CORRELATION BETWEEN STUDENTS' HABIT OF LISTENING TO ENGLISH SONG AND PRONUNCIATION MASTERY TOWARD THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS OF SMK BATIK 1 SURAKARTA IN ACADEMIC YEARS 2017/2018

THESIS

Submitted as A Partial Requirements

For the Degree of Undergraduate in English Education Department

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I hereby sincerely state that the thesis titled "Correlation between Students' Habit of Listening to English Songs and Pronunciation Masterytoward the Speaking Ability of the Tenth Grade Students of SMK Batik 1 Surakarta in Academic Years 2017/ 2018" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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DEDICATION

I would like to dedicate this thesis to :

My beloved father, Sunyoto, S.Pd , my mother, Dra. Enggar Muji Sulastri, S.Pd.,M.Pd, my uti Sri Luwih, and my kakungAlm. Samin. Thank you so much for your eternal love, thank you for always supporting me and being the source of my spirit. And to my brother Muhammad Fakhrurozi Sunyoto, thank you for being such a very good, nice, and crazy and also to Fibri Muji Precisely, S.Pd.,M.Pd you are my the one and only sister I have. I just want all of you to know that I do love you.

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"ALLAH SWT is my everything, I love you"

So verily, with every difficulty, there is relief:

Verily, with every difficulty there is relief.

(QS. Al Insyirah: 5-6)

Life would knocks you down but you can choose to get back up

(Jackie Chan)

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The Researcher

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ABSTRACT

Chaesari Muji Arsyida. 2018.*Correlation between Students' Habit of Listening to English Songs and Pronunciation Masterytoward the Speaking Ability of the Tenth Grade Students of SMK Batik 1 Surakarta in Academic Years 2017/ 2018.* Thesis.English Education Department, Islamic Education and Teacher Training Faculty.

Advisor   : Dr. Yusti Arini, M.Pd
Keyword   : Habit of listening to English song, Pronunciation, Speaking Ability, Correlation Study

      This research is mainly concerned with a correlation of habit of listening English songs, students' pronunciation and their speaking ability.The purpose of the research were: (1)To find out whether or not there is any positive and significant correlation between the habit of listening to English songs and students' speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018. (2) To find out whether there is any positive and significant correlation between students' pronunciation and their speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018. (3) To find out whether there is any positive and significant correlation between the habit of listening to English songs, students' pronunciation, and their speaking ability at SMK Batik 1 Surakarta in academic years2017/2018. The variables in this research consists of the habit of listening to English song (X_1) and students pronunciation (X_2) as the independent variable. Meanwhile, the dependent variable in this research is speaking ability of students (Y).

      This research applied a quantitative design with acorrelational method. The correlation here is between the habit of listening to English song (X_1), students pronunciation (X_2) and speaking ability of students (Y). The researcher used test, questionnaire, and document as the technique to collect the data for this research. The research population were 140 students taken from grade XDKV, XTKJ, XAP, and XAKS. The sampling technique was done by using proportionate random sampling in which the fraction of each class was divided into ½. Therefore, the sample used for this research were 16 students of XDKV, 16 students of XTKJ, 17 students of XAP, and 16 students of XAKS. The technique of data analysis used by the researcher is the formula of Pearson's product moment correlation.

      Based on the result of the analysis, it is found that (1) the correlation between students' pronunciation and the speaking ability is positive since the result of the computation showed that the correlation coefficient (r) between students' pronunciation (X_1) and the speaking skill (Y) is 0.791. (2) there is a correlation between the habit of listening to English song and the speaking ability at the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018 indicated by the significant value obtained from the analysis at 0.000 which is lower than 0.05. (3) there is a significant correlation between the students' pronunciation, the habit of listening to English song and speaking ability at the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018 indicated by the significant value of 0.000 which is lower than 0.05.

Based on the result of the research, it is concluded that the habit of listening to English songs and pronunciation mastery can increase the speaking ability of the students. It is suggested that teachers can improve the students speaking ability by using English songs and give regular pronunciation practice.

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CHAPTER I

INTRODUCTION

A. Backround of the Study

The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing (Grabe and Stoller, 2002: 13). Nevertheless, "speaking in a second or foreign language has often been viewed as the most demanding of the four skills" (Bailey and Savage 1994: 7).

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: We had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

Speaking is an "activity requiring the integration of many subsystem all these factors combine to make speaking a second or foreign language a formidable task for language learners yet for many people, speaking is seen as the central skill" (Bailey and Savage 1994: 6-7). Furthermore, Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role

in making social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill.

Speaking involves expressing ideas and opinions; expressing a wish or a need to do something; establishing and maintaining social relationships and friendships, (McDonough & Shaw, 2003: 134) whereas listening is a skill that children acquire first, especially if they have not yet learned to read. At the beginning of learning a foreign language, children hear mainly through their ears, that becomes the main source of the language. (Scott and Ytreberg, 1990: 21). So, the source of listening input is very important for preschool children since, as they grow up, they need to develop the ability to use speaking and listening for a variety of purposes, such as describing, requesting, commenting, greeting, reasoning, problem solving, seeking new information and predicting. (California Preschool Learning Foundation [CPLF], 2008).

In accordance with the above explanation, listening is the primary skill that needs to be acquired before people can speak. Listening plays a significant role in daily communication and educational purposes. Unfortunately, despite its pragmatic importance, listening skill receives inadequate emphasis in language instruction, whereas it should be given the priority to enable the learners to be able to perform different academic skills as mentioned earlier.

Listening, as one of the means of language communication, is used most widely in people's daily lives. About 45% of an adult's time concerns listening to other people, listening to the radio, listening to the music. In linguistics, giving the students a lot of listening activities is a good way of enlarging their

vocabulary. On the other hand, it also helps the students improve their listening comprehension (Xu, 2012: 87).

According to Gilakjani and Ahmadi (2011), listening plays a significant role in the communication process. Ferris (1998), Murphy (1991), Vogely (1998), and Hamouda (2013) expressed that listening is the most frequently used skill in the language classrooms. Therefore, it is obvious that listening is very important for the lives of students since it is used as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many EFL classes.

According to Oxford (1990), listening develops faster than the three other language skills and it can make easy the development of the other language skills. However, Helgezen in a book entitled "Active Listening" says that many students find listening to be one of the most difficult skills in English. Rost (1994: 2) says listening involves both social and cognitive process, that is our relationship with 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, that is, from those parts of the brain that 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 a conversational style.

Habit in listening to English songs can be a practice for students in listening skill. When listening to English songs becomes a habit of the

students, they will feel unfamiliar with the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. It helps students catch the word in English easily because as Griffee (1994: 4) mentions sensitivity in rhythm is a basic and necessary first step in learning the language.

Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs (Saricoban &Metin, 2012). In addition, Dzanic, 2016 states that Songs are one type of listening activity that has a broad potential. Music and songs are essential parts of growing and learning. Children love to sing and teachers naturally use songs to teach them concepts and language in a fun way. Some of the significant characteristics of songs are that they are fun and can keep the students excited. However, the most important feature of songs is repetition. They contain language patterns, but also develop listening skills, pronunciation, and rhythm, and provide a fun atmosphere. Even if the teachers play songs multiple times a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities. There are so many aspects of a language that can be delivered and recycled through the use of songs. They can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, they are used just as gap fillers and warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide a fun atmosphere.

Based on his research result, Schoepp (2001) indicated that songs may largely benefit from the motivational and structuring properties of music in a song. Students learned lyrics playfully and happily when they were singing, performing and listening to music (Murphey, 2002). Further, according to the study conducted by Liu (2002), and finally, Domoney (1993) examined the use of pop music in EFL students, it showed pop music was the most frequent and meaningful exposure to English class. Budden's study (2003), pointed out that teenagers loved listening to music and much English popular music can be a source of highly motivating activities. Gardner (1993, 64) in his theory about multiple intelligences described that music as one of the human intelligences; Therefore, many researchers have attempted to investigate whether using music can promote language teaching and learning outcome for the different ages of learners (Lin, 2010; Yen, 2004). Because of the multimedia and modern techniques, some amount of English popular songs can be used for English teaching. Much research has been examined the advantage of learning English through songs in the classroom (Liu, 2002).

In this modern era, songs are really familiar or well known by everybody, from child to adult. In Indonesia, English songs are really well known. It can be a medium for students to be an independent learner. Listening to the English song, and singing together with the singer will be good ways of learning English pronunciation.

Based on the preliminary research and interview conducted by the researcher at SMK Batik I Surakarta on December 2017, the researcher found that some of the students like to listen to the songs, including English songs at

their spare time. Furthermore, the researcher got information that they use the internet to get the song lyric to help them to collect and study new English vocabularies contained in the songs. By doing this, they can improve their English vocabularies then use them in English conversation practice either in the classroom or in daily conversation outside the classroom. Conscious of that reality, the researcher is interested to know how their habits of listening English songs influence their pronunciation and speaking ability. More recently, linguist Alison (Wary, 1998) and the anthropologist Steven Mithen maintain that there was a common precursor to music and language, a"music language" that focused on messages more than words (Mithen, 2005). Lin (2010) advocated the use of story-telling and singing activities to promote pronunciation and develop the listening: therefore, much research has attempted to investigate whether using music can promote language teaching for different ages (Lin, 2010).

Lo and Li (1998) say that songs play an important role in motivating the L2 learners to learn English. They can support the progression of L2 learners' skills in reading, writing, listening and speaking, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary. Besides, songs often offer variety and change from routine, repetitive classroom activities to a fun and lively atmosphere in class, as Schoepp (2001) exhibits that songs can create a relaxing, entertaining and non-threatening classroom atmosphere and L2 learners will be more open to learning in this regard.

In addition, most English learners receive instruction with the objective of improving their speaking proficiency. This instruction typically includes vocabulary, grammar, formulaic expressions, pronunciation, and many other things. However, the particular contribution of each of these elements to overall speaking ability on test scores is unknown (Kang, 2013). The current study focuses on examining one of these factors, pronunciation, and its weight in determining overall speaking proficiency ratings.

Among all the factors mentioned above, the most salient factor people notice when a second language (L2) speaker opens his or her mouth and begins speaking is pronunciation. In less than one second, non-native pronunciation can be identified (Flege, 1984). Non-native pronunciation may have some undesired consequences (Flege, 1995). Listeners may quickly tag the accented English speaker with labels, such as "slow," "needing help," and other descriptions associated with ineffective communicators. Listeners may in turn adjust their word choice and speed and might modify their responses to avoid embarrassing the other party. With so much going into the listener's head, communication may be jeopardized. Pronunciation is even an essential issue between non-native speakers (NNSs), for it has the function of building mutual intelligibility and sociocultural identity in the global scenario (Fayer & Krasinski, 1987; Sifakis, &Sougari, 2005). Some learners may despise native-like pronunciation because it alters their identity, while others seek after what they consider as standard pronunciation.

Thus, it can be concluded that songs have the power and influence not only on people's physical and mental conditions but also they can prompt a

positive attitude toward L2 learning, somehow, they "recharge" the people's minds. Positive attitude is a must for successful learning atmosphere. Positive energy confirmation and a belief in the L2 learner's ability to develop a comfortable atmosphere for the students in the classroom.Therefore, the researcher decides to carry out a research entitled:**"Correlation between Students' Habit of Listening to English Songs and Pronunciation Mastery toward the Speaking Ability of the Tenth Grade Students of SMK Batik 1 Surakarta in Academic Years 2017/ 2018".**

B. Identification of the Problem

Based on the above background, this research is mainly concerned with a correlation ofhabit of listening English songs, students' pronunciation and their speaking ability.Therefore, the problem can be identified as follows:

1. The objective of teaching the English lesson, particularly the speaking skill in senior high school or vocational school has purpose to teachthe students to be able to speak English and have good speaking skill. However, many students at SMK Batik I Surakarta consider that English is a boring and uninteresting subject to learn. This situation, of course, will influence the students' speaking ability.The students still cannot understand listening materials, like listening a song in English. They hear and enjoy the western song, but they do not know the meaning and spelling of the words. They do not understand what their teacher says although they listen well and give attention to their teacher. So they do nothing because they do not comprehend their teacher's explanation and instruction.

2. The problem of speaking in English encounter by students of SMK Batik I Surakarta caused by the English teacher, students' learning environment, students' physical or physiological factor etc. Regardless to this matter, most of students at SMK Batik Surakarta have the habit of listening to English songs, and this can help them to improve their pronunciation, and also their speaking skill.

3. Students' habit of listening to English songs can improve their English vocabulary as well as pronouncing the word in English, and by listening to English songs, they can practice the word they found in the songs to practice their speaking with friends and teacher in the classroom. Therefore, the habit of listening to English songs of students of SMK Batik I Surakarta can improve their speaking ability.

C. **Limitation of the Problem**

The variables of this research are habit of listening English song, students pronunciation and speaking skill students. Population and sample is limited on the tenth grade students of SMK Batik I Surakarta in the academic year 2017/2018.The data are collected by using test and questionnaire. The test are used to collect pronunciation mastery and speaking ability (in the form of oral test by using a list of questions given to the students that is conducted in the form of interview), while the questionnaire is used to collect the data of habit of listening to English songs (which consist of 15 items having four alternatives positive and negative items). In this research, the validity test is using Product Moment Formula and the reliability test is using *Kuder-*

Richardson for multiple choiceinstrument (the discrete score) and *Alpha Croanbach* for questionnaire instrument (continuum score).

D. Statement of the Problem

Related to the description of the background of the research, the question of this research are as follows:

1. Is there any positive and significant correlation between the habit of listening to English songs toward students' speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018?

2. Is there any positive and significant correlation between students' pronunciation toward their speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018?

3. Is there any positive and significant correlation between the habit of listening to English songs and students' pronunciation toward their speaking abilityat SMK Batik 1 Surakarta in academic years 2017/2018?

E. Objective of the Research

The purpose of this research is to find the answer as follows:

1. To find out whether there is any positive and significant correlation between the habit of listening to English songsand students' speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018.

2. To find out whether there is any positive and significant correlation between students' pronunciationand their speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018.

3. To find out whether there is any positive and significant correlation between the habit of listening to English songs, students' pronunciation, and their speaking abilityat SMK Batik 1 Surakarta in academic years 2017/2018.

F. Benefit of the Research

Theoretically, the result of this research will show whether the habit of listening to English songs, students' pronunciationaffects the students' speaking ability. It is expected that the result of research will be useful for:

1. For English teachers

The result of this research is expected to give more information to teachers that through the habit of listening English Song, students get higher motivation in learning English, and by listening to English songs,students can increase their pronunciation in English and improve their speaking ability. Thus, teachers can take consideration to use English songs as one of the techniques in teaching English.

2. For students

The result of this research is expected to be useful for the students to always increase their motivation in learning English pronunciation independently through English songs.

3. For other Researchers

It can be used by other researchers to conduct a further research in education related to the knowledge of listening skill in learning language, particularly in learning English. In addition, this research can give more

understanding about the correlation of habit of listening to English songs, students' pronunciation and their speaking ability.

G. Definition of Terms

1. Correlation

    Correlation is a description of the relationship between variables (Chalmers, 2009: 165). According to Murdan in *Statistik Pendidikan dan Aplikasinya*, correlation is the connection between two variables or more (Murdan, 2006: 121). Therefore, in this term, correlation here means the description of the connection between students' habits of listening to English song, students pronunciation and speaking skill students.

2. Students' habits of listening

    An action to listen to the songs frequently. Watson, as behaviorsm psychologistdefines habit as a regular behavior (1924). This idea supported by Butler (1995: 61) who believes that habits are automatic routine behavior taht is repeated regularly without thinking. Similarly, Wood and Neal define habit as psychological dispositions to repeat past behavior. They are acquiredgradually as people repeatedly respond in a recurring context (2007).

3. English songs

    All the songs that use English lyrics

4. Pronunciation

    Pronunciation is a way in which a language or a particular word or sound is spoken(Oxford Learner's Pocket Dictionary, 2008: 243)

Pronunciation is producing the sounds of speech, as well as articulation, stress, and intonation.

5. Speaking Ability

According to Widdowson (1985: 57)thatspeakingis an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world, the communication involves the productive skill of listening. And he also states that an act of communication through speaking is commonly perform in face to face interaction and occur as a part of dialogue or rather than form or verbal exchange.

Speaking ability is an example of a complex cognitive skill that can bedifferentiated into various hierarchical sub skills, some of which might require controlled processing, while others could be processed automatically. It means that speaking involves several skills require processing (Mc Laughlin in O Malley and Channot 1990: 66).

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter covers the theoretical frameworks of this research, including the definition of listening,habit,listening habit, English song, pronunciation, speaking skill, the correlation of students habit of listening English songs, pronunciation, speaking and the hyphotheses of the research.

A. Theoretical Description

1. Speaking

a. Definition of Speaking

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to communicate. Bygate (1998:7) acquaints that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

From the four skills mentioned earlier, it could be grouped into two categories: oral and written features. While written on other hand is the form of letters, symbols, words or messages etc especially on paper.

Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teachersemphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.

Despite that fact it is taken for granted, speaking is very important in people's everyday life. As Bygate (1998:6) states that speaking is the vehicle:"par excellence" of social solidarity, of social making of professional achievement a d of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering sequences of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

Literally, to speak means to say words to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. While speech means the power of action of speaking a manner or way of speaking.

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely

complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

People do communication for some reasons. Harmer (2002:46) states the reasons as follows:

1) They want to say something. What is used here is general way to suggestthat the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

2) They have some communicative purpose. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

3) They select from their language store. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they posses) the language they think is appropriate for this purpose.

There will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved in a drill or in repetition. They will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached.

According to the BBC World Service radio there are some of the common problems which people face when they are learning to speak English. If someonewants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful in speaking. In order to have self confidence fluency and accuracy, finding the right words keeping the listeners interested and sounding natural are required.

It is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she has to know the ways of speaking English. Speaking is really different from writing. In speaking, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

From the above definition, it can be concluded that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which might require controlled

processing, while others could be processed automatically. It means that speaking involves several skill require processing.

b. Speaking Ability

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol).

Another way of representing these skills is by reference not to the medium but t the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, where as listening and reading are said to be passive or receptive skills.

Table 2.1 below expresses these four skills :

Table 2.1 Four Language Skills

	Productive/ Active	Receptive/ Passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

Listening skill is the ability to understand English presented in oral from. This skill is set up as an aim by or government particularly in the effort to affiliate with foreign colleges or to communicate with others. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc). Among the four skills, speaking skill

is a difficult one to assess whit precision, because speaking is a complex skill to acquire.

The following four or five components are generally recognized in analysis of speech process:

1) Pronunciation.

   It included the segmental features: vowels and consonants it is any language we can identify a small number of regularly used sound; and the stress and intonation.

2) Grammar.

   It is a linguistic category, which is generally defined by the syntactic or morphological aspects, for example using sentence structure and tenses.

3) Vocabulary.

   It is a component of language that maintains all of information about meaning.

4) Fluency.

   It is leads to ease and speed of the flow of speech, which is using words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of over learning. Fundamental skills are so "automatic" that they do not require conscious attention or fluency in English is accuracy with good pronunciation.

5) Comprehension.

It refers to understanding thoroughly the whole aspect of message conveyed in the conversations; in this case comprehensibility focuses on the students' understanding of conversation.

Harris (1969: 81) says that comprehension is the ability to speech a foreign language is the most pressed skill. Because someone who can speech a language will also be able to understand it. Lado (1961: 239-240) defines speaking ability as: "The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language."

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essentialcomponents of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully. The use of language or speaking skill is a matter of habit formation.

In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes. In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240) points out that speaking ability/ skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

In this research, the scoring of the speaking ability is based on Heaton (1998: 97). It can be seen in the table 2.2 :

Table 2.2 The Scoring of Speaking Based on Heaton (1998:97)

Concept

Oral skill can be identified with speaking skill. The point of view about oral skill is to :
    a. Express oneself intelligibility
    b. Convey intended meaning accurately with sufficient command of vocabulary
    c. Ability to communication by using language appropriate context
    d. Interact with other speakers fluently

Aspect				
Score	Comprehensibility	Accurary	Ability to Communicate	Fluency
5	Easy for the listener to understand to understand the speaker's intention and general meaning. Very few interruption or clarifications required.	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	On a par which an educated native speaker. Completely at case in his use of english on all topic discussed.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
4	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Although he cannot be mistake for a native speaker, he expresses himself quite clearly. He expreriences little difficulty in understanding English and there is no strain at all in communicating with him.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the hole and only a few unnatural pauses.
3	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.	Pronunciation is still moderately influences by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two	Satisfactory verbal communication causing little difficulty for native speaker. He makes a limited number of errors of grammar, lexis, and	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in

		major errors causing confusion.	pronunciation but he is still at ease in communicating on everyday subjects.	covering the gerenal meaning. Fair range of expression.
2	The listener can understand a lot of what is said but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.	Pronunciation is influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which cause confusion.	Although verbal communication is usually fairly satisfactory, the native speaker may occasionally experience some difficulty in communicating with him.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited
1	Only smile bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.	Mush difficulty experienced by native speaker unaccust to foreign english. His own understanding is severaly limited, but communication on everyday topic is possiblr.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting. Almost gives up making the effort at times. Limited range of expression.

c. Elements of Speaking

Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language Feature

The elements necessary for spoken production, are the following:

a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t- to – face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing, *(I think so, yes of course, Idoubt (/d∧ʋt/), I am afraid of. . .), expressing surprise (I am surprised. . . ,I don't believed it. . .), shock (you are joking me. . . ., you are kidding me ...), or approval (I allow you to. . .)*

d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening tosomeone else talks and it is very crucial for students, for example, asking unclear some words or name that have pronounced by some one.

2) Mental/Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates a). Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence. b). Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. c). (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

In conclusion, the elements of speaking covers language features which consists of connected speech, expressive devices, lexis and grammar and mental or social processing which consists of language processing, interacting with others, and information processing.

2. Listening Habit

a. Definition of Listening

In learning English we all know the four skills: listening, speaking, reading and writing. Listening is known for the basic skill because as in language learning we have to be able to have conversation with others as we have to understand what people say in other word listening is the foundation of speaking and writing.

O'Conor (1980: 1) stated that language starts with the ear, when a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. Ifa baby is born deaf he cannot hear these sounds and therefore cannot imitate them and will not speak. But normal babies can hear and can imitate: they are wonderful imitators, and this gift of imitation, which gives us the gift of speech. He also stated that it is well known that a child of ten years old or less can learn any language perfectly, if it is brought up surrounded by that language, no matter where it was born or who its parentswere.

Listening to the language itself may help students try to get the meaning or listening skill allows you to understand what someone is talking about as Sari et al (2013) stated listening means paying attention and making an effort to process what you heard. In other word, listening skills allows you to understand what someone is talking about. She also added that listening is different from hearing as hearing is a physical ability while listening is askill.

Xiao (2013) points out that listening are the foundation of speaking and writing. If a student does not receive effective listening input, he or she may not perform well in writing and speaking since the two output abilities are more difficult. As in learning English as a foreign language, students find listening in listening class while they listen to radio, recorder etc or they can listen it outside the class. But in learning English we donothave to listen to only conversation record but we can also listen to song we like.

In conclusion, listening is considered as a major component of language learning and teaching since it is the basic skill that has to be mastered in English. Listening usually consumes more time in acquiring than other language skills and needs some process of learning. The greater understanding in listening will lead to fun and easier learning in other skills acquisition such as reading, speaking, and writing.

In the classroom, students are exposed to the spoken language all the time. They tend to do more listening than speaking because teacher contributes the greater part of the teaching and learning process which is explaining the lesson in spoken language. In order for the students to fully understand the lesson, they have to be able to listen carefully to what the teacher said and they are required to interpret the message of lesson they have heard. If the students cannot comprehend the message and negotiate the meaning of the lesson, the objectives of the study itself will not fully achieved by the students.

b. **Habit**

According to Firdaus (2014) habit are habituated routines of behavior that are repeated regularly, tend to occcur subconsciously, without dirrectly thinking consciously about them. The condition when a person do the same activity without thinking consciously, as the sociologist Pierre Bourdieu stated in swartz (2002) that the concept of habit was come from the term of *habitus* derives from latin verb *habere* meaning "to have" or "to hold" which means the regulated

action of human with the regular statistical pattern without any conscious thinking. Wood and Runger (2015) also stated that when once habitual responses are acttivated, people can act on the response in mind without making a decision to do so. It is clear that people with a habit will do it without any thinking and they do something repeatedly as Nilsen et al (2012) said that Habit is behaviour that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense ofawareness.

Based on Ogbodo (2010), habit has a typology, that typology of habits grouped as Hobbial, Recreational, Concentration and Deviational, which she correlated with reading. Hobbial refers to an activity one does because it derives some joy and satisfaction in doing it, Recreational refers to activity for recreation or relaxation, and Concentration refers to activity which provides the desired outcome.

To conclude the above understanding, habit can be defined as usual behavior. It means that behavior will be habit. Habit is aa repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. Afterwards, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related with hobby, talent, favorite activity or personal preference continuously, though it is done unconsciously.

c. Listening Habit

This research discusses the students 'listening habit of English songs. Habit in this research refers to the habit in which the subjects of the research do in their spare time or personal time, which is their out of school activity. But sometimes some students listen to music or song while they are studying. As it is said before many people have their own source of music, so how every students or the subjects do in their activity in listening to English songs as their listening habit. Or it can be said that listening habit of English songs is the activity of paying attention to get the meaning by listening to English songs which provide lyrics or words, melody, rhythm sung by a singer in English words which repeated until it has become less or more automatic and it happens or occurssubconsciously.

In conclusion, listening is the activity of paying attention to and trying to get the meaning from something we hear. In addition, listening is an active process of paying attention to and trying to get the meaning from something we hear which is at present unknown.

3. English Song

Sari, et al. (2013) stated song is part of music which contains lyrics being sung. This research discuss about English song in which English language is used in the lyric. Batluk (2015) also stated that songs provided with, for instance, new words and collocations, various accents and etc. In other word song consists of music and words or lyrics being sung. Song

can be broadly divided into many different forms, as it is noted in Firdaus (2014):

a. Art song

Art song are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author(s) and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

b. Folksong

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

c. Popular song

Modern popular songs are typically distributed as recordings, and are played on the radio, through all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when

members of the public who learn to sing it from the recorded version teach their version to others. Popular songs maybe called pop songs for short, although pop song or pop music may instead be considered a more commercially popular genre of popular music as a whole.

From the definition above, it can be concluded that English songs, therefore, is groups of English words performed in rhythms called music. 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.

4. **The Indicator of the Habit of Listening to English Songs**

The habit of singing and listening to English songs is repetitive action of producing English words and music with their voice, paying attention, and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced. According to Murphey (1992:14) there are three indicators of the Habit of Listening English Song:

a. Repetitive action

The condition when a person do the same activity without thinking consciously.

For example :

I listen to English songs repeatedly / rhythm to motivate myself to learn English.

b. Attention

The activity of paying attention by listening to english song which provide lyrics or words, melody, rhythm.

For example :

I read every song lyrics from various types of English songs that I listen to.

c. Getting the meaning

The activity of getting the meaning of groups of English words contained in the song.

For example :

I listen to popular English songs to improve my listening / listening skills in English.

Based on the above explanation, it can be concluded that in the indicator of habit of listening to english song is an activity which contain repetitive action, attention, and getting the meaning of the English song.

5. **Pronunciation Mastery**

a. **Definition of Pronunciation**

Pronunciation is the way in which a language spoken; the way in which a word is pronounced; the way a person speaks the words of language (Hornby in Astuti, 2014). That is why when person mispronounce a word, it will change the meaning and make other people or the listener confused.

As English learners which English as a foreign language, pronunciation is something important to be learned. Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking. Concentrating on sounds, showing where they are made in mouth, making the students aware of where words should be stressed all these things give them extra information about spoken English and help the students achieve the goal (Harmer, 2001: 183). He also added that "Being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English".

From the above definition, it can be concluded that pronunciation is an essential part of speaking (oral communication). It involves making correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). A necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately.

b. **English Speech Sound and Its Element**

Speech sound are certain acoustic effort voluntary produced by the organ of speech, they are the result of definite actions performed by these organs (Jones, 1922: 1). Speech sounds can be represented visually by means of written symbols of writing. The

symbols are called "Phonetic Transcription". For instance: if a phonetics symbols /ʃ/ represent the consonant sound of the word "Fashion". Every speech sound belongs to one or other of two main classes known as vowels and consonant (Jones, 1922: 11).

There are two kinds of element of pronunciation, namely; supra segmental feature and segmental features. As Ramelan noted in Astuti, 2014 that "When we learn English, we will find two kinds of speech feature, those are segmental feature and supra segmental feature.

1) SegmentalFeature

Segmental refers to the sounds units which are arranged by in a sequential order in speech, the sound units of utterance are represented by the phonetic symbols (Wahyukti, 2008: 35). Those segmental features are vowel and consonant.

a)   Vowel

Vowel is made by voiced air passing through different mouth-shapes; the differences in the shapes of the mouth are caused by different position of the tongue and of the lips (J.D. O'Connor. 1980: 79). There are two types of vowel; those are pure vowel and diphtongs (Wakhyukti,2008: 56).

Pure vowel represented by a single character, consist of long vowel and short vowel. Long vowel which is characterized by a length mark made of two dots or semi

colon (Wakhyukti, 2008: 45). There are five long vowels in English those are:

1) /i:/f<u>ee</u>l   4. /ɔ :/<u>all</u>

2) /a:/ g<u>ar</u>den   5. /ɜ:/d<u>ir</u>ty

3) /u:/tr<u>ue</u>

There are five short vowels in English such as:

1. /ɪ/k<u>i</u>ll   4. /ʌ /en<u>ou</u>gh

2. /ə/<u>a</u>bout   5. /u/p<u>u</u>sh

3. /o/ st<u>o</u>p

b)   Consonants

      Consonant is produced when there is some obstruction made by two articulators against the out-going air somewhere in the mouth cavity (Wakhyukti, 2008: 72). Without consonant, a word does not have meaning and even it will be difficult to understand. As O' Connor (1980: 24) stated that there are two reasons why the consonant is important in the word. First, consonant contribute more to make English understandable, second, consonant are generally made by a definite interference of the vocal organ with the air stream, and so are easier to describe and understand.

For example:

/p/ put, supper, lip

/ʃ/ show, washing, cash

/b/ bit, ruby, pub

/ʒ/ leisure, vision

/t/ two, letter, cat

/h/ home, ahead

/d/ deep, ladder, read

/ʧ/ chair, nature, watch

/k/ can, lucky, sick

/ʤ/ jump, pigeon, bridge

/g/ gate, tiger, dog

/m/ man, drummer, comb

/f/ fine, coffee, leaf

/n/ no, runner, pin

/v/ van, over, move

/ŋ/ young, singer

/θ/ think, both

/l/ let4

/ð/ , silly, fall the, brother, smooth

/r/ run, carry, (GA car)

/s/ soup, fussy, less

/j/ you, yes

/z/ zoo, busy, use

/w/ woman, way

2) Supra Segment Feature

Supra segmental feature refers to such features as stress, pitch, intonation and other features that always accompany in the production of speech (Wakhyukti, 2008: 35). There are three kinds of supra segmental features, those are:

a) Stress

By "stress"is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence (Ramelan, 1994: 25). Stress can be classified into two kinds, namely; a word stress and sentences stress (Wakhyukti, 2008: 30). Stress has a big role in English because different stress will changed the meaning andintention.

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. English is a stress-timed language. That means that stressed syllables appear at a roughly steady tempo, whereas non-stressed syllables are shortened.

For example:

The stressed syllables are represented by bold writng.

holiday,

a**lone**, **ad**mi**ra**tion,

confiden**tial,**

degree, **weak**er,

nervous, **pa**rents

b) Intonation

Intonation is the movement of the voice between high and low pitch, as Baker stated in Astuti (2014) intonation is the tune of sentence, comparable with the rise and fall of the tune in a piece of music. In this case, intonation does not change the meaning, but tune we use adds something to the words, and what it adds is the speaker's feeling at that moment (O'Connor, 1980:108). Intonation was used to express many different meanings, includes emotions and attitudes. AsAstuti (2014) said the word "Yes"for example, can be said with falling voice, araising voicewe can make"Yes" mean "I agree"or Perhaps it is "true" or "You can not be serious" or "Wow,you are so right" or any number of other things.

The entire variation of pitch while speaking is called intonation. A very obvious difference in intonation can be observed when looking at statements and questions. For example:

☞When someone utters an echo or asks declarative questions (**like He found it on the street?**), the intonation (i.e. the voice) is rising to a higher pitch at the end.

☞When someone asks a wh-question (**like Where did he find**

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it?) or utters a statement (**like He found it on the street**.), the intonation (i.e. the voice) is falling to a lower pitch at the end.

☞Yes or no questions (**Did he find it on the street?**) often have a rising end, but not always.

c) Syllables

Syllable is a sound unit in a word or one beat. For example you can clap your hand one time when saying "May" and three times when saying "December". "May" has one syllable and December has three syllables (Baker cited in Astuti, 2014). As an addition we can see:

Start	: Onesyllable
Be-gin	: Twosyllables
Bi-cy-cle	: Threesyllables
E-du-ca-tion	: Four syllables

In conclusion, pronunciation has two main features; there are segmental and super segmental features.[7] Segmental feature includes phoneme that consist of vowel and consonant. In addition, super segmental includes stressing and intonation.

In this research, the pronunciation test is done by using the intermediate to advance pronunciation test guideline proposed by Vaughan (2002) which has been adjusted to the curriculum and syllabus for grade X SMK (Vocational high school).

6. Correlation Between Students' Habit of Listening English Songs, Students' Pronunciation, and Their Speaking Ability

Krashen (1982) states that listening is the primary important in the language learning and that the ability to speak and write fluently will come on its own with time. It means that communication will not be running well without listening since listening is the basic skill of the language mastering. Listening fosters the learning of a second language because it provides input which is a main factor in the learning process as Krashen posited. It means that listening is a significant skill during the process of acquiring a language. In listening, listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain, and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984).

Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

It is important to recognize all of the language components that are required to understand the message because it is a fact that students face those language components when they are exposed to real and non-real contexts. Moreover, listening skill is the process that allows the

listener to understand a determinate message and identify the parts that contains the speech. It also allows the listener to be an active participant in the society he or she is involved.

Listening is considered as a major component of language learning and teaching since it is the basic skill that has to be mastered in English. Listening usually consumes more time in acquiring than other language skills and needs some process of learning. The greater understanding in listening will lead to fun and easier learning in other skills acquisition such as reading, speaking, and writing.

In the classroom, students are exposed to the spoken language all the time. They tend to do more listening than speaking because teacher contributes the greater part of the teaching and learning process which is explaining the lesson in spoken language. In order for the students to fully understand the lesson, they have to be able to listen carefully to what the teacher said and they are required to interpret the message of lesson they have heard. If the students cannot comprehend the message and negotiate the meaning of the lesson, the objectives of the study itself will not fully achieved by the students.

Listening skills has a big influence to one's pronunciation. This is obvious and reasonable, as it is difficult indeed for one to produce a good pronunciation when she/he has never heard of it before. Rivers, 2007 said "it is obvious that the students should hear it correctly before endeavoring to reproduce it".

In addition, to achieve such fluency, it is suggested that as students should listen to a certain speech many times, repeatedly. It is said, "To aid students in retaining increasingly longer segments and later as a corollary in producing this longer segment, the students should listen to the same materials many times (Mary Finocchiaro and Michael Bonomo, 1977: 107)".

According to Underwood (1989), there are several ways of improving students' listening ability such as: listening to the news, listening to the stories, listening to the music and song in English. Learning English with song can make the students enjoy themselves and decrease their mental blocks. By listening song, students collect new vocabularies and know how to pronounce them well. Usually they will find new words in the song then search for the meaning and its spelling immediately.

Harmer (2002:228) states that improving students listening skills is important since it helps students to gain many valuable language inputs. Based on the experts' opinion above, the researcher concludes that by listening a western music students will get a new ideas and also develop their vocabulary and improve their pronunciation as well.If the students listen a western music in their daily life, it will be their habitual. Habit is usual behavior (Hornby,1987). It means that behavior will be habit. In other words, if students listen a western music in their free time everyday it will be a habit. By having habitual in listening western music, students will be

able to improve their vocabulay as well as pronunciation because when they listen to something new, automatically their brains will save that information also when they can not understand the meaning of the words in the song they will have a reason to search the meaning of the unfamiliar words and learn to pronounce it, thats' why listening habit can develop their vocabulary and pronunciation.

In addition, nowadays the exposure of English songs is high and many research of song which used song to improve the teaching and learning of English is provided. Songs often used as media to teach English and motivate students to learn English as we know that instead of entertaining and, giving us enjoyment, songs provides lyrics which can help students gain more vocabularies, new utterances and pronunciation as well. When the students improve their pronunciation, their ability to speak will also increase since without pronunciation we cannot speak English well and of course wecannot understand what other people say.

The researcher assumes that there is a significant correlation between the students' listening habit of English songs with their pronunciation ability and speaking skill.

B. Previous Related Research

Previous research is study that has been conducted by other researchers before. The researcher has to look for previous study relates with their research to compare its difference about the content and the finding. The

researcher found some studies about habit of listening English song, pronunciation, and speaking skills:

The first previous study that is found is a research conducted byStefani Jessica et al (2015) entitled "Improving the Pronunciation Through Listening to English Song". The result indicates that the use of English song is effective to be used to improve the students" ability in learning pronunciation.

The second study conducted by Rahayu, Sri. 2015. The Correlation between habit in listening English songs and their pronunciation at the students of SMA Teladan Way Jepara in academic year 2014/2015.The result of analysis obtained in this studyshows that there is positive correlation between habit in listening English songs and pronunciation.

The third study was by Sari et al (2013) entitled "The Correlation betweenStudents"Ability in Listening to the English songs and Their Vocabulary Mastery". The result showed that there was a positive correlation between the two variables.

C. Rationale

Based on the above explanations, the researcher will propose some rationales to determine the direction of the investigation and to compose some hypothesis. In this research, the researcher pointed out some rationales, as follows:

Listening takes the main role in language learning because before someone understands and before he or she starts to speak, they have to hear the sound, words, and speech pattern first. In using the language, listening

gives the students information to complete their knowledge. Listening also develops the students to be able to do speaking, reading and writing. So, listening is the first skill and the most important of the other language skill, i.e. (speaking, reading, and writing). In fact, the students still get difficulties in listening. They hate doing listening comprehension in the teaching learning process.

Therefore, listening is the first skill which is required to be taught, before the people can speak, Vandergrift cited in Angliawati (2011) argues that listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill. There are several reason for considering their language skill as important element for language acquisition. Firstly, it is to provide input for language learning. Secondly listening is dominantly used in daily life. It is an important role in daily live because the information and communication cannot be achieved without listening first. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986).

The students confront many problems when they study English in the class like having low motivation in learning English. So, the students have a negative attitude to learn English because they get difficulities to understand the subjectand finally the students regard English as a difficult subject. Therefore, the media in teaching and learning process is very important to solve students' problem and to make them understand more English subject.

Most people like listening to music to spend their time in daily activity. This activity is fun and good way because it has many benefits for study. Piro and Ortiz in the Psychology of Music (2009) states that children who were exposed to music training performed better on vocabulary and reading comprehension tests than those who were not. Some students feel that the English song is a good way for them to learn Englishsh. In some teaching and learning process they learned English from textbooks, learning process will be ordinary and it makes the students bored because the process is not interesting for student. Therefore, they prefer listening English song to improve their English. Lynch (2006) cited in Angliawati (2011) argues that one way of developing listening ability is by listening to song since for most students singing songs and listening to music are enjoyable experience. The song expose students to a wide vocabulary related a lyric of the song.

Furthermore, Ross (2006 in The Internet TESL Journal entitled 'ESL Listening Comprehension: Practical Guidelines for Teachers') says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. It has been known that wherever we are. By listening to song and applying cultural knowledge benefits, song provides to students and teachers of English and adds one more important value of the use of music in a language classroom. So if the students' habit of listening to English songs are high, their speaking skill will improve.

D. Hypothesis

Hypothesis can be interpreted as a temporary answer of the research problem, until proven by the data collected (Arikunto, 1998: 62). Based on the theoretical framework of this research, the hypothesis is formulated as follows:

1. There is any positive and significant correlation between the habit of listening to english songs toward students speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018.

2. There is any positive and significant correlation between students pronunciation toward their speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018.

3. There is any positive and significant correlation between the habit of listening to englisg songs and students pronunciation toward their speaking ability at SMK Batik 1 Surakarta in academic years 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method of the research, the place and time of the research, the population and sample of the research, the instruments of the research, the technique of data collection, and the technique of data analysis.

A. Research Method

Before conducting the research, it is better to know what the meaning of research. Research is a way of observation or inquiry and has the objective to find the answer of problems or discovery process (Sukardi, 2003: 3). Educational research is typically classified into two group categories: quantitative and qualitative research. Each approach has its own methodology and terminology.

Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypothesis. It generally required well-controlled setting. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural setting. It does not begin with a formal hypothesis, but it may result in hypothesis as the study unfolds (Ary et., al, 2006: 22).

In conducting this research, the researcher applied a quantitative design with a correlational method in which the variables are correlated each other. A quantitative design is more appropriate for this research compared to a

qualitative design since the purpose of the study was to verify and measure the existence of relationships between variables, which qualitative studies do not indicate (Cozby & Bates, 2004: 53). Quantitative is a process of getting knowledge by using a number of data as intruments to explain the subject (Margono, 2005: 25).

Correlation method is a method of which the goal is to describe the relation between two or more events or characteristic (Halonen and Santrock, 1999: 20). Arikunto states that a correlation study is a study to find the relationships between two or more variables (Arikunto, 20013). The researcher applied this method since the purpose of this research is to determine the correlation strenght between two or more variables based on the correlation coefficient. The corellation here is betweenthe habit of listening English song, students pronunciation and speaking skill students. Moreover, Burns, Bogdan and Biklen in Burns (1999: 30) stated that action research is systematic collection of information designed to bring about social change.

The are three possible results of a correlation study: a positive correlation, a negative correlation, and no correlation. The correlational coefficient is a measure of correlation strenght and can range from – 1.00 to +1.00. Perfect positive correlation would result in a score of +1.00 perfect negtive correlation would result in -1 (Nunan, 1992: 32).

1. Positive correlations: both variables improve or decrease a same time. A correlation coefficient close to + 1.00 indicates a strong positive correlation.

2. Negative correlations: indicates that as the amount of the one variable improves the other descrease. A correlation coefficient close to − 1.00 indicates a strong negative correlation.

3. No correlation indicates no relationship between the two variables. A correlation coefficient of 0 indicaties no correlation.

There are three variables in the study namely:

1. Independent variables

    a. The habit of listening English song (X_1)

    b. Students pronunciation (X_2)

2. Dependent variable

    Speaking skill students (Y)

The correlation of the three variables can be seen in Diagram 3.1 as follows:
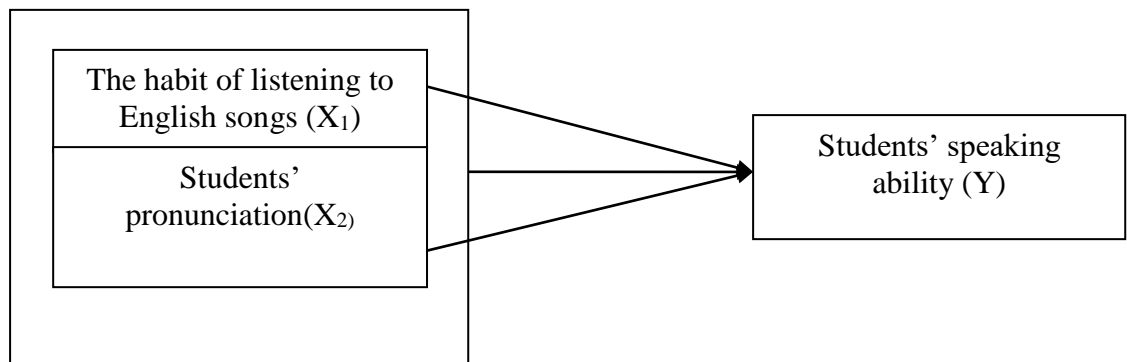
Diagram 3.1 Correlations between Variables

B. **Place and Time of the Research**

1. Place of the Research

    The research was conducted at SMK Batik I Surakarta located at JL. Slamet Riyadi - Kleco - Surakarta, Pajang, Kec. Laweyan, Kota Surakarta Prov. Jawa Tengah.

SMK Batik I Surakarta was selected as the location to conduct the research since based on previous research, the students have habit of listening to English songs and their proficiency in learning English is average. Besides, they have a little ability to communicate effectively with the teacher and each other in the English classroom activity.

2. Time of the Research

This research was started in the second semester of academic year 2017/ 2018. It was started in December 2017. The schedule of the research can be seen in the following table.

Table 3.1 Research Schedule

No.	Activity	Dec	Jan-March	April	Mei-July	August
1.	Pre-research	■				
2.	Writing a proposal chapter I, II, III and Revising proposal.		■	■		
4.	Seminar proposal and revising instruments.			■		
6.	Try out of the instruments				■	
7.	Test of the instruments				■	
8.	Analyzing the data				■	
9.	Reporting the research or munaqosyah					■

C. Population, Sample, and Sampling

1. Population

   Allison et al (1998: 24) defines population as a defined group within a stated class. Hadi (1998: 70), states that population is all the individuals for whom the reality of the sample will be generalized. Suharsini Arikunto (1993: 102) defines population is the entire subject on a research. The population in this research is thetenth grade students of SMK Batik I Surakarta Academic Year 2017/ 2018. The number of student for each class was 33 students of XDKV, 33 students of XTKJ, 33 students of XAP, and 34 students of XAKS. Therefore, the total population is 133 students.

2. Sample

   According Ferguson (1976) as quoted by Sevulls (1998: 160) sample is the small group which will be observed which represents all of the population. Sample is some members of a population taken as data source to represent the whole population. Suharsini Arikunto (1993: 104) states that sample is the part or representation of population of being researched. The number of sample taken for this research was taken from 4 strata with the population sizes of 33 students of XDKV, 33 students of XTKJ, 33 students of XAP, and 34 students of XAKS respectively. And the researcher chose a sampling fraction of ½. (Chapman and Hall, 2003). Therefore, the sample taken for each class was 16 students of XDKV, 16 students of XTKJ, 17 students of XAP, and 16 students of XAKS.

3. Sampling

Sampling is the process of taking sample. It is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. Sampling is indispensible to the researcher. Usually, the time, money, and effort involved do not permit a researcher to study all possible member of a population. In this research, the researcher uses probability sampling by using random sampling type.

One of the famous ways in statistics to get the representative sample is random sampling. The researcher uses random sampling to obtain the sample as this method gives every member of the population an equal chance of being selected in the study (Hallonen and Santrock, 1999: 18). In this research, the researcher used proportionate random sampling to get representative sample. The sample size of each stratum in this technique is proportionate to the population size of the stratum when viewed against the entire population. This means that the each stratum has the same sampling fraction. For example, you have 3 strata with 100, 200 and 300 population sizes respectively and the researcher chose a sampling fraction of ½. Then, the researcher must randomly sample 50, 100 and 150 subjects from each stratum respectively. (*Definition taken from Valerie J. Easton and John H. McColl's Statistics Glossary v1.1*). In this research, there were 4 strata with the population size of 33 students of XDKV, 33 students of XTKJ, 33 students of XAP, and 34 students of XAKS.

After conducting the procedures of simple random sampling, then the sample taken for this research were grade 16 students of XDKV, 16 students of XTKJ, 17 students of XAP, and 16 students of XAKS.

D. The Technique of Collecting Data

1. The Instrument of Collecting Data

    The researcher used test and questionnaire as the technique to collect the data for this research. The questionnaire is used to collect the data of students' habit in listening to English songs, whereas, the data of students' pronunciation and their speaking ability was take from the result of test. The instruments used in this research are as follow:

    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. In this research, the researcher used a closes direct questionnaire. A closed direct questionnaire is a questionnaire about respondent that must be answered by the respondents him/herself and there are several answers that have been provided so that a respondent only chooses the most appropriate answer to collect the data of the students' habit of listening to English songs.

    The instrument used in this research was Likert-type scale, a scale with a number of points or spaces, usually at least three but not more than seven (Wiersma, 2000: 305), and mostly the options are in the form of "*sangat setuju* (strongly agree)", "*setuju* (agree)",

"*tidak setuju* (disagree)", and "*sangat tidak setuju* (strongly disagree)". In the habit of listening to English songs, the respondents are expected to choose one of those choices that they think are closely matched with their condition at the timeand indicate the degree they could do with each item and assessed themselves on the scale provided.

The statements and the questions in the questionnaires mainly divided into two statements; positive and negative.

The following is the overview in scoring the positive and negative statements:

Statements	SS	S	TS	STS
Positive	4	3	2	1
Negative	1	2	3	4

Where:

SS : *Sangat Setuju* (Strongly agree)

S : *Setuju* (agree)

TS : *Tidak Setuju* (disagree)

STS : *Sangat Tidak Setuju* (strongly disagree)

b. Test

A test can be defined as systematic procedure for observing one's behavior and describing it with the aid of numerical devices or category system (Cronbach in Syakur, 1995: 5). A test is useful to help the teacher to measure the students' achievement, to know the students' progress, to motivate and direct student learning and also to

evaluate the teaching process, whether it good or not. There are two types of test that is used in this research, such as:

c. Oral PronunciationTest

To collect the data of students' pronunciation mastery the researcher used an oral pronunciation test. The pronunciation test is a test to measure the students' ability in identifying the pronunciation of words in English including vowel, consonant, and syllables.

In this research, the researcher applied pronunciation test in the form of oral test, which is based on the pronunciation test guideline of intermediate to advance pronunciation test by Vaughan, 2002. The pronunciation test has been adjusted with the curriculum and syllabus of English at school. The researcher marks 1 for each item if the students correctly pronounce the word, and the researcher marks 0 if the students incorrectly pronounce the word.

d. Oral Speaking Test

To collect the data of speaking skill, the researcher used oral test that is oral interview. According to Underhill (1996: 7) an oral test is a repeatable procedure in which a learner speaks, and is accessed on the basis of what he says. It can be used alone combined with tests of other skills.

Oral interview is testing situations in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee, and someone-either the interviewer or another person but preferably another person-assesses the language proficiency of the

testee. The advantage of an interview is that it attempts to approximate a conversation situation, but the knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation (S. Kathleen Kitao ; nd)

To find out the validity of oral test, the researcher uses content validity of oral test, the researcher uses content validity since the instrument is based on the blueprint and the blueprint is based on the construct which is the construct is based on the theories. To find out the reliability of oral test, the researcher uses inter-rater reliability in that the scores are usually producted by two raters, the scores are line up in columns, and a correlation coefficient is calculated between them (Brown. 1996: 203).

2. Try Out of The Instrument

   a. The validity of the instrument

      Validity is an instrument that used to measure the level of validity of instrument (Sugiyono, 2013: 172). To find out the validity of the instrument, the researcher will use *Pearson Product Moment* formula as follows:

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

Where:

r_{xy} = the coefficient 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

b. 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 habit in listening to English songs, the researcher will use Cronbach Alpha Formula, as follow:

$$r_{ii=} \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

R_{ii} = the coefficient of reliability

k = the number of valid items on the test

$\sum S_i^2$ = the variance of each item

S_t^2 = the variance of all scores on the total test

E. **Techniques of Analyzing Data**

1. Descriptive Test

Descriptive statistics are used to describe the basic features of thedata in a research. They provide simple summaries about the sample and themeasures. Together with simple graphics analysis, they form the

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basis ofvirtually every quantitative analysis of data (Freeman, 2006).Given a list, by frequency distribution of data will be presented as follows:

a. The *median* is the "middle value" of a list. It is the smallest number such that at least half the numbers in the list are no greater than it. If the list has an odd number of entries, the median is the middle entry in the list after sorting the list into increasing order. If the list has an even number of entries, the median is equal to the sum of the two middle (after sorting) numbers divided by two.

b. The *mode* is the most common (frequent) value. A list can have more than one mode.

c. The *mean* is equal to the sum of all the values in the data set divided by the number of values in the data set.

d. The lowest is the the smallest value in the data set. This number is the data value that is less than or equal to all other values in our set of data.

e. The highestthe largest value in the data set. This number is the data value that is greater than than or equal to all other values in our set of data.

f. The standar deviationis a more accurate and detailed estimate ofdispersion because an outlier can greatly exaggerate the range (as wastrue in this example where the single outlier value of 36 stands apartfrom the rest of the values. The Standard Deviation shows the relationthat set of scores has to the mean of the sample.

g. The frequency distribution isa representation, either in a graphical or tabular format, that displays the number of observations within a given interval. The intervals must be mutually exclusive and exhaustive, and the interval size depends on the data being analyzed and the goals of the analyst.

h. The histogram isa useful feature that possible to assess the distributional form of the data; in particular whether the data are approximately Normal, or are skewed.

2. Prerequisite Test

a. Normality Test

To determine the normality, this research applied with normality test of Kolmogrov-Smirnov by using the statistical test software of SPSS 16.

L_o-= F(zi)–S(zi)

b. Linearity Test

Linearity test aims to determine the relationship between independent variables and the dependent variables is linear or not.

3. Hypothesis Test

Hypothesis test is conducted to determine the first and the second hyphotesis in this resesearch. The technique of data analysis used by the researcher is the formula of Pearson's product moment correlation:

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

where:

r_{xy} = the coefficient of correlation

X = the score of variable x

Y = the score of variable y

N = The total subject

If $r_{obtained} > r_{table}$, therefore, it is concluded that there is a correlation between variable x and y (Arikunto, 1998: 162) (2006: 275).

The above formula is very important due to finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis is accepted in this research. The result computation indicates whether there is any correlation between two variables or not.

Third Hypothesis is as follows:

$$r_{xy} = \sqrt{\frac{r^2_{y}1 + r^2_{y}2 - 2r_{y1}r_{y2}r_{12}}{1 - r^2_{12}}}$$

Where:

R_{y12}= the coefficient correlation between Y, X_1 and X_2

r_{y1}= the coefficient correlation between Y and X_1

r_{y2}= the coefficient correlation between Y and X_2

r_{xy} = the coefficient correlation between X_1 and X_2

(Sudjana, 2002: 385)

To find out the significant of the coefficient of R_{y12}, this research applied the formula of Multiple Liniear Regression Analysis as follows:

$$F = \frac{r^2/k}{(1 - R^2)/(n - k - 1)}$$

Where:

F= value of regression

R= the coefficient of correlation between X_1, X_2 and Y

k= the number of independent variable

N= the number of sample

(Sudjana, 2002: 385)

To find out the relative contribution of each predictor of independent variables to the dependent variables, this research applied formula as follows:

a. Predictor X_1

$$RC\% = \frac{a_1 \sum x_1 y}{JK(reg)} x\ 100\%$$

b. Predictor X_2

$$RC\% = \frac{a_2 \sum x_1 y}{JK(reg)} x\ 100\%$$

To find out the effective contribution of each predictor of independent variables to the dependent variables, this research applied formua as follows:

a. Predictor X_1

$$EC\% = RC\% X_1 X R^2$$

b. Predictor X_2

$$EC\% = RC\% X_2 X R^2$$

(SutrisnoHadi, 2001: 42)

To find out the total contribution of the two predictor of independent variables to the dependent variables, this research applied formula as follows:

EC% of predictor X_1+EC% of predictor X_2

Where:

$$a^1 = \frac{(\sum x_2{}^2)(\sum x_1 x_2) - (\sum x_1 x_2)(\sum x_2 y)}{(\sum x_1{}^2)(\sum x_2{}^2) - (\sum x_1 x_2)^2}$$

$$a^2 = \frac{(\sum x_1{}^2)(\sum x_2 y) - (\sum x_1 x_2)(\sum x_1 y)}{(\sum x_1{}^2)(\sum x_2{}^2) - (\sum x_1 x_2)^2}$$

JK(reg)= $a^1 \sum x^1 y + a_2 \sum x_2 y$

(Sudjana, 2002: 349)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses the research finding and the discussion of the research finding.The research findings consist of the descriptions of the data, the pre-requirement testing and the testing of the data hypotheses. There are three variables in descriptions of the data and there are linearity and normality test in pre-requirement testing. Meanwhile, there are three kinds of hypothesis in hypothesis testing. The discussion consists of the discussion of the research findings.

A. Research Findings

In the research finding, the researcher describes the description of the data which has three variables, one dependent variable, and two independent variables. The researcher also describes the data analysis consisting of pre-requirement testing and hypothesis testing.

1. Data on Students' Habit of Listening to English Songs and Pronunciation Mastery toward Speaking Ability

The research description is based on the score from a questionnaire to know the habit of listening to English song and the score of test to know the students' pronunciation and the students' speaking ability at SMK Batik 1 Surakarta in the academic year of 2017/ 2018. It is presented in the form of mean, mode, standard deviation, the highest and the lowest score which is completed with the variable description in the form of a

histogram. The computation of mean, median, mode, etc. the researcher used SPSS 20.00 for windows and the result is as follow :

Table 4.1 The Computation of Mean, Median, Mode, etc

		X1	X2	Y
N	Valid	65	65	65
	Missing	0	0	0
Mean		64.9667	74.7333	55.8667
Std. Error of Mean		1.68392	1.91721	2.30728
Median		65.0000	74.0000	59.0000
Mode		55.00a	72.00	60.00
Std. Deviation		9.22322	10.50101	12.63747
Variance		85.068	110.271	159.706
Range		32.00	45.00	46.00
Minimum		48.00	51.00	34.00
Maximum		80.00	96.00	80.00
Sum		1949.00	2242.00	1676.00

The data obtained on the table above can be explained as follows:

a. The Data of Students' Pronunciation (X1)

The data of Students' Pronunciation are collected from a test. The test consists of 40 items which are valid. The respondent who did the test was 65 students at the tenth-grade students of SMK Batik 1 Surakarta as the sample of the research. From the result of the Students' pronunciation test, we know that the highest score is 80 and the lowest score is 48, so the range is 32. The sum is 1949 and the respondent is

30 so the mean is 64.9667. The standard error of the mean is 1.68392, the median is 65.0000, the mode is 55.00, the variance is 85.068, and the standard deviation is 9.22322. It can be concluded that the ability of the students in the pronunciation test oftenth-grade students of SMK Batik 1 Surakarta is various. The frequency of the distribution of the scores can be seen in the following table :

Table 4.2 The Frequency of the Distribution of the

Pronunciation Mastery (X_1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48.00	1	3.3	3.3	3.3
	50.00	2	6.7	6.7	10.0
	55.00	4	13.3	13.3	23.3
	58.00	5	3.3	3.3	26.7
	60.00	13	10.0	10.0	36.7
	63.00	3	10.0	10.0	46.7
	65.00	3	10.0	10.0	56.7
	68.00	10	3.3	3.3	60.0
	70.00	4	13.3	13.3	73.3
	73.00	7	3.3	3.3	76.7
	75.00	4	13.3	13.3	90.0
	78.00	1	3.3	3.3	93.3
	80.00	2	6.7	6.7	100.0
	Total	65	100.0	100.0	

Based on the above table 4.2, it can be seen that there is one student who got 48 for his verbal score and it certainly will be the lowest score. Furthermore, there are two students who got 80 for their verbal intelligent score and it certainly will be the highest score of

verbal intelligent score of the verbal test. From the highest score and the lowest score we can know the range of the data, the range is the highest score minus the lowest score and the result is 80 – 48 = 32 From the table above the researcher can take the conclusion that the score of the students' pronunciation test at the tenth grade students of SMK Batik 1 Surakarta is various. Then, the frequency distribution of the pronunciation data can be seen on the following histogram.
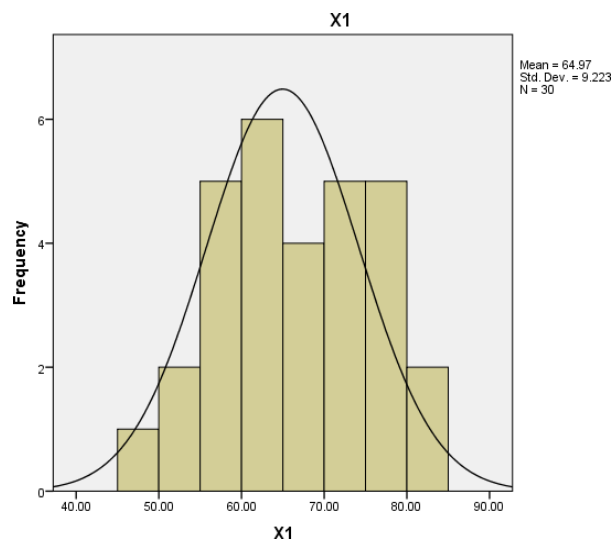
Figure 4.1 Histogram of Pronunciation Mastery Score (X$_1$)

b. The Data of Habit of Listening to English Song (X2)

Thedata of Habit of Listening to English Song is collected from a questioner. The questionnaire consists of 30 items which are valid.The respondent who did the test was 65 students at tenth-grade students of SMK Batik 1 Surakarta as the sample of the research. From the result of the habit of listening English song questioner, we know that the highest score is 96 and the lowest score is 51, so the range is

45. The sum is 2242.00 and the respondent is 30 so the mean is 74.7333. The standard error of the mean is 1.91721, the median is 74.0000, the mode is 72.00, the variance is 110.271, and the standard deviation is 10.50101. It can be concluded that the ability of the students in answering a questionnaire of Habit listening to the English Song oftenth-grade students of SMK Batik 1 Surakarta is various. The frequency of the distribution of the scores can be seen in the following table :

Tables 4.3 The Frequency of The Habit of Listening to English Song (X2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	2	3.3	3.3	3.3
	52.00	2	3.3	3.3	6.7
	57.00	2	3.3	3.3	10.0
	62.00	2	3.3	3.3	13.3
	67.00	2	3.3	3.3	16.7
	69.00	1	3.3	3.3	20.0
	70.00	3	10.0	10.0	30.0
	72.00	5	16.7	16.7	46.7
	74.00	2	6.7	6.7	53.3
	75.00	1	3.3	3.3	56.7
	77.00	5	3.3	3.3	60.0
	79.00	1	3.3	3.3	63.3
	80.00	2	6.7	6.7	70.0
	81.00	2	6.7	6.7	76.7
	82.00	10	3.3	3.3	80.0
	83.00	1	3.3	3.3	83.3
	86.00	5	3.3	3.3	86.7
	88.00	2	6.7	6.7	93.3
	90.00	1	3.3	3.3	96.7
	96.00	1	3.3	3.3	100.0
	Total	65	100.0	100.0	

Based on table 4.3, it can be seen that there is one student who got 51 for his Interest score and it certainly will be the lowest score. Furthermore, there is one student who got 96 for their Habit of listening to English Song score and it certainly will be highest score Habit of listening to English Song score of the Habit questionnaire. From the highest score and the lowest score we can know the range of the data, the range is the highest score minus the lowest score and the result is 96 – 51 = 45 From the table above the researcher can take the conclusion that the score of the Habit of listening to English Song at tenth grade students of SMK Batik 1 Surakarta is various. Then, the frequency distribution Habit of listening to English Song data can be seen on the following histogram:
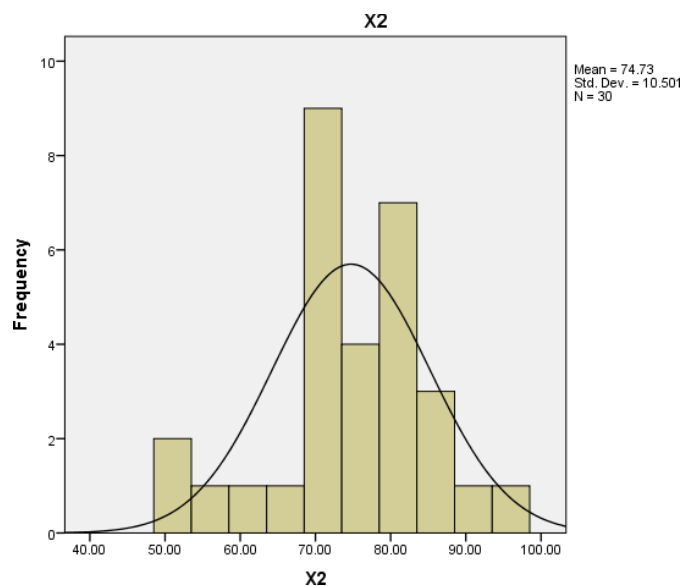
Figure 4.2 Histogram of Habit of Listening to English Song Score

(X_2)

c. **The Data of Speaking Ability (Y)**

The data of Speaking Skill are collected from a test. The test consists of 15 items which are valid. The respondent who did the test was 65 students at tenth-grade students of SMK Batik 1 Surakarta the as the sample of the research. From the result of the Speaking Ability test, we know that the highest score is 80 and the lowest score is 34, so the range is 46. The sum is 1676.00 and the respondent is 30 so the mean is 55.8667. The standard error of the mean is 230728, the median is 59.0000, the mode is 60, the variance is 159.706, and the standard deviation is 12.63747. It can be concluded that the ability of the students in answering Speaking Ability test at tenth-grade students of SMK Batik 1 Surakarta is various. The frequency of the distribution of the scores can be seen in the following table :

Table 4.4 The Frequency of the Distribution of Speaking

Ability Score (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
	34.00	1	3.3	3.3	3.3
	38.00	1	3.3	3.3	6.7
	40.00	2	6.7	6.7	13.3
	42.00	1	3.3	3.3	16.7
	44.00	2	6.7	6.7	23.3
	46.00	3	10.0	10.0	33.3
	48.00	2	6.7	6.7	40.0
	52.00	15	6.7	6.7	46.7
Valid	58.00	5	3.3	3.3	50.0
	60.00	6	20.0	20.0	70.0
	62.00	6	3.3	3.3	73.3
	64.00	6	3.3	3.3	76.7
	68.00	3	3.3	3.3	80.0
	70.00	1	3.3	3.3	83.3
	72.00	3	10.0	10.0	93.3
	78.00	5	3.3	3.3	96.7
	80.00	5	3.3	3.3	100.0
	Total	65	100.0	100.0	

Based on table 4.4, it can be seen that there is one student who got 34 for his speaking ability score and it certainly will be the lowest score. Furthermore, there are two students who got 80 for their speaking ability score and it certainly will be the highest score of speaking ability test. From the highest score and the lowest score we

can know the range of the data, the range is the highest score minus the lowest score and the result is $80 - 34 = 46$. From the table above the researcher can take the conclusion that the score of the students' Speaking ability test at the tenth grade students of SMK Batik 1 Surakarta is various. Then, the frequency distribution of the speaking skill data can be seen on the following histogram :
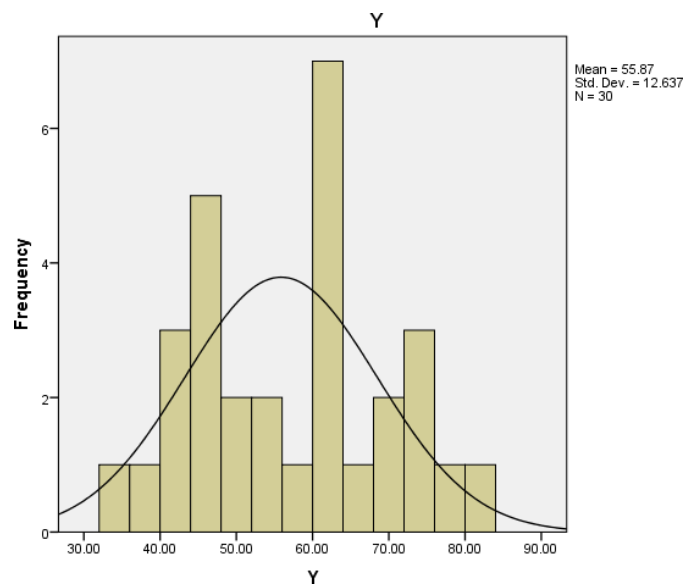

Figure 4.3 Histogram of Speaking Ability Score (Y)

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 regression or not.

1) Normality Testing

Normality testing distribution is purposed to know whether the variable data research data research distribution is normal or not. There are three kinds of the testing of normality data in this research, the normality of students' pronunciation, normality habit of listening to the English song and normality of speaking ability. If the data is not normal, so the parametric statistic can be used to analyze the data. To compute the normality of the data, the researcher used Kolmogorov – Smirnov formula through SPSS 23.0 for windows at the level of significant 5% and the result of the computation of the normality test can be seen on the following table.

Table 4.5 Tests of Nurmality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
X1	.096	65	.200[*]	.949	65	.156
X2	.187	65	.009	.932	65	.057
Y	.114	65	.200[*]	.956	65	.237

*. This is a lower bound of the true significance

b. Lillieforms Significance Correlation

The data obtained on the table above can be explained as follow :

1) Normality of Students' Pronnunciation (X1)

Based on the table tests of normality above, the normality testing distribution from students' pronunciation for 65 respondents at tenth-grade students of SMK Batik 1 Surakarta at the level of significance $\alpha = 0.05$ is 0.156. The result shows that variable data of students' pronunciation is in normal distribution since the significance is higher than 0.05.

a) Normality Habit of Listening to English Song (X2)

Based on the table tests of normality above, the normality testing distribution from Habit of Listening to English Song for N= 65 at tenth-grade students of SMK Batik 1 Surakarta atthelevelofsignificance$\alpha = 0.05$ is 0.057. The result shows that variable data of Habit of to English Song is in normal distribution since the significance is higher than 0.05.

b) Normality of the Speaking Ability (Y)

Based on the table test of normality above, the normality testing distribution from speaking ability for the number of respondents is 65 at tenth-grade students of SMK Batik 1 Surakarta at the level of significance $\alpha = 0.05$ is 0.237. The result shows that variable data of speaking ability is in normal distribution since the significance is higher than 0.05.

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 the F test at the level significant a = 0.05 through SPSS 20 for windows.

a) The Linearity of Students' Pronunciation (X1) and The speaking Ability (Y)

Table 4.6 Linearity of Students' Pronunciation (X₁) and

Speaking Ability (Y)

		Sum of Squares	df	Mean Square	F	Sig.
Y* X1	(Combined)	7926.467	16	495.404	5.075	.003
	Between Linearity Groups	5755.198	1	5755.198	58.958	.000
	Deviation from Linearity	2171.268	15	144.751	1.483	.241
	Within Groups	1269.000	13	97.615		
	Total	9195.467	29			

Based on the above table 4.6, the linearity testing from students' pronunciation and speaking ability for N = 65 at the level of significance α = 0.05 is 0.241. The result shows that the linearity

testing from students' pronunciation score and the speaking ability score at the tenth-grade students of SMK Batik 1 Surakarta is linear since the significance is higher than 0.05.

3) Linearity Habit of listening to English Song (X2) and the Speaking Ability (Y)

Table 4.7 Linearity Habit of listening to English Song(X₂) and Speaking Ability (Y)

		Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups (Combined)	632.950	17	37.232	9.134	.000
	Linearity	529.693	1	529.693	129.942	.000
	Deviation from Linearity	103.257	16	6.454	1.583	.213
	Within Groups	48.917	12		4.076	
	Total	681.867	29			

Based on the above table 4.7, the linearity testing from Habit of listening to English Song and speaking Ability for N = 65 at the level of significanceα = 0.05 are 0.213. the result shows that the linearity testing from Habit of listening to the English Song score and the speaking ability score at tenth grade students of SMK

Batik 1 Surakarta are in the form of linear since the significance is higher than0.05.

c. Hypothesis Testing

Because the computation of normality and linearity shows that the data are in normal distribution and the regression is linear, the researcher can continue to test the hypothesis of the research.

1) First Hypothesis

The first hypothesis of this research is that there is a significant correlation between students' pronunciation toward Speaking Ability fortenth-grade students of SMK Batik 1 Surakarta. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through SPSS 20.0 for windows.

The statistical formulations of the first hypothesis are as follow:

a) Ho: sig>α. It means that there is no significant correlation between X_1 andY

b) Ho: sig< α. It means that there is a significant correlation between X_1 andY

The result of computation shows that the correlation coefficient (r) between students' pronunciation and speaking ability is 0.791 as can be seen in the following table.

Table 4.8 The Correlation of Students' Pronunciation (X₁)

toward Speaking Ability (Y)

		Y	X1
Pearson Correlation	Y	1.000	.791
	X1	.791	1.000
Sig. (1-tailed)	Y	.	.000
	X1	.000	.
N	Y	65	65
	X1	65	65

It means that the correlation between students' pronunciation and the speaking ability is positive and very strong. At the level of significant α= 0.05 and the number of respondents are 65, the sig. (1-tailed) is 0.000. It is lower than 0.05 so the correlation is significant.

From the result that there is a significantcorrelation and the significant correlation means that Ho is rejected and Ha accepted. Therefore, the correlation between students' pronunciation and the speaking ability is positive and very strong since the coefficient of correlation is 0.791. It means that 94.2% variation of the speaking ability is influenced by the students' pronunciation.

Next, the researcher used simple linear regression through SPSS 23.0 for windows to predict how far the students' pronunciation affects the speaking ability. And the result of the

question of simple linear regression is Y= 9.341+0.989X got from the following table.

Table 4.9 Simple Linear Regression of X_1 and Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.279	9.341		-.030	.976
X1	.989	.145	.791	6.844	.000

From the equation Y= 9.889+0.879Xcan be analyzed that:

a) If the score of students' pronunciation (X_1) = 0, therefore, it can be predicted that the score of the speaking ability is 9.341. Meanwhile, if the score of the students' pronunciation is 53, therefore, it can be predicted the score of speaking ability is 9.341+0.989(53)=61.758.

b) The coefficient of regression b=0.989 indicated that the added value of speaking score for every addition the Students' pronunciation score. It also indicated that the correlation between students' pronunciation and the speaking ability is positive since the coefficient is positive.

   The equation above can be a basis to predict the speaking score which is influenced by students' pronunciation score if it is significant. To the significant it can be seen from the table

coefficients (a). The sig=0.000. Since it was tested in two sides so the level of significance 5% is divided into two, so α=0.025. 0.000 is lower than 0.025, it means that the equation of simple linear regression is valid and there is a significant correlation between students' pronunciation and speakingability.

The above result above indicated that Ho is rejected and Ha is accepted. Therefore, there is a significant correlation between students' pronunciation and the speaking ability which is positive and significant. The coefficient of determination that is shown between students' pronunciation and speaking ability is 0.989^2= 0.978. It means that 84.4% the variation of the speaking is influenced by other factors or variables that are not explained in this research.

2) Second Hypothesis

The second hypothesis of this research is that there is a significant correlation between the Habit of listening to English Song and speaking ability of the tenth grade students of SMK Batik 1 Surakarta. To test the hypothesis, the researcher analyzed the data by using the Pearson Product Moment Formula through SPSS 23.0 for windows. The statistical formulations of the second hypothesis are as follow:

a) Ho : sig>α. It means that there is no significant correlation between X_2 and Y

b) Ho: sig $< \alpha$. It means there is a significant correlation between X_2 and Y

The result of computation shows that the correlation coefficient (r) between Students' Habit of listening to English Song and speaking ability is 0.819 as shown in the following table.

Table 4.10 The Correlation Habit of Listening to English Song (X_2) toward Speaking Ability (Y)

		Y	X2
Pearson Correlation	Y	1.000	.819
	X2	.819	1.000
Sig. (1-tailed)	Y	.	.000
	X2	.000	.
N	Y	65	65
	X2	65	65

It means that the correlation between Habit of listening to English Song and the speaking ability is positive and very strong. To know whether the correlation significance or not, it can be seen on a sig. (1-tailed) on the table above. The sig=0.000 at the significance level α= 0.05, the correlation is significant since the significance of the coefficient correlation is lower than 0.05.

Theresult above means that Ho is rejected and Ha accepted. Therefore, there is a significant correlation between Habit listening to the English Song and the speaking ability is positive and very

strong. The coefficient of determination that is shown between

Habit of listening to English Song and speaking ability is $0.819^2 =$

0.670. It means that 70.4% variation of the speaking is influenced

by other factors or variables that are not explained in this research.

Next, the researcher used the equation of simple linear

regression through SPSS 23.0 for windows to predict how far the

Habit of listening to English Song affect the speaking ability. And

the result of the question of simple linear regression is Y= -

26.488+1.385X got from the followingtable:

Table 4.11 Simple Linear Regression of X₂ and Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-26.488	11.878		-2.230	.034
			.819		.000
X2	1.385	.183		7.558	

From the equation Y= -26.488+1.385X2 can be analyzed that:

a) If the score Habit of listening to English Song(X₂) = 0,

therefore, it can be predicted that the score of the speaking

ability is-26.488. Whereas if the score of Habit of

listeningto English Song is 53, therefore, it can be predicted

the score of speaking ability is -26.488+1.385(53)=46.917.

b) The coefficient of regression b=1.358 indicated that the

added value of speaking score for every addition Habit of listening to English Song score. It also indicated that the correlation between Habit of listening to English Song and the speaking ability is positive since the coefficient ispositive.

The equation above can be a basis to predict the speaking score which is influenced by Habit of listening to the English Song score if it is significant. To the significance it can be seen from the table coefficients (a). The sig=0.000. Meanwhile, the level of significance α=5% is divided into two since the correlation is tested in two sides so that the value of α=0.025. Since the sig=0.000 is lower than 0.025, therefore, the equation of simple linear regression is valid and there is a significant correlation between Habit of listening to English Song and speakingability.

3) Third hypothesis

The third hypothesis of the research is that there is a significant correlation between students' pronunciation (X_1) and Habit of listening to English Song(X_2) simultaneously and the Speaking Ability (Y) at tenth-grade students of SMK Batik 1 Surakarta. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through SPSS 23.0 for windows.

The statistical of third hypothesis are as follow :

a) Ho: sig >α. It means that there is no significant correlation between X_1, X_2 simultaneously and Y.

b) Ho: sig <α. It means that there is a significant correlation between X_1, X_2 simultaneously and Y.

The result of Multiple Correlation Formula through SPSS 23.0 is shown on the table below :

Table 4.12 Multiple Correlation of Students'

Pronunciation (X_1) and Students' Habit of listening to English

Song(X_2) toward Speaking Ability (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
1	.918	.843	.831	5.765	1.319	72.245	000

The result of computation shows that the correlation coefficient (R) between students' pronunciation (X1), Habit of listening to English Song(X2) simultaneously and speaking ability (Y) is 0.918. The significance sig. is 0.000. It is lower than α=0.05, so the coefficient of the correlation is significant.

It means that Ho is rejected and Ha accepted. Therefore, there is a significant correlation between students' pronunciation and

Habit of listening to English Song simultaneously and the speaking ability of tenth-grade students of SMK Batik 1 Surakarta in academic years 2017/2018. It is positive and very strong since the coefficient of correlation is 0.918. The coefficient of determination that is shown between the students' pronunciation and Habit of listening to English Song and speaking ability is $0.918^2 = 0.842$. It means that 84.2% variation of the speaking is influenced by other factors or variables that are not explained in this research.

Next, the researcher used the equation of multiple linear regressions through SPSS 23.0 for windows to predict how far the students' pronunciation and Habit of listening to English Song simultaneously affect speaking ability. And the result of the question of multiple linear regression is Y= 5.449+0.859X1+0.065X2 got from the following table

Table 4.13 Multiple Linear Regression of X_1 and X_2 toward Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.449	7.353		.741	.465
X1	.859	.195	.873	4.404	.000
X2	.065	.264	.049	.246	.808

From the equation, Y= 5.449+0.859X1+0.065X2 can be analyzed that :

a) If the score of students' pronunciation (X_1) and Habit of listening to English Song(X_2) = 0, therefore, it can be predicted that the score of the speaking ability is 5.449. Whereas, if the score the students' pronunciation (X_1) and Habit of listening to English Song (X_2)is got addition 1, therefore, it can be predicted that the score of speaking ability is Y= 5.449+0.859(1)+0.065(1)= 6.373. then if the score the students' pronunciation (X_1) and Habit of listening to English Song (X_2)are 70, the score of speaking ability will be 5.449+0.859(70)+0.065(70)=70.129.

b) The coefficient of multiple regressions 0.859 and 0.065 indicatedthattheadditionvaluespeakingscoreforevery addition the students' pronunciation (X_1) and Habit of listening to English Song (X_2) score. It also indicated that the correlation between vocabulary mastery(X_1) Habit of listening to English Song (X_2) and speaking ability is positive since the coefficient ispositive.

The equation above can be a basis to predict the speaking score which is influenced by students' pronunciation (X_1) and Habit of listening to English Song (X_2) score if it is significant. To test the significance it can be seen from the table

coefficients (a). From the calculation, obtained sig=0.000. At the level of significance of α=0.05 and N =65. The significance 0.05 is dividedintotwoandtheresultis0.025.Sig(0.00)islessthan 0.025. Therefore, the equation of multiple linear regressions is valid and there is a significant correlation between students' pronunciation (X_1) Habit of listening to English Song (X_2) and speakingability.

B. Discussion of the Research Finding

The discussion of the research finding focuses on two sections, descriptive analysis of each variable and the inferential analysis of each variable, which is the correlation between the dependent variable and two independent variables. In the result of the descriptive of the data, it shows that students' pronunciation,Habit of listening to English Song and speaking ability at tenth grade students of SMK Batik 1 Surakarta are good with the mean score 64.6997 for students' pronunciation, 74.7333 for Habit of listening to English Song and 55.8667 for speaking ability.

For the data of students' pronunciation, it was found that the highest score is 80 and the lowest score is 48, therefore, the range is 32. The standard error of the mean is 1.68392, the median is 65.0000, the mode is 55, the variance is 85.068, and the sum is 1949.00. For the data Habit of listening to English Song, it was found that the highest score of the questionnaire which is given to 30 respondents at tenth grade students of SMK Batik 1 Surakarta is 96 and the lowest score is 51, therefore, the range is 45. The standard error of

the mean is 1.91721, the median is 74.0000, the mode is 72.00, the variance is 110.271, and the sum is 2242.00. The data of the speaking abilitywere collected from a test. The test consists of 10 items which are valid. The test is given to the 65 students at tenth grade students of SMK Batik 1 Surakarta as a sample of the research. From the test, the researcher got the highest score is 80 and the lowest score is 34, so the range is 46.00. The standard error of mean is 2.30728, the median is 59, the mode is 60.00, the variance is 159.706, and the sum is 1676.00. The other result of descriptive analysis can be seen through the standard deviation value of each variable. The standard deviation value can be the basic interpretation of the dispersion of the students' score of their pronunciation mastery, of their Students' Habit listening to the English Song and their speaking ability.The value of the standard deviation of students' pronunciation test is 9.22322; Habit of listening to English Song is 10. 50101 and the speaking ability test is 12.63747.

Considering the values, the researcher concludes that the students' achievements are somewhat homogeneous. In the result of a pre-requirement analysis, the researcher used two kinds of testing 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 ornot.

Based on the result of the research finding, it can be seen that the data of students' pronunciation test is in the normal distribution since the significance value (0.200.) is higher than 0,05. Meanwhile the data of Habit of listening to English Song questionnaire is in normal distribution since the

significance (0.187) is higher than 0.05. Then the data of the speaking ability test is also in normal distribution since the significance (0.114) is higher 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' pronunciation(X1) and the speaking ability (Y) and linearity of Habit of listening to the English Song(X2) and the speaking ability (Y). The linearity testing from the students' pronunciation and the speaking ability for N = 65 at the level of significance α = 0.05 is 0.241. the result shows that the linearity testingfrom Students' pronunciation score and the speaking ability score at tenth grade students of SMK Batik 1 Surakarta is linear since the significance is higher than 0.05. And the linearity testing of Habit of listening to English Song and the speaking ability for N= 65 at the level of significance α= 0.05 is 0.241. the result shows that the linearity testing of Habit of listening to English Song and the speaking ability score at tenth grade students of SMK Batik 1 Surakarta is in the form of linear since the significance is higher than 0.05.

Since the distribution of all the data is normal and linear, therefore, the hypothesis testing can be done. For the first hypothesis is known if the correlation between the students' pronunciation and the speaking ability is positive since the result of the computation shows that the correlation coefficient (r) between students' pronunciation (X$_1$) and the speaking ability (Y) is 0.791. At the level of significant 0.05 and the number of respondents is

65, the sig. (1-tailed) is 0.000. It is lower than 0.05,therefore, the correlation is significant and it has a strong correlation.

It means that there is a significant correlation between students' pronunciation and the speaking ability of tenth-grade students of SMK Batik 1 Surakarta. It also means that the increase instudents' pronunciation will be followed by the increase of their the speaking ability. In the computation, the coefficient of the determination that is shown between students' pronunciation and the speaking ability is 0.791. It means that 84.4 % variation of the speaking ability is influenced by the students' pronunciation and the other is influenced by other factors. By improving their pronunciation,the students' speaking ability will increase. As explained before, the need of having good pronunciation is a must for increasing the speaking ability. If the pronunciation mastery is higher, their speaking ability is higher too.

From the testing of the first hypothesis, the researcher also used equation simple of linear regression to predict how far the students' pronunciation affects the speaking ability. The result of the equation of simple linear regression is $Y=9.341+0.989(X1)$. The equation of simple linear regression is valid since the significant (0.000) is lower than α (0.025). Therefore, the equation above can be a basic to predict the speaking ability score which is influenced by students' pronunciation score. The equation $Y= 9.341+0.989(X1)$ can be explained if the score of students' pronunciation (X_1) is 0, it can be predicted that the score of the speaking ability is 9.341. Meanwhile, if the score of the students' pronunciation is 53, it can be predicted that the score of speaking ability is $9.341+0.989(53)= 61.758$. The

coefficient of regression b=0.989 indicate that the added value of speaking score for every addition the vocabulary score. It also indicated that the correlation between students' pronunciation and the speaking score is positive since the coefficient ispositive.

From the second hypothesis, it is known if the correlation between the Habit of listening to English Song and the speaking ability is positive since the result of the computation shows that the correlation coefficient (r) betweenthe HabitoflisteningtotheEnglishSong(X_2)andthespeakingability (Y) is -26.488. To know whether the correlation significant or not, it can be seenona sig.(1-tailed).Thesig=0.00atthesignificantlevelα=0.05,the correlation is significant since the significant value of (0.000) is lower than a (0.05). It means that there is a significant correlation between the Habit of listening to the English Song and the speaking ability oftenth-grade students of SMK Batik 1 Surakarta. It also means that the increase of the Habit of listening to English Song will be followed by the increase of the speaking ability. The contribution of the Habit of listening to English Song and speaking ability is 70.4%.

It means that the percentage of the Habit of listening to the English Song influences their speaking ability. Based on the percentages of the how high the contribution of the correlation, it is important to motivate the students in increasing their Habit of listening to English Song.

From the testing of the second hypothesis, the researcher also used equation simple of linear regression to predict how far the Habit of listening to English Song affects the speaking ability. The result of the equation of simple linear regression is Y=-26.488+1.385(X2). The equation of simple linear

regression is valid since the significant (0.000) is lower than α (0.025). Therefore, the equation above can be a basic to predict the speaking ability score which is influenced by Habit of listening to English Song.

The equation Y= -26.488+1.385(X2) can be explained if the score of the Habit of listening to the English Song(X_2) is 0, it can be predicted that the score of the speaking ability is 26.488. Meanwhile, if the score of the Habit of listening to English Song is 53, so it can be predicted that the score of speaking ability is - 26.488+1.385(53)= 46.917. The coefficient of regression b=1.385 indicated that the added value of speaking score for every addition the Habit of listening to English Song. It also indicated that the correlation betweenthe Habit of listening to the English Song and the speaking ability score is positive since the coefficient ispositive.

From the testing of the third hypothesis, it is seen that there is a correlation between students' pronunciation, Habit of listening to English Song and speaking abilitysince the result of the computation shows that the correlation coefficient (r) between vocabulary mastery (X_1) the habit of listening to English song (X_2) and speaking ability (Y) is 5.449. The value of significant sig.is 0.000. It is lower than a= 0.05, therefore, the coefficient of the correlation is significant. It means that there is a significant correlation between the students' pronunciation , Habit of listening to English Song and speaking ability at tenth grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018.

The contribution of students' pronunciation and Habit of listening to the English Song simultaneously is 84.4%%, it means that 84.4% variance of

the speaking ability is influenced by the students' pronunciation and the Habit of listening to English Song simultaneously and the other 15.6% is influenced by other factors. It also means that the increase of students' pronunciation and their Habit of listening to English Song will be followed by the increase of the speaking ability. The higher of the pronunciation mastery and the Habit of listening to English Song, the higher the speaking skill ability be. The contribution of students' pronunciation to the speaking abilityis 84.4% and the contribution of the habit of listening to English song is 70.4% and the contribution instudents' pronunciation and the Habit of listening to English Song simultaneously to speaking ability is 84.2%. It means that both of them have a positive contribution to the speaking ability.

From the testing of the third hypothesis, the researcher also used equation of multiple linear regressions to predict how far are the students' pronunciation and the Habit of listening to the English simultaneously affect the speaking ability. The result of the equation of multiple linear regression is $Y= 5.449+0.859(X1)+0.065(X2)$. The equation of simple linear regression is valid since the significant (0.000) is less than α (0.025). Therefore, the equation above can be a basis to predict the speaking ability score which is influenced by the students' pronunciation and the Habit of listening to English Song in speaking score. The equation $Y= 5.449+0.859(X1)+0.065(X2)$ can be explained if the score of students' pronunciation (X_1) and the habit of listening to English song (X_2) are 0, it can be predicted that the score of the speaking ability is 1.045. Meanwhile, if the score of the students' pronunciation and the Habit of listening to English Song are got addition 1, therefore, it can be

predicted that the score of speaking ability is 5.449+0.859(1)+0.065(1)= 6.373.The coefficient of multiple regressions 0.859 and 0.065 indicated that the added value of speaking score for every addition the students' pronunciation and the Habit of listening to English Song in speaking score. It also indicated that the correlation between students' pronunciation, the Habit of listening to the English Song and speaking ability is positive since the coefficient ispositive.

The first hypothesis is supported by the opinion from the expert that there is a positive correlation between students' pronunciation and the speaking ability. Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzhi (1998:39), that it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people. Moreover, Gilbert (cited in Otlowsky, 2004:3) stated that if someone cannot hear English well, she or he is cut off from the language. And if someone cannot be understood easily, she or he is cut off from a conversation with native speakers. Therefore, it can be concluded from the statements above that pronunciation gives a significant effect to the meaning of what someone says and this will help the person to have a good communication ability.

The second hypothesis is also supported of the opinion of some experts that there is a correlation between the habit of listening to English song and Speaking skill. Jack Richard et al. (1990: 128) stated that; "Habit is a pattern of behavior that regular and which has become almost automatic as a result of

repetition. "In line with Weiner said that; "Habit is a response that has become relatively automatic through practice". Rivers and Temperly, listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood (1998: 63). Meanwhile, Bond and Eva (1963: 313) stated that anything that is done to improve the speaking ability of children will tend to increase by their listening. They also said that listening gave the direction, the motive power and the drive to speaking, that the speaking program should develop broad listening in many fields of human experience; the speaking skill has a marked influence upon listening. Therefore, if the habit of listening to English song is high, their speaking ability willimprove.

From the supported statements from the experts for the first and the second hypotheses, it means that the third hypothesis is also supported. According to Jenkins (2007) mentioned on her article, Global English and Teaching Pronunciation, that an implication global English for pronunciation teaching that is students should be given plenty of exposure in their pronunciation classrooms to other non-native accents of English so that they can understand then easily even if a speaker has not yet managed to acquire the core features. For EIL, this is more important than having classroom exposure to native speaker accents. It means that students should have non-native accents of English in order to help them understand what the speaker means even though he or she can not get the RP pronunciation.

Moreover, Griffiths (2007), Integrating Pronunciation into Classroom Activities, found that addressing issues (pronunciation) regularly during the

language feedback or group correction stage of lesson helps to focus learners' attention on its importance and lead to more positive experiences. He also described that pronunciation work can be kept simple and employ exercises which are both accessible and enjoyable for students, whatever their level is. Whenever students do a freer speaking activity, the main aim is usually at developing their spoken fluency in the language. However, the activity also serves to work on students' accuracy through the feedback we give them on their use of language. It means that lecturers should give the feedback on students' pronunciation regularly so that students will have a positive attitude towards the pronunciation.

From the above statements, having good pronunciation is very important by the students in learning a foreign language since it iscentral to language and it is a basic thing to communication. Students have to master the pronunciation of the vocabulary in English well before they master otherskill.

Brown and Yule state that the habit of listening to English songs is repetitive action of producing English words and music with their voice, paying attention, and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced.

From the testing of the first hypothesis, there is a positive correlation between students' pronunciation and the speaking ability oftenth-grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018. Then, it also means that the increase of the students' pronunciation will be followed

by the increase of students speaking ability. The higher of the pronunciation mastery, the higher of the students speaking ability will be. It seems that students' pronunciation has a high contribution to the ability of speak (84.4%). By improving student's pronunciation, their speaking ability will increase. Students can improve their pronunciation by having more practice andspeaking.

From the testing of the second hypothesis, there is a positive correlation between the habit of listening to English song and the speaking ability at the tenth-grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018. Then, it also means that the increase of the habit of listening to English song will be followed by the increase inthe students speaking ability. The higher the habit of listening to English song, the higher the students speaking ability will be. It seems that the habit of listening to English song has a high contribution to the ability to speak (70.4%). By improving the student's habit of listening to English song, their speaking ability will increase. Students' habit of listening to English song can be built. It can be either by teachers or students. The teacher should have more struggleto increase the students' habit of listening to English songs, such as giving more assignments oflistening. From the testing of third hypothesis, it is known that there is a positive correlation between the students' pronunciation, the habit of listening to English song and speaking abilitysince the result of computation shows that the correlation coefficient (r) between the students' pronunciation (X_1), habit of listening to English song (X_2) simultaneously and the speaking skill (Y) 5.449. Then, it means that the increase of students'

pronunciation and the habit of listening to English song will be followed by the increase of the speaking ability The higher of the students' pronunciation and the habit of listening to English song, the higher the students' speaking ability will be. Furthermore, the coefficient of determination that is shown between students' pronunciation and the habit of listening to English song and speaking ability is 0.895. It means that 84.2% the variation of the speaking ability is influenced by the students' pronunciation and their habit of listening to English song, whereas the other 15.8% is influenced by other factors. The percentage of contribution of the students' pronunciation and the habit of listening to English song is significant, therefore, it can be considered by teachers and students to improve the pronunciation and habit of listening to English song for increasing the speaking ability.

CHAPTER V

CONCLUSION, SUGGESTION, AND IMPLICATION

In this chapter, the researcher discusses the research conclusion, suggestion and implication. The research conclusion is to answer the problem statements so answering about the objective of the study. The suggestion is used to give the suggestion to the teacher, the students and the other researcher for the future research. The implication that can be explained from the result is with the positive correlation and significant between the variables.

A. CONCLUSION

Based on the research finding and the discussion of the research finding has been provided for the purpose in the previous chapter. The researcher explained the conclusion of research according to the third of the objective of the study.

From the first hypothesis testing, it was found that there is a positive correlation between students' pronunciation and their speaking ability. The correlation between students' pronunciation and the speaking ability is positive since the result of the computation showed that the correlation coefficient (r) between students' pronunciation (X_1) and the speaking skill (Y) is 0.791. It means there is a correlation between students' pronunciation and the speaking ability of the tenth-grade students of SMK Batik 1 Surakarta in the academic years of 2017/ 2018. At the level significant 0.05 and the number of respondents are 30, the sig (1-tailed) is 0.000. It is lower than 0.05 so the correlation is significant and is has a strong correlation.

From the second hypothesis testing, it was found that there is a positive correlation between the habit of listening to English song toward the students speaking ability. The correlation between the habit of listening to English song toward the speaking ability is positive since the result of the computation showed that the correlation coefficient (r) between the habit of listening English song toward speaking ability is 1.389. It means there is a correlation between the habit of listening to English song toward the speaking ability of the tenth-grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018. At the level significant 0.05 and the number of respondents are 30, the sig (1-tailed) is 0.000. It is lower than 0.05 so the correlation is significant and it has a strong correlation. It can be concluded that there is a significant correlation between the habit of listening to English song toward the speaking ability of the tenth-grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018.

From the third hypothesis testing, it was found that there is a positive correlation between students' pronunciation and the habit of listening to English song toward their speaking ability. The correlation between students' pronunciation and the habit of listening to English song toward speaking ability is positive since the correlation coefficient (r) between the students' pronunciation (X_1) and habit of listening to English song (X_2) simultaneously toward the speaking ability (Y) is 5.449. The significant sig. is 0.000. It is lower than a= 0.05, therefore, the coefficient of the correlation is significant. It means that there is a significant correlation between the students' pronunciation, the habit of listening to English song toward speaking ability at

the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2017/2018.

B. IMPLICATION

Based on the result of the research, the discussion and the conclusions, the implication that can be explained from the result is with the positive correlation and significant between the students' pronunciation and the habit of listening to English song toward the speaking ability at the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2017/ 2018, can be used as a considering and input for the English teacher to increase his/her students' pronunciation and the habit of listening to English song. So that the speaking ability of the students can increase. The students' pronunciation and their habit of listening to English song give a significant contribution to the speaking ability. It is about 84.2% and 15.8% from other factors.

Then, with the significant Correlation between Students' Habit of Listening to English Songs and Pronunciation Mastery toward the Speaking Ability of the Tenth Grade Students of SMK Batik 1 Surakarta in Academic Years 2017/2018 can be used as a consideration for the students to always improve their pronunciation and listen to English song more often, so that their speaking ability will increase without the compulsion from the other.

C. SUGGESTION

After the researcher draws the conclusion of the research, the researcher is going to present the suggestion to the teacher, students and the other

researcher dealing with pronunciation mastery, the habit of listening to English song and speaking ability. The suggestions given by the researcher are as follow:

1. For the Teacher

    a. A teacher should know and able to implement a good in teaching speaking since it is quite complicated to learn.

    b. English teacher is a motivator and stimulator. The teacher should support the students' expectation about pronunciation mastery and give more attention to the teaching of pronunciation.

    c. The teacher should encourage the students to practice with difficult words, so their pronunciation will increase.

    d. The teacher should also give a high motivation to the students to read more and more English literature.

    e. The teacher can use English song to teach as a media in listening.

2. For the students

    a. The students should realize that the ability of speaking is important. Therefore, they must improve their speaking ability and do more exercise in understanding speaking passage.

    b. The students should realize that having sensitively in study new word with high interest in speaks can help them to understand vocabulary and practice to pronounce the words. So that it will be easier for them to speaking fluently.

    c. The students should realize that with love to study language will help them to improve their ability in speaking too.

3. For other researcher

The researcher realizes this research paper is not perfect. There are still many weaknesses dealing with the theory or the other because of the limited skill of the researcher. She also understands that this research paper only gives a little contribution to teach speaking. The other researcher perhaps can develop this research with their own material and another method which are suitable for students in order to give a new dimension in the world of education. However, the researcher is sure that it will be useful and this research can be used as starting to investigate the topic more completely and comprehensively.

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Appendix 1 : The List of Tryout Test Students

Number	Subject	Gender
1	Agil Prasetyo	Male
2	Anggun Jenik Jelita	Female
3	Adnan Jumianto	Male
4	Anggita Septiana Putri	Female
5	Anggun Damayanti	Female
6	Ariesta Ayu Rahmawati	Female
7	Bigula Dwike M S	Male
8	Christian Yosana	Female
9	Cut Inne Rahmawati	Female
10	Deni Eko S	Male
11	Desiana Rahmadhani	Female
12	Dina Gadis Sekar S A	Female
13	Dwi Winda Apriana	Female
14	Evra Wulanuari Indra Jati	Female
15	Fadhilah Adha As Sidiq	Male
16	Fetti Yulyanti	Female
17	Agung Cahyo Nugroho	Male
18	Alfisal Punjung Kurniawan	Male
19	Anandito I W	Male
20	Andyka Setya Budi	Male
21	Anik Kurnia Yulianti	Female
22	Argalih Ibnu Rifathoni	Male
23	Asharul Latifatur Rahman	Male
24	Chandra Setiya Budy	Male
25	Dandy Sadewa Putra	Male
26	Delia Oktavia Rafizal	Male
27	Denisa Anggun Ratna Arini	Female
28	Dian Fitriana	Female
29	Elyinda Yulistya	Female

30	Eric Ardyan Wibisono	Male
31	Febriansach Isa K	Male
32	Juni adi Saputra	Male
33	Agnes Ika Dwinanda	Female
34	Adila Kurnia Putri	Female
35	Afifah Nuraini	Female
36	Alma Dwi Setyowati	Female
37	Arrynda Salzabila Nugraha	Male
38	Aska Sofia Rosida	Female
39	Aulia Taqiya Putri	Female
40	Avita Stevani	Female
41	Desi Fajar Aryani	Female
42	Dewa Ramadhan Nurdiansyah P	Male
43	Dita Ayu Aprilia	Female
44	Dwi Putri Rahmadani	Female
45	Ika Mega Tamara	Female
46	Istiqomah Fahra Aprilia Anggraeni	Female
47	Luthfiana Nur Rohmah	Female
48	Mita Riska Septianingrum	Female
49	Monalisa Sekarningtyas	Female
50	Muhammad Nur Fauzi	Male
51	Aryanti Candrasari	Female
52	Alvian Bagus Pramudya	Male
53	Amanda Novitasari	Female
54	Arieska Laras Anggraini	Female
55	Arnetha Agustina	Female
56	Ayu Triningsih	Female
57	Ayuk Wulandari	Female
58	Azizah Widya Jayani	Female
59	Bela Arum Sari	Female
60	Dewi Anggraeni	Female

61	Erinna Sekar wati	Female
62	Eygustania Pricilia	Female
63	Febriana Widyastuti	Female
64	Febriyani Nadia Cantika	Female
65	Fikki Ida Fatmala	Female

Appendix 2 : The Blue Print of Habit of Listening to English songs questionnaire

Concept	Indicator	Item Number		Total Item
		Positif	Negatif	
The habit of listening to English songs is defined as repetitive action of producing English words and music with their voice, paying attention, and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced.	Repetitive action	1,2,11,13,14,15	-	6
	Attention	3,4,5,6,7,8,9	-	7
	Getting the meaning	10,12	-	2

Appendix 3: The Instrument of Listening to English Songs Questionnaire

Petunjuk : Berikan tanda cek (√) untuk setiap pernyataan pada kolom yang telah dituliskan sesuai dengan kebiasaan anda

Keterangan : 1 = Tidak Pernah

2 = Jarang

3 = Biasanya

4 = Selalu

Skala						
1		**2**	**3**	**4**		
Tidak Pernah		**Jarang**	**Biasanya**	**Selalu**		
No	**Statements**			**Skala**		
				1	**2**	**3**	**4**
1.	Saya mendengarkan lagu berbahasa Inggris di waktu senggang untuk belajar kosa kata baru.						
2.	Saya meluangkan waktu beberapa menit/jam mendengarkan lagu berbahasa Inggris untuk menghapalkan/mengingat kosa kata baru dalam bahsa Inggris.						
3.	Saya mendengarkan lagu berbahasa Inggris saat belajar bahasa Inggris untuk mempelajari tata bahasa/grammar dari lirik lagu berbahasa Inggris.						
4.	Saya mendengarkan lagu berbahasa Inggris di saat waktu luang untuk belajar menerapkan struktur tata bahasa/grammar dalam bahasa Inggris.						

5.	Saya mendengarkan lagu berbahasa Inggris pada malam hari untuk melatih pelafalan kata saya d[alam bahasa Inggris.				
6.	Saya mendengarkan lagu populer berbahasa Inggris untuk meningkatkan kemampuan mendengarkan/menyimak saya dalam berbahasa Inggris.				
7.	Saya mendengarkan lagu pop berbahasa Inggris untuk melatih kemampuan berbicara saya dalam menggunakan bahasa Inggris.				
8.	Saya membaca setiap lirik lagu dari berbagai jenis lagu berbahasa Inggris yang saya dengarkan.				
9.	Saya menulis lirik lagu pop berbahasa Inggris yang saya dengarkan.				
10.	Saya mendengarkan lagu berbahasa Inggris di waktu luang menciptakan rasa senang ketika belajar bahasa Inggris.				
11.	Saya mendengarkan music pop di pagi hari untuk memotivasi diri belajar bahasa Inggris.				
12.	Saya mendengarkan lagu berbahasa Inggris secara berulang ulang/ritme untuk memotivasi diri belajar bahasa Inggris.				
13.	Saya mendengarkan lagu berbahasa Inggris di pagi hari dengan tema persahabatan untuk meningkatkan motivasi belajar bahasa Inggris.				
14.	Saya mendengarkan lagu berbahasa Inggris pada malam hari dengan tema percintaan untuk memotivasi diri belajar bahasa Inggris.				
15.	Saya mendengarkan lagu berbahasa Inggris sebelum ke sekolahan agar lebih tertarik lagi mempelajari bahasa Inggris.				

Appendix 4 : The Scoring of Speaking Ability

Concept

Oral skill can be identified with speaking skill. The point of view about oral skill is to :
 	
   a. Express oneself intelligibility
   b. Convey intended meaning accurately with sufficient command of vocabulary
   c. Ability to communication by using language appropriate context
   d. Interact with other speakers fluently

Aspect				
Score	Comprehensibility	Accurary	Ability to Communicate	Fluency
5	Easy for the listener to understand to understand the speaker's intention and general meaning. Very few interruption or clarifications required.	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	On a par which an educated native speaker. Completely at case in his use of english on all topic discussed.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
4	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Although he cannot be mistake for a native speaker, he expresses himself quite clearly. He expreriences little difficulty in understanding English and there is no strain at all in communicating with him.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the hole and only a few unnatural pauses.
3	Most of what the speaker says is easy to follow. His	Pronunciation is still moderately influences by	Satisfactory verbal communication	Although he has to make an effort and search

	intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.	the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	causing little difficulty for native speaker. He makes a limited number of errors of grammar, lexis, and pronunciation but he is still at ease in communicating on everyday subjects.	for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in covering the gerenal meaning. Fair range of expression.
2	The listener can understand a lot of what is said but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.	Pronunciation is influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which cause confusion.	Although verbal communication is usually fairly satisfactory, the native speaker may occasionally experience some difficulty in communicating with him.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited
1	Only smile bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.	Mush difficulty experienced by native speaker unaccust to foreign english. His own understanding is severaly limited, but communication on everyday topic is possiblr.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting. Almost gives up making the effort at times. Limited range of expression.

Appendix 5 : The Try Out of Speaking Ability

The material : Direction

Imagine that we are colleagues. This is a map of a neighboring town which you have suggested that visit. You will have 30 seconds to study the map. Then I'll ask you some questions about it.
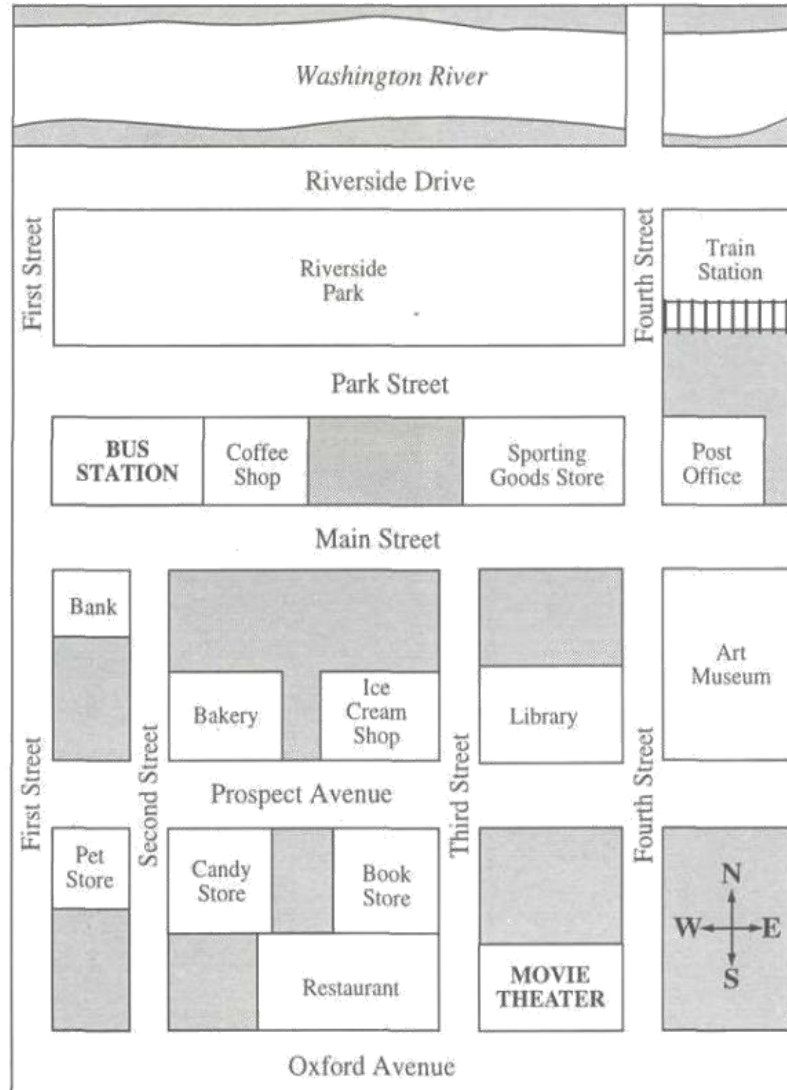
1. Choose one place on the map that you think I should visit and give me some reasons why you recommend this place?

2. I'd like to see a movie. Please give me directions from the bus station to the movie theater?

3. One of your favorite movies is playing at the theater. Please tell me about the movie and why you like it?

4. I'm at Candy Store and I want to go to Post Office so could you tell me how the direction from Candy store to go to Post Office?

5. What do you think about Coffe Shop?

Appendix 6 : The Score of Speaking Ability from The Teacher

No	Respondent	Indicators				
		1	**2**	**3**	**4**	**5**
1	Agil Prasetyo	3	3	3	4	5
2	Anggun Jenik Jelita	2	3	3	2	2
3	Adnan Jumianto	3	3	2	2	2
4	Anggita Septiana Putri	3	3	4	3	3
5	Anggun Damayanti	4	3	4	3	3
6	Ariesta Ayu Rahmawati	2	2	3	2	2
7	Bigula Dwike M S	3	4	3	3	3
8	Christian Yosana	3	3	4	3	3
9	Cut Inne Rahmawati	3	4	4	4	4
10	Deni Eko S	3	3	4	3	4
11	Desiana Rahmadhani	3	3	3	3	3
12	Dina Gadis Sekar S A	3	3	3	3	3
13	Dwi Winda Apriana	2	2	2	3	3
14	Evra Wulanuari Indra Jati	4	4	4	3	4
15	Fadhilah Adha As Sidiq	3	3	3	4	3
16	Fetti Yulyanti	4	3	4	3	4
17	Agung Cahyo Nugroho	3	3	3	3	3
18	Alfisal Punjung Kurniawan	3	4	3	3	4
19	Anandito I.W	3	4	4	3	3
20	Andyka Setya Budi	3	2	2	2	2
21	Anik Kurnia Yulianti	3	2	3	3	4
22	Argalih Ibnu Rifathoni	4	3	4	4	3
23	Asharul Latifatur Rahman	4	3	3	3	3
24	Chandra Setiya Budy	4	3	3	4	3
25	Dandy Sadewa Putra	3	4	4	3	3
26	Delia Oktavia Rafizal	3	4	3	3	4
27	Denisa Anggun Ratna Arini	4	3	3	3	3
28	Dian Fitriana	4	3	3	4	3
29	Elvinda Yulistya	3	4	3	4	3
30	Eric Ardyan Wibisono	3	3	3	4	4
31	Febriansach Isa K	2	3	4	3	3
32	Juni Adi Saputra	3	3	3	3	4
33	Agnes Ika Dwinanda	3	3	3	3	3
34	Adila Kurnia Putri	4	4	3	3	3
35	Afifah Nuraini	4	3	3	4	4
36	Alma Dwi Setyowati	4	3	4	3	3
37	Arrynda Salzabila Nugraha	3	3	3	4	3
38	Aska Sofia Rosida	4	4	4	3	3
39	Aulia Taqiya Putri	4	3	4	3	3
40	Avita Stevani	3	3	4	3	4
41	Desi Fajar Aryani	3	3	2	4	3
42	Dewa Ramadhan Nurdiansyah P	4	3	3	3	3

43	Dita Ayu Aprilia	3	4	4	3	4
44	Dwi Putri Rahmadani	3	4	3	4	4
45	Ika Mega Tamara	3	3	3	4	3
46	Istiqomah Fahra Aprilia A	4	3	4	4	3
47	Luthfiana Nur Rohmah	3	4	4	3	4
48	Mita Riska Septianingrum	4	3	3	3	3
49	Monalisa Sekarningtyas	3	2	2	2	2
50	Muhammad Nur Fauzi	4	3	3	3	3
51	Aryanti Candrasari	4	4	3	3	4
52	Alvian Bagus Pramudya	2	3	4	3	3
53	Amanda Novitasari	3	3	3	3	4
54	Arieska Laras Anggraini	4	3	4	3	3
55	Arnetha Agustina	3	4	3	4	4
56	Ayu Triningsih	4	4	3	3	3
57	Ayuk Wulandari	4	4	4	3	3
58	Azizah Widya Jayani	4	3	3	4	3
59	Bela Arum Sari	4	4	3	3	3
60	Dewi Anggraeni	3	4	3	3	3
61	Erinna Sekar wati	4	3	4	3	4
62	Eygustania Pricilia	3	3	4	4	3
63	Febriana Widyastuti	4	3	3	4	4
64	Febriyani Nadia Cantika	3	4	3	3	3
65	Fikki Ida Fatmala	4	4	3	4	3

Appendix 7 : The Score of Speaking Ability

No	Respondent	Indicators				
		1	**2**	**3**	**4**	**5**
1	Agil Prasetyo	3	4	4	4	5
2	Anggun Jenik Jelita	3	2	2	2	3
3	Adnan Jumianto	3	3	2	3	2
4	Anggita Septiana Putri	3	4	3	3	4
5	Anggun Damayanti	3	3	3	3	3
6	Ariesta Ayu Rahmawati	2	2	2	2	2
7	Bigula Dwike M S	4	3	4	3	4
8	Christian Yosana	3	3	3	4	3
9	Cut Inne Rahmawati	4	4	4	3	4
10	Deni Eko S	3	3	3	3	3
11	Desiana Rahmadhani	3	3	3	3	3
12	Dina Gadis Sekar S A	3	3	4	3	4
13	Dwi Winda Apriana	2	2	3	3	3
14	Evra Wulanuari Indra Jati	3	4	4	4	4
15	Fadhilah Adha As Sidiq	3	3	4	3	3
16	Fetti Yulyanti	3	4	3	3	3
17	Agung Cahyo Nugroho	4	3	4	3	3
18	Alfisal Punjung Kurniawan	3	3	4	3	3
19	Anandito I.W	3	3	3	4	3
20	Andyka Setya Budi	3	2	3	2	2
21	Anik Kurnia Yulianti	3	2	3	4	3
22	Argalih Ibnu Rifathoni	4	3	3	4	3
23	Asharul Latifatur Rahman	4	3	3	4	4
24	Chandra Setiya Budy	3	3	4	3	3
25	Dandy Sadewa Putra	4	3	3	4	3
26	Delia Oktavia Rafizal	4	4	4	3	3
27	Denisa Anggun Ratna Arini	4	3	3	3	4
28	Dian Fitriana	3	3	3	3	3
29	Elvinda Yulistya	3	4	3	3	3
30	Eric Ardyan Wibisono	3	3	3	4	3
31	Febriansach Isa K	2	4	4	3	3
32	Juni Adi Saputra	3	3	4	3	4
33	Agnes Ika Dwinanda	4	3	4	3	3
34	Adila Kurnia Putri	4	3	3	3	3
35	Afifah Nuraini	3	4	3	3	4
36	Alma Dwi Setyowati	3	3	3	4	4
37	Arrynda Salzabila Nugraha	4	3	4	3	3
38	Aska Sofia Rosida	4	3	3	3	3
39	Aulia Taqiya Putri	4	3	4	4	3
40	Avita Stevani	3	4	3	3	3

41	Desi Fajar Aryani	3	4	2	4	3
42	Dewa Ramadhan Nurdiansyah P	3	4	3	4	4
43	Dita Ayu Aprilia	4	4	4	3	3
44	Dwi Putri Rahmadani	4	3	4	3	4
45	Ika Mega Tamara	3	3	4	3	4
46	Istiqomah Fahra Aprilia A	4	4	3	4	3
47	Luthfiana Nur Rohmah	4	3	4	3	4
48	Mita Riska Septianingrum	3	4	3	4	3
49	Monalisa Sekarningtyas	2	2	2	2	2
50	Muhammad Nur Fauzi	3	4	3	4	4
51	Aryanti Candrasari	4	3	3	3	4
52	Alvian Bagus Pramudya	3	3	3	3	3
53	Amanda Novitasari	3	3	3	3	4
54	Arieska Laras Anggraini	4	4	3	4	3
55	Arnetha Agustina	3	4	4	3	4
56	Ayu Triningsih	3	3	4	3	3
57	Ayuk Wulandari	4	4	4	4	3
58	Azizah Widya Jayani	4	3	3	4	3
59	Bela Arum Sari	3	4	3	3	4
60	Dewi Anggraeni	3	3	4	3	3
61	Erinna Sekar wati	3	3	4	4	4
62	Eygustania Pricilia	4	4	4	3	3
63	Febriana Widyastuti	3	4	3	4	4
64	Febriyani Nadia Cantika	4	3	3	4	3
65	Fikki Ida Fatmala	4	4	3	3	4

Appendix 8 : Pronunciation Assesment

No	Respondent	Indicator			Total
		Vowel	Stress	Consonan	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

True get point 1

False get point 0

Appendix 9 : The Try Out of Pronunciation

The material   : Tongue Twister

1. She sells seashells by the seashore
2. How can a clam cram in a clean cream can?
3. I scream, you scream, we all scream for ice cream
4. I saw Susie sitting in a shoeshine shop
5. I saw a kitten eating chiken in the kitchen

Appendix 10 : The score of Pronunciation Mastery

No	Respondent	Indicator			Total
		Vowel	Stress	Consonan	
1	Agil Prasetyo	1	1	1	3
2	Anggun Jenik Jelita	1	0	1	2
3	Adnan Jumianto	0	1	1	2
4	Anggita Septiana Putri	1	1	1	3
5	Anggun Damayanti	1	1	1	3
6	Ariesta Ayu Rahmawati	0	1	1	2
7	Bigula Dwike M S	1	1	1	3
8	Christian Yosana	1	1	1	3
9	Cut Inne Rahmawati	1	1	1	3
10	Deni Eko S	1	1	1	3
11	Desiana Rahmadhani	1	1	1	3
12	Dina Gadis Sekar S A	1	1	1	3
13	Dwi Winda Apriana	0	1	1	2
14	Evra Wulanuari Indra Jati	1	1	1	3
15	Fadhilah Adha As Sidiq	1	1	1	3
16	Fetti Yulyanti	1	1	1	3
17	Agung Cahyo Nugroho	1	1	1	3
18	Alfisal Punjung Kurniawan	1	1	1	3
19	Anandito I.W	1	1	1	3
20	Andyka Setya Budi	0	1	1	2
21	Anik Kurnia Yulianti	1	1	1	3
22	Argalih Ibnu Rifathoni	1	1	1	3
23	Asharul Latifatur Rahman	1	1	1	3
24	Chandra Setiya Budy	1	1	1	3
25	Dandy Sadewa Putra	1	1	1	3
26	Delia Oktavia Rafizal	1	1	1	3
27	Denisa Anggun Ratna Arini	1	1	1	3
28	Dian Fitriana	1	1	1	3
29	Elvinda Yulistya	1	1	1	3
30	Eric Ardyan Wibisono	1	1	1	3
31	Febriansach Isa K	1	1	1	3
32	Juni Adi Saputra	1	1	1	3
33	Agnes Ika Dwinanda	1	1	1	3
34	Adila Kurnia Putri	1	1	1	3
35	Afifah Nuraini	1	1	1	3
36	Alma Dwi Setyowati	1	1	1	3
37	Arrynda Salzabila Nugraha	1	1	1	3
38	Aska Sofia Rosida	1	1	1	3
39	Aulia Taqiya Putri	1	1	1	3
40	Avita Stevani	1	1	1	3

41	Desi Fajar Aryani	1	1	1	3
42	Dewa Ramadhan Nurdiansyah P	1	1	1	3
43	Dita Ayu Aprilia	1	1	1	3
44	Dwi Putri Rahmadani	1	1	1	3
45	Ika Mega Tamara	1	1	1	3
46	Istiqomah Fahra Aprilia Anggraeni	1	1	1	3
47	Luthfiana Nur Rohmah	1	1	1	3
48	Mita Riska Septianingrum	1	1	1	3
49	Monalisa Sekarningtyas	1	0	1	2
50	Muhammad Nur Fauzi	1	1	1	3
51	Aryanti Candrasari	1	1	1	3
52	Alvian Bagus Pramudya	1	1	1	3
53	Amanda Novitasari	1	1	1	3
54	Arieska Laras Anggraini	1	1	1	3
55	Arnetha Agustina	1	1	1	3
56	Ayu Triningsih	1	1	1	3
57	Ayuk Wulandari	1	1	1	3
58	Azizah Widya Jayani	1	1	1	3
59	Bela Arum Sari	1	1	1	3
60	Dewi Anggraeni	1	1	1	3
61	Erinna Sekar wati	1	1	1	3
62	Eygustania Pricilia	1	1	1	3
63	Febriana Widyastuti	1	1	1	3
64	Febriyani Nadia Cantika	1	1	1	3
65	Fikki Ida Fatmala	1	1	1	3

Appendix 11 : The score of Pronunciation Mastery from The Teacher

No	Respondent	Indicator			Total
		Vowel	Stress	Consonan	
1	Agil Prasetyo	1	1	1	3
2	Anggun Jenik Jelita	1	0	1	2
3	Adnan Jumianto	1	1	1	3
4	Anggita Septiana Putri	1	1	1	3
5	Anggun Damayanti	1	1	1	3
6	Ariesta Ayu Rahmawati	1	1	1	3
7	Bigula Dwike M S	1	1	1	3
8	Christian Yosana	1	1	1	3
9	Cut Inne Rahmawati	1	1	1	3
10	Deni Eko S	1	1	1	3
11	Desiana Rahmadhani	1	1	1	3
12	Dina Gadis Sekar S A	1	1	1	3
13	Dwi Winda Apriana	0	1	1	2
14	Evra Wulanuari Indra Jati	1	1	1	3
15	Fadhilah Adha As Sidiq	1	1	1	3
16	Fetti Yulyanti	1	1	1	3
17	Agung Cahyo Nugroho	1	1	1	3
18	Alfisal Punjung Kurniawan	1	1	1	3
19	Anandito I.W	1	1	1	3
20	Andyka Setya Budi	0	1	1	2
21	Anik Kurnia Yulianti	1	1	1	3
22	Argalih Ibnu Rifathoni	1	1	1	3
23	Asharul Latifatur Rahman	1	1	1	3
24	Chandra Setiya Budy	1	1	1	3
25	Dandy Sadewa Putra	1	1	1	3
26	Delia Oktavia Rafizal	1	1	1	3
27	Denisa Anggun Ratna Arini	1	1	1	3
28	Dian Fitriana	1	1	1	3
29	Elvinda Yulistya	1	1	1	3
30	Eric Ardyan Wibisono	1	1	1	3
31	Febriansach Isa K	1	1	1	3
32	Juni Adi Saputra	1	1	1	3
33	Agnes Ika Dwinanda	1	1	1	3
34	Adila Kurnia Putri	1	1	1	3
35	Afifah Nuraini	1	1	1	3
36	Alma Dwi Setyowati	1	1	1	3
37	Arrynda Salzabila Nugraha	1	1	1	3
38	Aska Sofia Rosida	1	1	1	3
39	Aulia Taqiya Putri	1	1	1	3
40	Avita Stevani	1	1	1	3
41	Desi Fajar Aryani	1	1	1	3
42	Dewa Ramadhan Nurdiansyah P	1	1	1	3

43	Dita Ayu Aprilia	1	1	1	3
44	Dwi Putri Rahmadani	1	1	1	3
45	Ika Mega Tamara	1	1	1	3
46	Istiqomah Fahra Aprilia Anggraeni	1	1	1	3
47	Luthfiana Nur Rohmah	1	1	1	3
48	Mita Riska Septianingrum	1	1	1	3
49	Monalisa Sekarningtyas	1	0	1	2
50	Muhammad Nur Fauzi	1	1	1	3
51	Aryanti Candrasari	1	1	1	3
52	Alvian Bagus Pramudya	1	1	1	3
53	Amanda Novitasari	1	1	1	3
54	Arieska Laras Anggraini	1	1	1	3
55	Arnetha Agustina	1	1	1	3
56	Ayu Triningsih	1	1	1	3
57	Ayuk Wulandari	1	1	1	3
58	Azizah Widya Jayani	1	1	1	3
59	Bela Arum Sari	1	1	1	3
60	Dewi Anggraeni	1	1	1	3
61	Erinna Sekar wati	1	1	1	3
62	Eygustania Pricilia	1	1	1	3
63	Febriana Widyastuti	1	1	1	3
64	Febriyani Nadia Cantika	1	1	1	3
65	Fikki Ida Fatmala	1	1	1	3

Appendix 12 : The students' picture when they are doing the questionare and test