frac{0,222}{8,944} = 0,0249$$

-0,01145 < 0,0249

Lo < Lt so the distribution of the data is normal

Normality testing (Liliefors) : vocabulary mastery (X2)

no	X2	f	x-xi	z	f(z)	s(z)	f(z)-s(z)
1	52.5	2	-18.1	-1.95254	0.006397	0.0125	-0.0061
2	57.5	3	-13.1	-1.41316	0.015856	0.025	-0.00914
3	60	1	-10.6	-1.14347	0.022382	0.0375	-0.01512
4	62.5	3	-8.1	-0.87379	0.029379	0.05	-0.02062
5	65	10	-5.6	-0.6041	0.035858	0.0625	-0.02664
6	67.5	1	-3.1	-0.33441	0.040696	0.075	-0.0343
7	70	25	-0.6	-0.06472	0.042946	0.0875	-0.04455
8	75	24	4.4	0.474649	0.038451	0.1	-0.06155
9	80	9	9.4	1.014024	0.025737	0.1125	-0.08676
10	82.5	1	11.9	1.283711	0.018879	0.125	-0.10612
		80					
						Lo	-0.0061
mean	70.6						
sd	9.27					Ltable	0.02482

Conclusion:

$Lo = -0,0061$

$$Lt = \frac{0,222}{\sqrt{n}} = \frac{0,222}{\sqrt{80}} = \frac{0,222}{8,944} = 0,0249$$

$-0,0061 < 0,0249$

$Lo < Lt$ so the distribution of the data is normal

Normality testing (liliefors) : English achievement (Y)

no	Y	f	x-xi	z	f(z)	s(z)	f(z)-s(z)
1	74	8	-2.5	-1.08696	0.096079	0.0125	0.083579
2	75	33	-1.5	-0.65217	0.140224	0.025	0.115224
3	76	9	-0.5	-0.21739	0.169403	0.0375	0.131903
4	77	6	0.5	0.217391	0.169403	0.05	0.119403
5	78	7	1.5	0.652174	0.140224	0.0625	0.077724
6	79	6	2.5	1.086957	0.096079	0.075	0.021079
7	80	7	3.5	1.521739	0.054492	0.0875	-0.03301
8	81	3	4.5	1.956522	0.025583	0.1	-0.07442
9	84	1	7.5	3.26087	0.000852	0.1125	-0.11165
		80				Lo	0.131903
mean	76.5						8.944272
sd	2.3					Ltable	0.02482

Conclusion:

$$L_o = 0.131903$$

$$L_t = \frac{0,222}{\sqrt{n}} = \frac{0,222}{\sqrt{80}} = \frac{0,222}{8,944} = 0,0249$$

$$0.131903 > 0,0249$$

$L_o > L_t$ so the distribution of the data is abnormal

LINEARITY TESTING ($X_1 - Y$)

a. Counting of b

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

$$b = \frac{80 * 430860 - (5624,5)(6120)}{80 * 398867,3 - (31635000,25)} = \frac{34468800 - 34421940}{31909384 - 31635000,25} = \frac{46860}{274383,75} = 0,1707$$

b. Counting of a

$$a = \bar{y} - b\bar{x} = 76,5 - (0,1707 * 70,3) = 76,5 - 12,1 = 64,4$$

c. Counting of $Jk(a)$; $Jk(b,a)$

$$JK_a = \frac{(\sum Y)^2}{N} = \frac{37454400}{80} = 468180$$

$$JK_{(b/a)} = b \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{N} \right\}$$

$$JK_{(b/a)} = 0,1707 \left\{ 430860 - \frac{(5624,5)(6120)}{80} \right\} = 0,1707 \{ 430860 - 430274,25 \} = 100,205$$

d. Counting of Jk(E)

$$JK_E = \left\{ \sum Y^2 - \frac{(\sum Y)^2}{N} \right\}$$

$$JK_E = \left\{ 468564 - \frac{(6120)^2}{80} \right\} = 468564 - 468180 = 384$$

e. Counting of Jk(res)

$$JK_{res} = \sum Y^2 - Jk_{(b/a)} - Jk_a$$

$$JK_{res} = 468564 - 100,205 - 468180 = 283,795$$

f. Counting of Jk(TC)

$$JK_{TC} = Jk_{res} - Jk_E$$

$$JK_{TC} = 283,795 - 384 = -100,205$$

g. Counting of S²TC

$$S^2TC = \frac{Jk(TC)}{k-2} = \frac{-100,205}{19-2} = -5,27$$

h. Counting S²e

$$S^2e = \frac{Jk(E)}{N-k} = \frac{384}{80-19} = 6,3$$

i. Coaunting of F_o

$$F_o = \frac{S^2TC}{S^2e} = \frac{-5,27}{6,3} = -0,836$$

j. Counting of F_t

Formula : df1 = k - 1; df2 = n - k

: df1 = 2 - 1 = 1 ; df2 = 80 - 2 = 78

$$F_{tabel} = (0,05; 1; 78) = 8,21$$

Conclusion:

Based on the computation above, it can be seen the result of linearity testing correlation between students' intensity to listening english songs (X1) with english achievement (Y) the value $F_{count} = 0,836$ is lower than value of $F_{table} = 8,21$. It means that students' intensity to listening english songs with english achievement have linier correlation

LINEARITY TESTING (X₂ – Y)

a. Counting of b

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

$$b = \frac{80 * 432627,5 - (5647,5)(6120)}{80 * 402218,8 - (31894256,25)} = \frac{34610200 - 34562700}{32177504 - 31894256,25} = \frac{47500}{283247,75} = 0,167$$

b. Counting of a

$$a = \bar{y} - b\bar{x} = 76,5 - (0,167 * 70,6) = 76,5 - 11,8 = 64,7$$

c. Counting of Jk(a); Jk(b,a)

$$JK_a = \frac{(\sum Y)^2}{N} = \frac{37454400}{80} = 468180$$

$$JK_{(b/a)} = b \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{N} \right\}$$

$$JK_{(b/a)} = 0,167 \left\{ 432627,5 - \frac{(5647,5)(6120)}{80} \right\} = 0,167 \{432627,5 - 432033,75\} = 99,15$$

d. Counting of Jk(E)

$$JK_E = \left\{ \sum Y^2 - \frac{(\sum Y)^2}{N} \right\}$$

$$JK_E = \left\{ 468564 - \frac{(6120)^2}{80} \right\} = 468564 - 468180 = 384$$

e. Counting of Jk(res)

$$JK_{res} = \sum Y^2 - JK_{(b/a)} - JK_a$$

$$JK_{res} = 468564 - 99,15 - 468180 = 284,85$$

f. Menghitung Jk(TC)

$$JK_{TC} = Jk_{res} - Jk_E$$

$$JK_{TC} = 284,85 - 384 = -99,15$$

g. Counting of S^2TC

$$S^2TC = \frac{Jk(TC)}{k-2} = \frac{-99,15}{11-2} = -202,6$$

h. Counting of S^2e

$$S^2e = \frac{Jk(E)}{N-k} = \frac{3407,4}{39-11} = 121,7$$

i. Counting of F_o

$$F_o = \frac{S^2TC}{S^2e} = \frac{-202,6}{121,7} = -1,665$$

j. Counting of F_t

$$\text{Formula} : df1 = k - 1; df2 = n - k$$

$$: df1 = 2 - 1 = 1 ; df2 = 80 - 2 = 78$$

$$F_{\text{tabel}} = (0,05; 1; 78) = 8,21$$

CONCLUSION :

Based on the calculation above it can be seen that the result of linearity testing between students' vocabulary mastery (X2) and English achievement (Y). The value of F_{count} is -1.665 lower than $F_{\text{table}} = 8.21$. it means that between students vocabulary mastery and students' English achievement have linear correlation.