# THE CORRELATION STUDY BETWEEN STUDENTS' HABIT IN LISTENING ENGLISH SONG AND PRONUNCIATION MASTERY TOWARD THEIR SPEAKING SKILL TO ENGLISH EDUCATION DEPARTEMENT OF IAIN SURAKARTA IN THE ACADEMICYEAR OF 2017/2018

**THESIS**

Submitted as A Partial Requirement

for the Degree of Undergraduate inEnglish Education Departement



**By :**

**SRI REJEKI**

**SRN.143.2.2.1.109**

**ENGLISH EDUCATION DEPARTEMENT**

**CULTURES AND LANGUAGES FACULTY**

**THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2019**

**ADVISORS SHEET**

Subject: Thesis of Sri Rejeki

     SRN: 143221109

                        To:

                        The Dean of Cultures andLanguages FacultyIAIN Surakarta in Surakarta

*Assalamu'alaikum.Wr.Wb*
     After reading throughly and giving and advices, here with, as the advisors, we state that the thesis of

     Name  : Sri Rejeki

     SRN   : 143221109

     Title   : "The Correlation StudyBetween Students' Habit in Listening English Song and Pronunciation Mastery Toward Their Speaking Skill to English Education Departementof IAIN Surakarta in Academic Year of 2017/2018."

     Has already fulfillcd the requirements to be presented before The Board of Examiners (*Munagosyah*) to gain Undergraduate Degreein English Education Cultures andLanguages Faculty. The State Islamic Institute of Surakarta.

     Thank you for the attention.

*WassalamualaikumWr. Wb*.

                        Surakarta, May 1th 2018

                        Advisor

                        Zainal 'Arifin, S.Pd.,M.Pd.
                        NIP: 19730820 200312 1 003

# RATIFICATION

This is to certify the Undergraduate thesis entitled "**The Correlation Study Between Students' Habit in Listening English Song and Pronunciation Mastery Toward Their Speaking Skill to English Education Departement of IAIN Surakarta in Academic Year of 2017/2018**" by Sri Rejeki has been approved by the Board of Thesis Examiners as the Requirement for the degree of Undergraduate in IAIN Surakarta.
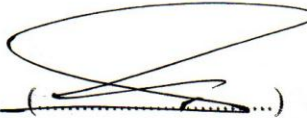
Main Examiner : <u>Novianni Anggraini, M .Pd.</u>  (...............................)

              NIP.19830130 201101 2 008

Examiner I      : <u>Dr. Hj. Woro Retnaningsih, M.Pd</u>  (...............................)

              NIP. 19681017 199303 2 001

Examiner II     : <u>Zainal' Arifin, S.Pd., MPd</u>  (...............................)

              NIP. 19730820 200312 1 003

Surakarta, February 25th 2019

Approved by

The Dean of Cultures and Languages Faculty

Dr. H. Giyoto, M. Hum
NIP. 196702242000031001

iii

**ADMISSION SHEET**

Name          : Sri Rejeki

SRN           : 14.32.2.1.109

Program       : English Education

Tittle        :"The Correlation Study Between Students' Habit in Listening English Song  and Pronunciation Mastery Toward Their Speaking Skill to English Education Departementof IAIN Surakarta in The Academic Year of 2017/2018."

Here with, I state all statement, opinions, and analysis that I have written in this thesis are my originally work. I optimally conducted my own research with the help of references and suggestion. If  any claim related to the analysis that I made persist in the future. I wouid be fully responsible for the clarification.

Surakarta, July  2018

The Reseacher

Sri Rejeki

SRN. 143221109

**DEDICATION**

Gratefully, I dedicated this work to :

- My beloved mother Sukinemand my beloved father Sriyonowho always prayed, and motivated me in my every step

- My beloved Big family who always supported me in prayer, love and patience

- My beloved brothers and sisters, who always motivated me to learn and learn.

- Dimension Class and Minivigolesa always cared for me.

- All friend who always supported me.

- My Almamater IAIN Surakarta.

**MOTTO**

"Indeed, Allah will not change the condition of people until they change what is a in themselves"  -  Q.S Ar-Ra' d :1

"The only thing that being afraid of mostly is the fear" - Franklin De Roosevelt

"There isthe lightness after the darkness"   - Q.S  Al-Insyirah: 6

"Success is a journey, not a destination"   -  BenSweetland

# PRONOUNCEMENT

Name              : Sri Rejeki

SRN               : 143221109

Study program: English Education Depatement

Faculty           : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled "The Correlation Between Students' Habit In Listening English Song And Pronunciation Mastery Toward Their Speaking Skill To English Education Departement Iain Surakarta In Academic 'Year Of 2017/2018" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

lf later proven that my thesis has discrepancies. I am willing to take the academic santions in the form of repealing my thesis and academic degree.

Surakarta, July2018

Stated  by,

**<u>Sri Rejeki</u>**
**SRN. 143221109**

# ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power. the Lord of the universe, master of the day of judgment, God all mighty. for all blessings and mercies so the researcher was able to finish this thesis entitled **" The Correlation Between Students' Habit In Listening English Song And Pronunciation Mastery Toward Their Speaking Skill To English Education Departement Iain Surakarta In Academic 'Year Of 2017/2018"** peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps. supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported. and suggested her during the process of writing this thesis. This goes to:

1. Dr. H. Mudhofir, S.Ag, M.Pd., the Rector of the State Islamic Institute of Surakarta.

2. Dr. H. Giyoto, M.Pd., as the Dean of Islamic Education and Teacher Training Faculty

3. Dr. ImroatusSolikhah, M Pd., as the Head of English Education Department.

4. Zainal 'Arifin, S.Pd., M.Pd. as the advisor for the time, advices, help, guidance, precious advices, corrections, patient, suggestions and corrections to revise the mistake during the entire process of writing this thesis

5. DwiCahyono, M.Pd. as the lecturer at Pronunciation Prectices for facilitating the reseacher in collecting data.

6. Fitri Ana IkaDewi, M.Hum. as the lecturer at Speaking for Informal Interactions for facilitating the reseacher in collecting data.as a lectured for facilitating the reseacher in collecting data.

7. All the lectures and official employees of Islamic Education and Teacher Training Faculty.

8. My Special best friend missYensiHarahap and Reza Kurniawan, IstabiqulSa'adah, NuniekKurniasih, LiaIldiaNingrum, and DewiRahmaPratiwi who has been follow friend during overseas and support every step.

## ABSTRACT

Sri Rejeki. 2019. *The Correlation Study Between Students' Habit in Listening English Song and Pronunciation Mastery Toward Their Speaking Skill to English*

*Education Departement of IAIN Surakarta in the Academic Year of 2017/2018.*Thesis, The English Education Departement Cultures and Languages Faculty. The State Islamic Institude of Surakarta.

Advisor        :  Zainal'Arifin,S.Pd., MPd

Key Words    :Habit in Listening English Song, Pronunciation Mastery, and Speaking Skill.

The thesis aimed at verifying (1) whether there is a positive correlation between Habit in Listening English Song and Speaking Skill; (2) whether there is a positive correlation between Pronunciation Mastery and Speaking Skill; (3) whether there is a positive correlation between Habit in Listening English Song, Pronunciation Mastery, and Speaking Skill to English Education Departement ofIAIN Surakarta in the Academic Year of 2017/2018.

This research used quantitative method; it was correlation design. It was carried out in May 2018 at 2E class to English Education Departement IAIN Surakarta in the Academic Year of 2017/2018. There are three variables in this research, the ability of Habit in Listening English Song ($X_1$) and Pronunciation Mastery as the independent variable ($X_2$) and Speaking Skill as dependent variable(Y). The researcher conducted the research at the English Education Departementof IAIN Surakarta. The sampling technique used simple random sampling. The try outof  instrument was taken 30 students and the sample of this study was 30. Habit in Listening English Song the researcher  used questionnaire to obtain the data to valid and reability. Pronunciation Mastery  and Speaking Skill to obtain the data used document. The technique  used to analysis the data were Pearson Product Moment and Multiple linear regresion.

The results of the research  are: (a) there is significant positive correlation between Habit in Listening English Song ($X_1$) and Speaking Skill (Y) because the correlation value $1 > r_{x1y} > 0$, that is 0.377 $\rho < \alpha$ (0.033 < 0.05); (b) there is positive significant correlation between Pronunciation Mastery ($X_2$) and Speaking Skill (Y)because the correlation value $1 > r_{x2y} > 0$, that is 0.537 $\rho < \alpha$ (0.002 < 0.05); (c) there is a simultaneously positive significant correlation between Habit in Listening English Song ($X_1$), Pronunciation Mastery ($X_2$)  and Speaking Skill (Y) because the correlation value $1 > r_{x1x2y} > 0$, that is 564  $\rho < \alpha$ (0.004 < 0.05). Regarding result of the result of the research, it can be concluded that Habit in Listening English Song and Pronunciation Mastery can support Speaking Skill.

**TABLE OF CONTENTS**

## LIST OF TABLE

# LIST OF THE FIGURE

**CHAPTER I**
**INTRODUCTION**

A. **Background of the Study**

Language is important for human beings to communicabte each other. As Hornby (1974) said that "Language is human and non instinctive method of communicating ideas, feeling, and desire by means of system of sound and sound symbols". Speaking is a basic skill that language learners should be mastered along other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as gestures and facial expressions.

Hedge (2000: 261) defines speaking as "A skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities. Speaking is definitely a skill that can be mastered though people because exercise, especially before speech in public, singing, or just get together with the people who noisy. enough exercise, everyone can change murmur, error pronunciation, or chat very quickly became clear voice and life. the use of the words of the right is very important.

Cambridge Advanced Learner's Dictionary (2005: 572) defined habit as something which you do often and regularly, sometimes without

knowing that you are doing it. Meanwhile, 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." Weiner said that, "Habit is a response that has become relatively automatic through that: practice". Habit listening english song can improve student's speaking skill. Based on the definitions habit, the researcher concluded that habit is a behavior that is repeated continuously and conducted easily that is sometimes occur unconsciously. It means that a behavior can be a habit if it often done, continuously repeated, and almost automatically without conscious thought. There are many factors affecting the success in learning listening included language proficiency, gender, memory, accuracy of pronunciation and learning habits Christine (2002: 8).

Nowadays, music and song can be able to help the student learning English skill. By listening songs, students are accustomed to get English words, understanding their meaning and having fun with the music. So, listening music can be able to know pronunciation mastery toward their speaking skill. Then pronunciation is the term to produce sounds which has the standart pronunciation would also be useful to the foreign leaner of language Jone (1996: 3). Celce-Murcia and Goodwin (in Budiasih 2013) state the pronunciation is very important to avoid misunderstandings when people are communication.

In this thesis, the reseacher wants to find out wheter there is correlation between habit in listening english song and pronunciation

mastery toward speaking skill. The reseacher chooses the student's of To English Education Departement IAIN Surakarta.

In this thesis, the reseacher tries to find out if there is an significant correlation between Habit in Listening English Song and Pronunciation Mastery toward Speaking Skill. The researcher will knowing investigate the contribution of students' habit in listening english song and pronunciation mastery toward speaking skill for teenage learners. Therefore the results of this study can be used as approach to acquire language and habit in listening English song.

Based on description above the reseacher was interested to conduct the research entitled "THE CORRELATION BETWEEN STUDENTS' HABIT IN LISTENING  ENGLISH SONG AND PRONUNCIATION MASTERY TOWARD THEIR SPEAKING SKILL TO ENGLISH EDUCATION DEPARTEMENT IAIN SURAKARTA IN ACADEMIC 'YEAR OF 2017/2018"

## B. Limitations of  The Problems

The researcher limits the problem of this thesis on three variables; Correlation Study Between Students' Habit in Listening English Song And Pronunciation Mastery Toward their Speaking Skill. The researcher subject is English Department of IAIN Surakarta in Academic Year of 2017/2018.

## C. Problem Formulation

Based on the background of the study and problem limitation, the problem of the study as follows:

1. Is there any positive significant correlation study between pronunciation mastery and speaking skill in first semester English Education Department of IAIN Surakarta in Academic Year of 2017/2018 ?

2. Is there any positive significant correlation study between student habit in listening English songs and speaking skill in second semester English Education Department IAIN Surakarta in Academic Year of 2017/2018 ?

3. Is there any positive significant correlation study between pronunciation mastery, the habit in listening English songs toward speaking skill in first semester English Education Department of IAIN Surakarta in Academic Year of 2017/2018 ?

## D. The Objectives of The Study

In line with the problem statements above, the objectives of the study are as follows:

1. To find out whether there is a positive significant correlation study between student's pronunciation mastery and students speaking skill first semester in English Education Department IAIN Surakarta in Academic Year of 2017/2018.

2. To find out wether  there is a positive significant correlation study between the habit of listening to English songs and speaking skill in first semester English Education Department of IAIN Surakarta in Academic Year of 2017/2018.

3. To find out whether there is a positive significant correlation study between pronunciation mastery, the habit of listening to English songs toward speaking skill  first semester in English Education Department of IAIN Surakarta in Academic Year of 2017/2018.

**E.  The Benefit of the study**

The reseacher would like to get the empirical data about correlation between student's habit in listening english song and pronunciation mastery toward speaking skill. The reseacher hopes that the result can give the benefits as follow :

1. Theoretical Benefit

   a. The result of this study can be used to indicate that there is a correlation Students' habit in listening and pronunciation mastery toward their speaking skill.

   b. The result can give a reference fot the teacher about the correlation pronunciation mastery and speaking skill.

2. Practically Benefits

   a. For the students'

      This thesis expected that the habit in listening songs can improve speaking skill more interesting and result for the students.

b. For the teachers

Teacher will have  new reference about the correlation of habit in listening englisgh song and speaking skill.

c. For the school

The researcher will give the suggestion for the school about the use of habit listening english song to improve the student speaking skill and english learning.

# CHAPTER II
# REVIEW ON RELATED LITERATURE

## A. Teoritical Description

### 1. Speaking Skill

#### a. The Definition of Speaking

Many definitions about speaking have been proposed by language experts. Speaking is important in real life of communication. It is a complex skill, so that, speaking cannot be learned in isolation. Thornbury (2005: 1) states that speaking is so much a part of daily life that we take it for granted. Connell and Kowal (2008: 32) defines that we speak in order to discover what we know and what we mean to say. Moreover according to Buber in Connell and Kowal (2008: 63) Speaking did not exist at all, until someone had been spoken to; speaking could devolve into monologue only after dialogue had been broken off or shattered.

Speaking is a productive skill Spratt et al., (2005: 34). It involves using speech to express meaning to other people. The essential components mentioned to exist in speaking are the speakers, the hearers, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation.

In the same respect, Nunan (2003: 48) agrees with Spratt et al. that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning. In addition, Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. It needs the ability to assist in the management of speaking turns and non-verbal language. Therefore, spoken fluency is required to reach the goal of the conversation.

Speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as gestures and facial expressions. Hedge (2000: 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects peoples thoughts and personalities.

**b. Elements of Speaking**

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001) mentions these

elements which refer to the language features that learners should have knowledge about. In addition to the processes of the language and information same time when an interlocutor interacts with them.

**c. Language Features**

The following features are necessary for an effective speaking :

1) Connected speech: this ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

2) Expressive devices: English native speakers use effectively , the phonological rules which refers to the pitch, stress, volume, speed with the use of non-verbal means. These devices help them to convey their intended meaning. Students then need to have this ability of employing such devices if they want to be effective communicators.

3) Lexis and grammar: when learners produce some language functions, they often use the same lexical structure. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

4) Negotiation language: learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teachers have to provided them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them.

### d. Mental/ Social Processing

The necessary processing skills of speaking are the following:

1) Language processing: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

2) Interacting with others: most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker needs to be able to listen and understand others talk then reacts through taking turns or keeping the others to do so.

3) Information processing: this relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information they should be ready to response to the others talk.

The teachers talk will be reduced that is to say learners are supported to talk more in the classroom. Ur, P.(2000: 12) declares also that "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing."

**e. The Indicators of speaking**

Heaton (1998: 97) said that each respondent should be assessed not only of the spoken language as grammatical acceptability and pronunciation, but also on appropriately of language and effectiveness of communication. The scoring of the interview can range from an impression mark to mark at on the basis of a fairly detailed marking scheme (showing pronunciation, grammar, vocabulary, appropriately. fluency, and case of speech. The indicators of Speaking based on Heaton (1998: 97).

1) Pronunciation

Pronunciation is one of major problems claimed to be impeding or contributing to the lack of speaking competence of Thai learners. This is because English has a distinct set of

sounds, while Thai does not. To successfully learn another language ramlarly in hiovothatargpr-likanrisatinnrarti and minimize foreign accents that can result from a negative L1 transfer. Earners need to know what sounds are available in the target language but not in their own mother tongue, and vice versa.

2) Fluency

Fluency is able to speak a language easy and well. Speech is so halting and fragmentary that conversation is virtually impossible. Speech on all professional and general topics as effortless and smooth as a native speaker's

3) Grammar

Almost all speaking criteria make some reference to grammar, either as a part of holistic descriptors or in a separate analytic rating criterion. Research also indicates that raters tend to pay a lot of attention to grammar even if the test uses several analytic criteria (Brown 2000 ; Mc Namara, 1996). Much of the work on common learning orders in SLA has focused on grammar. While explained by nature or nurture, and whether early language learning is qualitatively different from the learning of languages later in life, most recent theories propose that people's language learning is usage-based. Ultimately, all

language learning can be explained by the frequency with which we hear and see different patterns in language-use.

4) Vocabulary

Vocabulary is a core correspondent of language as well source or base when students speak English language. Vocabulary also a core component of proficiency and provides much of the basic for how well learners speak, listen, read and write.

**f. Categories of Speaking Skill**

Based on Brown (2001: 271-274), there are six categories of speaking, namely imitative, intensive, responsive, transactional, interpersonal and extensive.

1) Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interactions but focusing on some particular element or language form. The example of imitative speaking performance is drilling.

2) Intensive

The intensive performance is to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. In addition Brown (2004:273)

states that an intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture).

3) Responsive

Short replies are the example of speaking performance which does not extend into dialogues, for example standard greetings, simple requests and comments etc.

4) Transactional

The transactional language is an extended form of responsive language. The purpose of transactional is to convey or to exchange specific information. A coknversation is an example of transactional.

5) Interpersonal

The interpersonal (dialogue) tends to maintain social relationships better than exchange information. Some elements may involve in a dialogue such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm etc.

6) Extensive

The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or sudden.

**g. Factor of Speaking Ability**

The student's native language is an important factor that can determine his/her success or failure in learning to speak in English. This is clearly demonstrated by the fact that the foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person's origins identifiable by untrained as well as trained people. Besides the learner's native language, there are several factors that effect speaking learning :

1) The learner's age

The younger the age when the learner begins to acquire English, the better the learner's speaking. In fact, complete mastery of English before age 12 generally results in accent-free speech, whereas acquisition after age 15 virtually guarantee some degree of accented ness in speech.

2) The learners' exposure

Exposure in the target language can refer to both the length of time and the intensity of the exposure over time. Generally speaking, the more time spent on learning the spoken language, the better the pronunciation.

3) The Learners' Innate Phonetic Ability

Some people simply have more skill at or aptitude for imitating or producing sound and sound patterns that are new to them. All other things equal, such learners will achieve a better pronunciation than will those learners with lesser aptitude.

4) The Learners Attitude and Sense of Identify

The attitude the learner has toward the target language and its speakers may affect his or her pronunciation (the more favorable the attitude, the better the pronunciation, for the highly motivated learner is not opposed to sounding like the target speakers."

5) The Learner's Motivation and Concern for Good Speaking

This factor is of greatest importance in pronunciation instruction, if the learner's motivation to improve is strong and if the investment of time and effort is great, there will be improvement. Gary and Gary (1981) described the many benefits of delaying speaking and concentrating on listening. These benefits include the following:

a) The learner is not overloaded by having to focus on two or more skills at the same time—a cognitive benefit.

b) Speed of coverage—receptive knowledge grows faster than productive knowledge. It is possible to experience and learn much more of the language by just concentrating on

listening. If learners had to be able to say all the material in the lessons, progress would be very slow.

c) It is easy to move very quickly to realistic communicative listening activities. This will have a strong effect on motivation.

d) Learners will not feel shy or worried about their language classes. Having to speak a foreign language, particularly when you know very little, can be a frightening experience. Listening activities reduce the stress involved in language learning—a psychological benefit.

e) Listening activities are well suited to independent learning through listening to recordings.

## 2. Habit in Listening English Song

### a. Definition of Habit

In Cambridge Advanced Learner's Dictionary (2005: 572) defined habit as something which you do often and regularly, sometimes without knowing that you are doing it. Meanwhile, 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." Icn line with Weiner said that: "Habit is a response that has become relatively automatic through that: practice".

Furthermore, Habit is a routine of behavior that is repeated regularly and tends to occur unconsciously Butler & Hope (1995:98). Moreover in

contrast, Webster's Dictionary (1994: 544) defined habit as a settled tendency or usual manner of behavior. Habit is not a compulsion Habit is common behavior done by a person without conscious thought. It is a repetitive action that familiar and always practice by a person every certain opportunity (anytime and anywhere) and Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition Richard & Schmidt (2002 :343).

From the definition above, it can be drawn a brief inference that habit is a repetitive action or repetition activity thai to bring an inclination to do automatically, regularly and unconsciously. Afterwards, finally becomes 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.

b.  **Definition Listening English Song**

English songs as Griffee (1992: 3)  states are pieces of music that have words and Webster's dictionary (1926: 506) defines as a short musical songs composition of words and music. The main parts of a song are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to he memorized Repetitive pattern means that so there are usually several lines of the song, which are repeated twice or more what so-called "refrain"

when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

### c. The Indicator of the Habit in Listening English songs.

Based on the riview of related theory of the habit in listening English songs, the researcher uses the indicator suggested by the combination of webster's dictionary and Brown and Yule that the habit of listening to English songs is repetitive action of producing English word 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 continuosly and performed without conformed unconsicously then becomes a pattern behavior that automatically practiced. From the concept above, the indicator are repetitive action, attention, and getting the meaning.

Table 2.1 The Indicator of  Habit in Listening  English Song

| Concept | Indicator | Total Sub Item |
|---|---|---|
| Habit in listening to the song is Repetitive action defined as a repetitive action of Attention paying attention and trying to get the meaning of groups of english words contained in the songs, so it becomes a pattern of bihavior which is practiced automaticaly, uncosciously and continously because it has been familiar and easy response | Repetitive action | 8 |
| | Attention | 7 |
| | Getting the meaning | 7 |
| | Pattern of behavior | 8 |
| **Total item** | | 30 |

Based on the definitions above, the researcher concluded that habit is a behavior that is repeated continuously and conducted easily that is sometimes occur unconsciously. It means that habit in listening skillconduct with a behavior can be a habit if it often done, continuously repeated, and almost automatically without conscious thought.

## 3. Pronunciation Mastery

### a. Definition of Pronunciation Mastery

One of the oral communication sub-skills is pronunciation. Pronunciation is important to study, because it makes someone understand the right pronunciation and makes the target speaker understand the meaning of the word or the sentence. Pronunciation plays an important role in learning a second or foreign language. Pronunciation is the way in which a language or particular word or sound is pronounced Hornby (2000: 1257). Pronunciation is two fold processes. It involves the recognition of sound as production of sound. Richard et al (2002: 429) states that pronunciation is the way a certain sound or sounds are produced. English pronunciation is a basic and essential skill to use English as a means of communication.

Celce-Murcia and Goodwin in Budiasih (2013) state that pronunciation is very important to avoid misunderstandings when people are communicating. it is considered as prerequisite for the development of speaking skill. Pronunciation in speaking skill is used interaction is to be understood, because if the speaker cannot pronounce well the meaning in the message it will not be delivered to the listener well. If the speaker cannot pronounce well the meaning in the massage, the song will not be deliver the listener well.

The other definition comes from Richard et al (2002: 429) states that pronunciation is the way a certain sound or sounds are produced. English pronunciation is a basic and essential skill to use English as a means of communication and Hornby (in Widiastuti, 2012:8) defines pronunciation as the way in which a language spoken. The way a person speaks the words of language. Pronunciation takes a crucial aspect for the students in learning English because it brings the meaning of words that are spoken. The words meaning in pronunciation can influence whether those words are understood by learners or not. Problems in Pronunciation Misunderstanding might be caused by mispronunciation.

The speaker should pronounce English words correctly to avoid mispronunciation that can affect different meaning. If the speakers want to pronounce English correctly, they must master the English sound system. The first problem that arises is why teach pronunciation. For example, soap in a situation such as a restaurant that they should have said soup. The inaccurate production of a phoneme can lead to misunderstanding (at least on the part of waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. The explanation above is the example of problem caused pronunciation errors which led to a problem comprehension the meaning of function an utterance according to the researcher.

The next problem's approaches in pronunciation teaching are many experienced teachers would admit to a lack of knowledge of the theory of pronunciation teaching. Language learners, on the other hand, andconsiderable enthusiasm for pronunciation. They feel it is something that would help them to communicate better. Based on Kelly (2008: 13) "teachers of pronunciation need: a good grounding in beoreoca knowledge, practical classroom skills, and access to good ideas for classroom activities". And Kelly (2008: 14) also said that In the of this sample lessons are divided into there main types:

a. Integrated lessons, in which pronunciation forms an essential pert of the language analysis and the planning peocess, and the lsngauge presentation and practice within the lesson.

b. Remedial or reactive lessons, where a pronunciation difficult which arises in class is dealt with there and then, in order to facilitate the successful achievement of classroom tasks.

c. Practice lessons, in which a  feature of promunciation isolated and practiced for its own sake, forming the main focus of a lesson period.

Table 2.2 Main Problems in Pronunciation

| No. | Area of Difficulty | Implications of this Particular Area |
|-----|--------------------|--------------------------------------|
| 1. | Pronunciation is individual sound | There are may be confusion between minimal individual sounds pairs (e.g. bed/bad, ship/sheep) and this way compromise meaning. |
| 2. | Word stress | Sometimes words 'shift their stress word stress can actually change the meaning of the word (e.g. record (v) /record (n)) |
| 3. | Sentence stress | Sometimes emphasizing different words suggest different contrasting information (e.g. how does the meaning change when different words of the following sentence are stressed: Mary saw a red car driven by a young man with brown hair') |
| 4. | Rhythm | Rhythm is important to maintain the flow of the  language, English is a stress-timed language, Problems with this are not so likely to affect comprehension but getting the rhythm right does help the listener to follow your argument. |
| 5. | Intonation | Getting the right intonation is important to convey  the right attitude- i e. high start for questions, tentative and wide pitch variation to show greater enthusiasm. |

If we take a look at the table, from the problems that arise in the pronunciation is hard to concern learner. When the Indonesian learners learn to produce foreign sounds, they can do it but when they learn more about the intonation, stress and the other features of pronunciation they can't do it better. Ramelan (1994: 8) said that "There is still another problem of different nature, which is concerned with the production of the so-called suprasegmental features' like stress, length, pitch, and intonation." According to Budiasih (2013: 7) "Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech, English pronunciation involves too many complexities for learners to strive for a complete elimination of accent.

**b. Factor Affecting Pronunciation**

Pronunciation of any no-native speaker of any language is promoted or inpeded by a number of factor including, among other (1) age, (2) mother tongue influence, (3) personality in Budiasih (2013:9):

1. Age

Lenneberg (1967) who proposed the Critical Period Hypothesis (CPH), suggests that there is a period of time when language learning is more successful than any other time in one's life. He links the close of the critical period to the completion of the cerebral lateralization of language function which takes place at piberty. The CPH is still

disputed in many language acquisition studies, for instance, Chiswick and Miller (2007) define the CPH as a sharp decline in learning outcome with age. They add that to ensure a native-like proficiency, one has to acquire the language before the critical period ends.

In response to Lenneberg point of view, Johnson & Newport (1989) conclude that they do not find a direct relationship between performance and age of learning throughout childhood, with a rapid decline in performance marking the end of the critical period, instead, in their study performance increasingly declined from about age seven until adulthood.

According to CPH, there is a biological or neurological period, which ends around the age of 12 after which, it becomes extremely difficult to attain the complete mastery of a second language, especially pronunciation. Conversely, Bongaerts, Planken and Schils (1997) have shown that it is not always the case; adult leaners are capable of achieving native-like in an L.2. However the degre of pronunciation accuracy differs from one leaner to another in spite of the age similarity as well shall see in the following section.

2. Mother tongue influence

L1 learners have no difficulty in their language after the age of puberty because it is only one linguistic system that the learner's mind to under and he/she is exposed to the language all the time, whereas in

the learning of L2, L1 features play a kind of role which results in a clash between the system of L1 and that of L it seems to be true that, as Odlin (1989: 112) puts it, there is no little doubt that native language phonetics and phonology are powerful influences on second language pronunciation Cook (1992) states that L1 is present in L2 learners minds whether the teacher wants it to be there or not.

The L2 knowledge that is being created in them is connected in all sorts of ways with their L1 knowledge. According to this, learners inter language is open to L1 influence in a way that they transfer features from their L1 into L2. This type of transfer results in error if the transferred feature is not similar or not found in L2. Such transfers are called interference.

3. Personality

Certain non-linguistic factors related to an individuals personality and learning goals, towards the target attitude language, native speakers and their culture, and type of motivation, which are beyond the teacher's control, all have their role in the development of pronunciation skills. In addition, the degree of exposure to and use of the target language can support or impede pronunciation skills development. For example earners who are outgoing and confident and get involved in interactions with native speakers are liable to practice the foreign language pronunciation.

Conversely, some learners feel uncomfortable trying out new speech rhythm and melody patterns, while others feel stupid pronouncing weird sounds, and with time, they decide that it is ess and impossible to learn English pronunciation. In this respect, Miller (2000) believes that changing abnd not changing speech patterns is affected by how much responsibility the learner takes, how much the learner practices outside of class and how ready the learner is. Second language is the language acquired by a person after having acquired the basic system of L1. Researches focus on the errors learners make when learning an 12. In L2 learning, errors are indispensable. Researchers are interested in errors because errors are believed to contain valuable information about the language and the way it is learned. As we all know, we communicate orally and/or in writing where errors are found in both types of communication; our focus in this investigation is on the oral type.

## c. The Importance of Pronunciation

Pronunciation would help learners overcome the anxiety in oral communication that mostly derives from the lack of correct pronunciation. Nakazawa (2012 ascited in Baytar 2014 )statest hates pecially university level learners feel anxious and they are afraid of making mistakes while pronouncing the words, and they mostly confess that they get embarrassed when speaking because of th epossibility of making mistakes in pronunciation. However, pronunciation will help the learners' motivation

as well like the expertstated that The learners' motivation can be seen as the strongest factor contributing to the successor failure of learning a second or foreign language.

That is, it is adriving forceen couraging a learner to pursue a course of action, initiating the learning, and finally sustaining the learning process (Dörnyei, 2001). Basically, if the learners' motivation is high, then they will bewilling to improve the irabilities by themselves. On the other hand, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well. In addition, Elliott (1995) found out in his study that learners who are concerned with their pronunciation had better pronunciation skills. The same finding was also obtained in Suter's (1976) study. As communication is the main goal formany foreign language learners, it is true to state that learners should becareful about their pronunciation; pay most attention to its correct production; and try to improve the iroverall pronunciations kills. In order to attainall the segoals, they need to be encouraged and motivated as required.

In conclusion, pronunciation concern builds up a lot of motivations in learners to keep improving their pronunciation skills. Excellent pronunciation then will boast self-confidence for foreign language learners to perform understand able oral communication. Base don't he writer's perspective, language is the tool of communication, but with poor pronunciation, language can never be an effective tool of communication.

**B. Previous study**

The previous study is done by Meylan GNA Sihombing (2014 ). In education journal entitled "The Correlation Between The Students' Pronunciation Mastery And Their Ability In Speaking. She is come from in University Bandar Lampung, Indonesia this journal is the second international conference on education and language. In conclusion based on the results, the students who have low mastery of pronunciation have low ability of speaking and they who have high mastery of pronunciation have high ability in speaking.

The calculation of all the results which is the last result discussed gives findings. The research findings indicate that there is a significance correlation between the students' pronunciation mastery and their ability in speaking through the statistic analysis. From the statistic analysis, it is found that there is a positive correlation between the students' pronunciation mastery and their ability in speaking. It is proved by the value of that is greater than r table. The value of is 0,910. Based on the r table with N = 28, it shows that r table is 0,361 in 5% and 0,463 in 1%. So, it describes clearly that the value of is greater than the r table.

Moreover, these facts indicate that the students' pronunciation mastery give a useful contribution for their ability in speaking. From the result of the research, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. So, there is

correlation between the students' pronunciation mastery and their ability in speaking. Based on the result of the research, the researcher concludes that there is a significant correlation between the students' pronunciation mastery and their ability in speaking of grade eight of SMPN 12 Bandar Lampung. The conclusion is taken based on four considerations.

The considerations are the average score of the students' pronunciation mastery, the average score of the students' ability in speaking, the results obtained from the calculation of the correlation between the students' pronunciation mastery and their ability in speaking and the last is hypothesis of the research. Furthermore, there are some suggestions for the students of Junior High School and the English teachers. The students really need to master pronunciation in order to be able to communicate naturally to native speaker well. The other suggestion for them is they should improve their pronunciation mastery because pronunciation mastery improves their ability in speaking. And then it is important both for the teachers and students to realize that one of the factors that give effects to the students' ability in speaking is the mastery of pronunciation.

This study investigates the relationship between speaking grades and listening grades of university level preparatory students. The students are electric electronic, mechanical and civil engineering students of A1/A2 levels. The students were educated for six hours in a week for each lesson in one term. In the listening and speaking courses a topic based approach

is adopted. At the end of the term students were administered a formal written test in listening course that includes a two-minute listening script and comprehension questions in the form of multiple choice and fill in the blanks drills, and an oral speaking exam allowing students to think about on a topic for one minute and speak for two minutes. The exam results of 100 students were analyzed and interpreted using SPSS.

The second previous study is done Ozgur Celika, Fatih Yavuza (2015) in her journal entitled "The relationship between speaking grades and listening grades of university level preparatory students". She is students in Balıkesir University School of Foreign Languages, Balikesir, Turkey and this journal 7th World Conference on Educational Sciences, (WCES-2015), 05-07 February 2015, Novotel Athens Convention Center, Athens, Greece. In research finding at the end of the term (after 14 weeks), students were administered a written listening exam and an oral speaking exam.

Students' listening and speaking exams were evaluated and the correlation between speaking grades and listening grades of university level preparatory students was found as 0,338011124. Also the mean of speaking exam was found as 56,2 and the mean of listening exam was 83,5. Looking at the data we may draw some conclusions. The correlation number between speaking and listening grades tell us that there is little relationship between speaking grades and listening grades of preparatory students. The common sense tells people that there is a high relationship

between listening and speaking. The low correlation between listening and speaking underlies some factors.

The major factor that negatively effects the correlation between two variables is anxiety. In speaking exams students are more anxious than they are in listening exams. By its nature speaking is an individual skill that is affected much by individual differences such as anxiety when compared to speaking. Also speaking requires a production which is regarded as the last phase of language learning process while listening is just reflection of the comprehension that can be accepted as easier to speaking production. Also speaking is regarded as a completely active action that needs a linguistic background as well as communicative and social abilities but listening is much passive when compared to speaking that makes the exam process easier.

The syllabus, methods and techniques adopted and the drills practiced may be another factors causing low correlation between  speaking and listening grades. For further study it would be useful to start a new session eliminating the problems above and adopting new techniques and then looking for the correlation between listening and speaking grades again. Mostly students cannot speak fluently because they lack of pronunciation of how to pronounce the words correctly.

 They have difficulty in their conversation comprehending or understanding with someone they talk to because lack of the ability to

pronounce the words. The objective of this research was to find out the correlation between the students' pronunciation mastery and their ability in speaking skill. Two kinds of tests were administered. They were pronunciation test and speaking test. In the pronunciation test, spoken tests were used, each student was asked to read 50 item words and sentences in English. For speaking test, each student also was asked to read the text consist of two paragraphs. The method of this research was the correlation research. Data were analyzed using r- Product Moment. The result of r was 0.910. The p-value in 5% was 0.361 and in 1% was 0.463. So, the result showed that there was a significant correlation between the students' pronunciation mastery and their ability in speaking of grade eight students of SMPN 12 Bandar Lampung.

The third previous  study is done by Tamador K.Abu- Snoubar (2017)In education journal entitled "On The Relationship between Speaking skill Grades of Al-Balqa Applied University English as a Foreign Language Students"  (a Survey) at Departement of English Language And Literature, Al- Balqa Applied University, Jordan. Al-salt Faculty For Humanities. This is journal international education studies publishes by canadiancebter of science and education. In  conclusion, he concludes that there is significant correlation between listening and speaking.

The findings of the statistical analysis processes show that there is a significance correlation between the listening and speaking abilities among

Al-Balqa Applied University EFL students, and there are significant gender Al-Balqa Applied. University EFL students. In the light of these findings, providing some recommendations is found to be useful. Pedagogical Recommendations for Teachers and Instructors. Based on the results of the current research, teachers are advised to allow their EFL students more exposure to authentic and semi-authentic English listening texts.

Listening input in the form of in-class and at-home activities enhances the learners' oral comprehension abilities and lowers their anxiety when it comes to this skill. The instructors' are also recommended utilizing modern technology and relying on on-line resources that allow them to beat any obstacles resulting from logistic shortcomings at schools and universities.

. This paper aims at exploring the relation between the two skills of listening and speaking. In addition, it tries to investigate the presence of any gender differences in this relation. To achieve these ends, the listening and speaking exams marks of (122) EFL students registered in the English 102 on-line compulsory course were analyzed using SPSS. The findings proved the existence of a positive relation between the two skills (r=0.433). The Independent Sample T-Test also proved that there were significant statistical differences at ($\alpha \leq 0.05$) level due to gender differences in the correlation between the listening and speaking abilities among Al-Balqa Applied University EFL students in favor of the females.

## C. Rationale

Speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as gestures and facial expressions. Hedge (2000: 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first nand second language because it reflects peoples thoughts and personalities. Speaking skill consist of elemet of speaking, language features, procesing speaking, the indicators of speaking, catagories of speaking skill, factors of speaking skill and speaking important for comunication. Speaking support by habit in listening english song and pronunciation mastery.

### a. The Possible Correlation between habit in Listening English Song and Speaking Skill

Habit in Listening has a big influence to one's speaking. This is obvious and reasonable, as it is difficult indeed for one to produce a good speaking when she/he has never heard of it before. Wilga M. Rivers said "it is obvious that the students should hear it correctly before endeavoring to reproduce it". In addition, to achieve such fluency, it suggested that a student 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". Apparently, the possible correlation between listening using song and speaking is a strong one.

**b. The correlation pronunciation mastery toward speaking skill**

Pronunciation in speaking skill is used interaction is to be understood, because if the speaker cannot pronounce well the meaning in the message it will not be delivered to the listener well. If the speaker cannot pronounce well the meaning in the massage, the song will not be deliver the listener well. Celce-Murcia and Goodwin in Budiasih (2013) the pronunciation is very important to avoid misunderstandings when people are communicating. it is considered as prerequisite for the development of speaking skill. Then pronunciation support for speaking skill.

**c. The correlation between habit in listening english song and pronunciation mastery toward speaking**

Habit is a repetitive action or repetition activity that to bring an inclination to do automatically, regularly and unconsciously. Afterwards, finally becomes a pattern of behavior as a result of repetition activity. Jack Richard et al. (1990: 128) said that "Habit is a pattern of jbehavior that regular and which has become almost automatic as a result of repetition." Icn line with Weiner said that:

"Habit is a response that has become relatively automatic through that: practice". Then pronunciation easy when always habit listening are good voice speaking.

**d.  Hypothesis**

Based on the theory and rationale, the hypothesis of this research are formulated as follows:

1. There is a positive significant correlation between pronunciation mastery and speaking skill.

2. There is a positive significant correlation between the habit in listening English songs and speaking skill.

3. There is a positive significant correlation between pronunciation mastery and the habit in  listening English songs stimultaneously toward speaking skill.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Method

The researcher used correlation method, because the researcher want to know the correlation between one variable with other variable. The correlation study is mean to find the relationship two or more variables Arikunto (1998:326). Fraenkel and Wallen (2000:359) state correlation research is research which is done to determine the relationship among two or more variables, and to explore their implication for cause and effect. This research had two kinds of variables, independent variable and dependent variable.

The predicator or independent variables in the research are habit ($X$). The response variable or the dependent variable is speaking skill (Y). The relationship of the three variable of this research can be figured out as follow:

1. The independent variables

   a. Habit in listening English song

   b. Pronunciation mastery

2. The dependent  variable is speakng skill.

**B. The Setting of the Research**

1. The place of the research

   The research will conduct the Second Semester of English Departement IAIN Surakarta In The Academic 2017/2018.

2. The time of the research

   Time of observation and research are used to take data for the researcher. This research will conduct March until July 2018.

Table 3.1 The Schedule of the Research

| No | Activities | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
|----|-----------|-----|-----|-----|-----|-----|-----|-----|-----|
|    |           | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| 1  | Make a research title | X | | | | | | | |
| 2  | Making a proposal | X | X | | | | | | |
| 3  | Collecting data | X | X | X | | | | | |
| 4  | Seminar proposal | | | X | | | | | |
| 5  | Permision of the place | | | | X | | | | |
| 6  | Ch 1,2, and 3 | | | | X | X | | | |
| 7  | Try out instrument | | | | | X | | | |
| 8  | Ch 4 and 5 | | | | | X | X | X | |
| 9  | Munaqosah | | | | | | | | X |
| 10 | Covering the research | | | | | | | | X |

**C. Population, Sampling, and Sample of Research**

1. Population

   Based on Sugiyono (2011:61) "population is the generalization region which cosists of the object/subject that have certain qualities and

characteristics defined by the researchers to learn and then drawn conclusion. Suharsini Arikunto (2006:64) says "The population is the entire subject of research". Sutrisno Hadi (2002: 43) says "the population is the entire population that is intended to be investigated is called popultion". From the opinion can be concluded that population were all the subject of research and have the same characteristics. In this research, the researcher took all Second Semester of English Departement IAIN Surakarta In The Academic 2017/2018.

2. Sampling

   Sampling technique used to take samples in the research Sutrisna Hadi (2002: 222). In this study, the researcher will use cluster random sampling that gives all classes the equal chance of being selected for the sample. Cluster random sampling is sampling in which intact groups, not individuals, are randomly selected, involving selection of clusters within clusters. Cluster sampling is more convenient when the population is very large or spread out over a wide geographic area Gay et al (2006:106-107). The steps of selecting the class are as follow:

   a. Making a list of all ten classes.

   b. Writing code of each class on a piece of paper and enrolling them.

   c. Putting the rolled paper into a box

   d. Taking the rolled paper randomly and the result will be the sample of the research.

   e. Take 30 students who become the sample of the research

3. Sample

According Sugiyono (2011:62), the sample is part of the number and characteristics of the population. According to Sutrisno Hadi (2002:54) "The sample is part of the number and characteristic of population". According Rosce in Sugiyono (2010:131) said ideal samples are 30 to 500. He also add if in the research will analyzing with multipe correlation or multiple regression, so the minimal number of sample is 10 times of the number of variable researched. The researcher will took one class as a sample of 30 students.

**D. Techniques of Collecting Data**

The researcher used questionaire and documentation to collect the data for the research. The questionaire is used to obtain the data of the student's habit in listening english songs, while the documentation to collect the data of pronunciation mastery and speaking skill. The documentation are taken first semester class 1E students time score in students Speaking For Informal Interactions and Pronunciation Practices in English Depatement IAIN Surakarta in academic year of 2017/2018

**1) The Instruments of Collecting the Data**

**a. Questionnaire**

Questionnaire is used to get the data of the student's habit of listening to English songs. A questionnaire is a trial to collect information using some written-question that must be answered in written form Nawawi (1995:177), More (1999; 24) says that

questionnaire is a mean of collecting the data in which the researcher call on students to examine themselves and react to series of statement about their attitudes, feeling and opinions. 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 researcher uses the Likert Scale, that is 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 "selalu", "kadang-kadang", "pernah", and "tidak pernah". 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 time. In determining the students' scores, the researcher at the first determines the item score of each statement in the questionnaires. The way to score based on Husaini and Purnomo (1996: 69) is as follows :

**For the positive items**

Selalu (SL) is scored 4

Kadang-kadang (KD) is scored 3

Pernah (PN) is scored 2

Tidak Pernah (T P) is scored 1

**For the negative items**

Selalu( SL) is scored 1

Kadang-kadang (KD) is scored 2

Pernah (PN) is scored 3

Tidak Pernah (TP) is scored 4

b.    **Documents**

Documment are any items in the form of goods, images orwritting as evidence and can provide important and legitimate information and document in aboard sense that incliudes all written sourse only, both written and oral arcording to G. J Renier (1997:104). Types of document:

1) Physical document is a document of material sizew, weight, layout, facilities, infrastuctur, ect.

2) Intellectual document is a document that refers to the purpuse, content of the subject, sourse, method of dissemination, how to obtain the originality of documents

Types of characteristic :

1) Tectual documernt are documents that present information in write form. For example: megazine, catalogs, books, ect.

2) Nontectual document is a document that containt some text. For example: maps, graphics, images, and recording.

Types of literature :

1) The corporal document is a document covering printed, non-printed materials inscriptionb and art objects stored in museums and libraries.

2) Literary documents are printed and non-printed materials containing useful information or particulars.

Arikunto (2010:231) state that documentation technique is a way data collection that generates important note related to the problem under study, so that data will be obtained which is completed, valid, and not based on estimates. Documentation technique used to collect data related to the number of student and using data the result student learning. Document of this research pronunciation mastery and speaking in E class data final scores first semester.

**2) Try Out of Instrument**

As instrument is said to be good if it is valid and reliable. Before the instruments, it have been tried out. It is intended to find the level of validity and reliability of the instruments. After taking one class among the classes randomly to do try out test, the try out was conducted at school.

a) The Validity of the Instrument

Suharsimi Arikunto (2010:2I1) stated the definition of validity as follow:

*"Validity is a measure that indicates the level of validity an instrument "*

The instruments of habit in listening english song using questionnaire. To know the validity, to correlate the data questionaire from the try out for 30 students ti 30 items of data. Validity of questionaire is there are three student who got the score 80 and the presentage is 10%. There is one student who the got 90 and the presentage 3,3%. There are two student who got the score 92 and the presentage is 6,3%. There are two student who the got 96 and the presentage 6,7%. There are two student who the got 98 and the presentage 6,7%. There is one student who the got 99 and the presentage 3,3%. Furthermore, there are elevent student who got 100 and the presentage 36,7% 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. The researcher is assisted by *SPSS 20.0 program for windows.*

b) The Reliability of the Instrument

Arikunto (2006: 178) said that reliability refers to the understanding that a sufficiently reliable instrument to be used as a means of collecting data because the instrument is good and Suharsimi Arikunto (2010:221) states that reliability as follows:

*"Reability refers to a sense that an instrument is reasonably reliable to be used as a data raising tool because the instruments is good "*

Sugiyono (2010: 173) states that reliability is an instrument when used several time to measure same object, the result of the data will consistency or stability. To measure the questionaire habit in listening English songs.

E. **Tecnique of Analisys The Data**

   1) **Data Description**

   a) Mean

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

   Me: $\frac{\sum x}{n}$

   Me : mean

   $\sum x$ : the total of the value

   N : the total of the individuals

   b) Range

   Range is the gap between the highest and the lowest in a group. It is guined by subtrating the highest value with the lowest value .

   R : Xt- Xr

   R: range

Xt : the highest value

Xr : the lowest Value

c) Mode

Mode is the most frequent value of a data group it is gained by counting the similar data and finding the highest.

$$Mo : b + p\, \frac{b1}{b1+b2}$$

Mo : mode

b: limiting interval class with the highest frequency

p: he length of inwerval class

B1 frequency modus class (uroquency on the highest Interval class) less the closest interval class before

B2:modus class frequency-the next interval class

d) Median

Median is the central value of a data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely.

$$Md : b + p\, \frac{\frac{1}{2n}-F}{f}$$

Md : Median

b: lower limit

n: responden

F : the total frequency before median class

f: median frequency

## 2. Pre-requisite Test

a. Normality distribution

The normality distribution is aimed to know whether the sample taken from the population has normal distribution or not (Abdurrahman, Muhidin, and Somantri (2011:260). The result of the normality using SPSS Program.

b. Linearrity Relationship

The linearity relationship test is to know relationship between the independent variable and dependent variable. The measumment is using SPSS Program.

## 3. Hypothesis Testing

To test the hypothesis this research uses multiple linier regressions using SPSS.

1. Simultaneous test

Simultaneous or join regresion coefficients affect Y, this test uses F:

$$F_0 = \frac{R^2 \, (N-K-1)}{k\left(1-R^2\right)} \qquad \text{atau} \qquad F_0 = \frac{\frac{R^2 \left(\sum y^2\right)}{k}}{\frac{\left(1-R^2\right)\left(\sum Y^2\right)}{N-K-1}}$$

n  = number of subject

k  = number of  independent variables

$\sum y^2$ = the sum of squares in variables Y

Determine the test criteria:

$H_0$ = be accepted ($H_1$ rejected) if $F_0 = F_{\alpha;(v1)(v2)}$

$H_0$= be accepted ($H_1$ rejected) if $F_0 = F_{\alpha;(v1)(v2)}$

2.  Individual test

The individual testis stastistic for the regression coefficient affecting Y. This

test uses t-test.

$$t_0 = \frac{b_1 - B_1}{S_{b1}}, \quad i= 1,2,3.....$$

Spesial regreession that only involved variables, the value $S_{b1}$ and $S_{b2}$ as

follow:

$$S_{b1} = \sqrt{S_e^2 \, \frac{\sum x_2^2}{(\sum x_1^2)(\sum x_2^2)-(\sum x_1 x_2)2}}$$

$$S_{b2} = \sqrt{S_e^2 \, \frac{\sum x_2^2}{(\sum x_1^2)(\sum x_2^2)-(\sum x_1 x_2)2}}$$

$$S_e = \sqrt{\frac{\sum e_i^2}{n-3}} = \sqrt{\frac{\sum y^2 - b_1 \sum x_1 y - b_2 \sum x_2 y}{n-3}}$$

a.Determining the test criteria :

1) For   $H_0$ = no positive relationship between $X_1$ and Y

$H_1$= there is a positive relationship between $X_1$ and Y

$H_0$ be accepted ($H_1$ rejected) if $t_0 \leq t_\alpha$

$H_0$ is rejected ($H_1$ be accepted) if $t_0 \leq t_\alpha$

2) For $H_0$ ak there is a negative relationship between $X_1$ dan Y,

$H_1$ there is a negative relationship between $X_1$ and Y

$H_0$ rejected ($H_1$ accepted) if $t_0 \leq -t_\alpha$

$H_0$ accepted ($H_1$ rejected ) if $t_0 > -t_\alpha$

3) For  $H_0$ there is no negative relationship between X and Y

$H_1$ there is a negative relationship between X and Y

$H_0$ accepted ( $H_1$ rejected) if $-t_{\alpha/2} \leq t_0 \leq t_{\alpha/2}$

$H_0$ is rejected ($H_1$ accepted) if $t_0 > t_\alpha$ or $t_0 \leq - t_{\alpha/2}$

b. Determine the value of the test statistic (value $t_0$ )

$$t_0 = \frac{b_1 - B_1}{S_{b1}}, \quad i=1,2,3$$

# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSION

### A. Research Findings

#### 1. The Description of The Data

The data analysed were the result of questionare and document. The reseacher description were based on the score of questinaire to know the Habit of Listening to English Song and the score final test to know Pronunciation Mastery and Speaking Skill in English Depatement IAIN Surakarta in Academic Year of 2017/2018. In computing the data and hipothesis. 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 histogram. The score of Habit Of Listening To English Song, Pronunciation Mastery and Speaking Skill can be seen in table:

Table 4.1 Students' Score of each Variable

| No. | Name | Score | | |
|---|---|---|---|---|
| | | Habit in Listening English Song (XI) | Pronunciation Mastery (X2) | Speaking Skill (Y) |
| 1 | MSN | 102 | 81 | 93 |
| 2 | TAPS | 98 | 87 | 81 |
| 3 | RAR | 107 | 87 | 87 |
| 4 | MC | 99 | 68 | 93 |
| 5 | EBW | 101 | 99 | 99 |
| 6 | DAL | 103 | 87 | 87 |
| 7 | SNF | 122 | 81 | 81 |
| 8 | TA | 99 | 81 | 81 |
| 9 | RYN | 96 | 99 | 93 |
| 10 | APH | 98 | 75 | 93 |
| 11 | AYS | 95 | 93 | 93 |
| 12 | MDAS | 101 | 93 | 93 |
| 13 | ALK | 95 | 81 | 93 |
| 14 | RBH | 99 | 81 | 93 |
| 15 | KBM | 87 | 99 | 93 |
| 16 | WDA | 91 | 99 | 93 |
| 17 | RAP | 102 | 62 | 93 |
| 18 | MR | 97 | 81 | 93 |
| 19 | RP | 98 | 68 | 93 |
| 20 | I | 93 | 81 | 99 |

| No. | Name | Score | | |
|-----|------|-------|---|---|
| | | **Habit in Listening English Song (X1)** | **Pronunciation Mastery (X2)** | **Speaking Skill (Y)** |
| 21 | RP | 100 | 81 | 87 |
| 22 | PEC | 83 | 93 | 87 |
| 23 | FDS | 104 | 81 | 81 |
| 24 | LFS | 102 | 81 | 87 |
| 25 | HAA | 93 | 87 | 87 |
| 26 | AKH | 104 | 93 | 87 |
| 27 | UUK | 98 | 81 | 81 |
| 28 | BS | 90 | 87 | 87 |
| 29 | EDAY | 103 | 87 | 87 |
| 30 | FM | 92 | 87 | 93 |

The whole data are statistically presented at the table above. It is found that the subject of Habit of Listening to English Song, Pronunciation Mastery and Speaking Skill which consist of 30 sample student. Habit in listening english song the maximum score of questionaire is 122, the minimum score is 83. Pronunciation mastery the maximum score is 100, the minimum score 62. And the speaking skill score maximum 100 and minimum score is 81. The data research from there variables is summarized below:

Table 4.2 Variable Data Habit in Listening English Song

**Statistics**

|  |  | X1 | X2 | Y |
|---|---|---|---|---|
| N | Valid | 30 | 30 | 30 |
|  | Missing | 0 | 0 | 0 |
| Mean |  | 98,40 | 84,70 | 89,60 |
| Median |  | 98,50 | 84,00 | 93,00 |
| Mode |  | 98 | 81 | 93 |
| Std. Deviation |  | 6,986 | 9,188 | 5,150 |
| Variance |  | 48,800 | 84,424 | 26,524 |
| Range |  | 39 | 37 | 18 |
| Minimum |  | 83 | 62 | 81 |
| Maximum |  | 122 | 99 | 99 |
| Sum |  | 2952 | 2541 | 2688 |

The data was taken from 30 student as the sample of the research. Data habit in listening english song was collected by using a questionaire. Pronunciation mastery were collected by using a document, and speaking skill were collected by using a document. Habit in listening english song, pronunciation masery and speaking skill can be explained as follows:

**a.) The Data Habit in Listening English Song**

The data habit listening english song were collected by using questionaire. habit listening english song is obtained from questionaire cosisting 32 items from 30 items. 8 invalid. With the score 5,4,3,2,and 1. The maximum score of the test is 100, the minimum score is 70, and the range 40. The mean (or the average score) and the standart deviation 98.40

and 7.92 respectively. The frequency distribution and the histogram of Habit in Listening English Song can be seem at the table:

Table 4.3 The Frequency Distribution of Habit
in Listening English Song

| X1 | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 83 | 1 | 3,3 | 3,3 | 3,3 |
| | 87 | 1 | 3,3 | 3,3 | 6,7 |
| | 90 | 1 | 3,3 | 3,3 | 10,0 |
| | 91 | 1 | 3,3 | 3,3 | 13,3 |
| | 92 | 1 | 3,3 | 3,3 | 16,7 |
| | 93 | 2 | 6,7 | 6,7 | 23,3 |
| | 95 | 2 | 6,7 | 6,7 | 30,0 |
| | 96 | 1 | 3,3 | 3,3 | 33,3 |
| | 97 | 1 | 3,3 | 3,3 | 36,7 |
| | 98 | 4 | 13,3 | 13,3 | 50,0 |
| | 99 | 3 | 10,0 | 10,0 | 60,0 |
| | 100 | 1 | 3,3 | 3,3 | 63,3 |
| | 101 | 2 | 6,7 | 6,7 | 70,0 |
| | 102 | 3 | 10,0 | 10,0 | 80,0 |
| | 103 | 2 | 6,7 | 6,7 | 86,7 |
| | 104 | 2 | 6,7 | 6,7 | 93,3 |
| | 107 | 1 | 3,3 | 3,3 | 96,7 |
| | 122 | 1 | 3,3 | 3,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

The table above explains about the score frequency and precent of Habit in Listening English Song. Based on the table above, there is one student who got the score 83 and the presentage is 3,3%. There is one student who the got 87 and the presentage 3,3% There is one student who got the score 90 and the presentage is 3,3% There is one students who the

got 91 and the presentage 3,3%. There is one student who the got 92 and the presentage 3,3%. There are two students who the got 93 and the presentage 6,7%. There is one student who got 95 and the presentage 6,7%. there is one student who got the score 96 and the presentage is 3,3%. There is one student who the got 97 and the presentage 3,3% There are four students who got the score 98 and the presentage is 13,3% There are three students who the got 99 and the presentage 10,0%.

There is one student who the got 100 and the presentage 3,3%. There are two students who the got 101 and the presentage 6,7%. there are three student who got 102 and the presentage 10,0% There are two students who got 103 and the presentage 6,7%. there are two students who got the score 104 and the presentage is 6,7%. There is one student who the got 107 and the presentage 3,3%.There are four students who got the score 122 and the presentage is 3,3% 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. The Habit in Listening English Song at second semester to English Education Departement of IAIN Surakarta in the Academic Year of 2017/2018.

Then, the frequency distribution Habit of listening to English Song data can be seen on the following histogram:
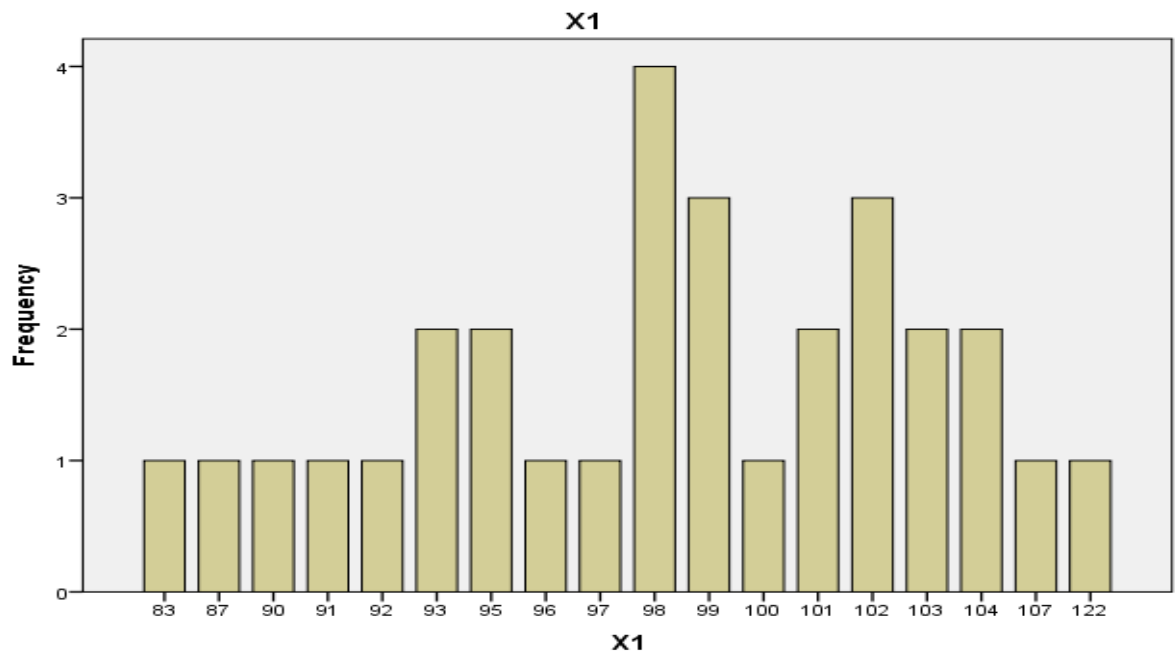
Figure 4.1 Histogram  of Habit of Listening to English Song Score

Frequency data are often effectively displayed by histogrsm. The data from the tabel 4.1 are preseted as a histogram in figure above. In this histogram, the vertical dimension on the graph list the frequencies of the score of the Habit In Listening English Song the lowest to the highest. There is student who score 83 of the one student, there is  student who score 87 of the one student, there is  student who score 90 of the one student, there is student who score 91 of the one student, there is student who score 92 of the one student, there are student who score 93 of the two students, there are student who score 95 of the two students.

There is student who score 96 of the one student, there is  student who score 97 of the one student, there are student who score 98 of the four students, there are student who score 99 of of the three students, there are student who score 100 of the one student. there are student who score 101

of the two students, there are student who score 102 of of the three

students, there are student who score 103 of the two students, there are

student who score 104 of the two students, there is student who score 107

of one student, there is  122 of the one student. Data Habit in Listening

English Song at second semester to English Education Department of

IAIN Surakarta in the Academic Year of 2017/2018.

**b.) The Data of Pronunciation mastery**

The data of Pronunciation Mastery were collected by using

document. The maximum score is 4.0, the minimum score 2.5 The final

test items which are valid. The respondent who did the test is 30 students

English Depatement IAIN Surakarta in academic year of  2017/2018 as the

sample of the research.

Table 4.4 The Frequency Data of Pronunciation Mastery

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | | | | | |
| Valid | 62 | 1 | 3,3 | 3,3 | 3,3 |
| | 68 | 2 | 6,7 | 6,7 | 10,0 |
| | 75 | 1 | 3,3 | 3,3 | 13,3 |
| | 81 | 11 | 36,7 | 36,7 | 50,0 |
| | 87 | 7 | 23,3 | 23,3 | 73,3 |
| | 93 | 4 | 13,3 | 13,3 | 86,7 |
| | 99 | 4 | 13,3 | 13,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

The data of pronunciation mastery was got from document with 30 from number from skala score 4 changes score 100. Based on the table above, there is one student who got the score 62 and the precentage 3,3%. There are two students who got the score 68 and the precentage 67%. There is one student who got the score 75 and the precentage 3,3%. There are elevent students who got the score 81 and the precentage 36,7%. There are seven students who got the score 87 and the precentage 23,3%. There are four students who got the score 93 and the precentage 13,7%. There are four students who got the score 99 and the precentage 13,3%..

From the document of Pronunciation Mastery it is found that the highest score is 99 and the lowest score is 62, and the range is 30. Frequency data are often effectively displayend by histogram. The data from table arepresented as a histogram in figure above. In this histogram, the vertical dimension on the graph list the frequencies of the score, and the horizontal dimension rank order the scores of Pronunciation Mastery.
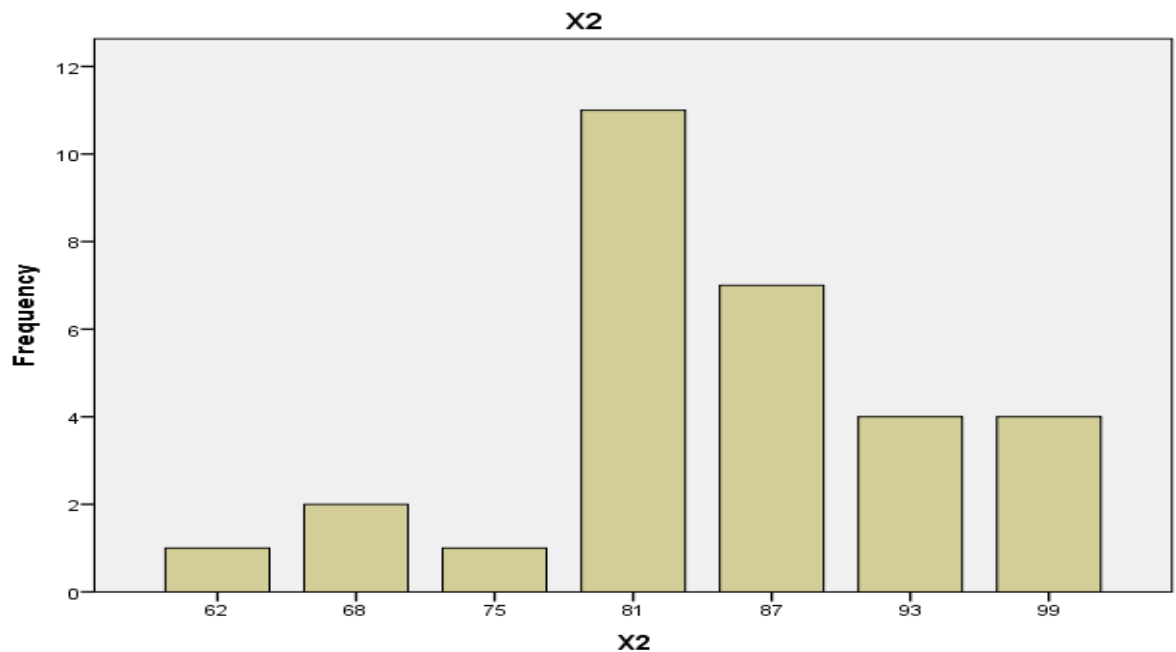
Figure 4.2 Histogram of Pronounciation Mastery

There is one to student' who got 62, there are got 68 of the two students, there are students who score 75 of the one student, there are student who score 81 of the elevent students.There are seven to student' who got 87, there are got 68 of the four students, there are student who score 99 of the four students.

Frequency data are often effectively displayed by histogram. The data from the tabel 4.5 are preseted as a histogram in figure 4.3 above. In this histogram, the vertical dimension on the graph list the frequencies of the score of Pronounciation Mastery the lowest to the highest.

c.) **Speaking Skill**

The data of speaking skill ability were collected by using a document. The respondent who did the test is 30 students first semester to English Education Departement IAIN Surakarta in Academic 'Year of

2017/2018 the sample of the research. From the result of the Speaking Skil used final score, we know that highest score is 100 and the lowest score is 70, and the range is 30. The mean (or the average score) and standart deviation are 87,37 and 9,27 respectively. The frequency distribution and the histogram of Speaking Skill can be seen the table 4.5 and figure 4.3.

Table 4.5 The Frequency Data Speaking Skill

| Y | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 81 | 5 | 16,7 | 16,7 | 16,7 |
| | 87 | 9 | 30,0 | 30,0 | 46,7 |
| | 93 | 14 | 46,7 | 46,7 | 93,3 |
| | 99 | 2 | 6,7 | 6,7 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

The data of speaking skill was got from document with 30 from number from skala score 4 changes score 99. Based on the table above, explain about the score, frequency and precent of Speaking Skill. Based on the table above, there are five students who got the score 81 and the precentage 16.7%. There are nine students who got the score 87 and the precentage 30,0 %. There are fourteen students who got the score 93 and the precentage 46,7%. There are two students who got the score 99 and the precentage 6,7%.
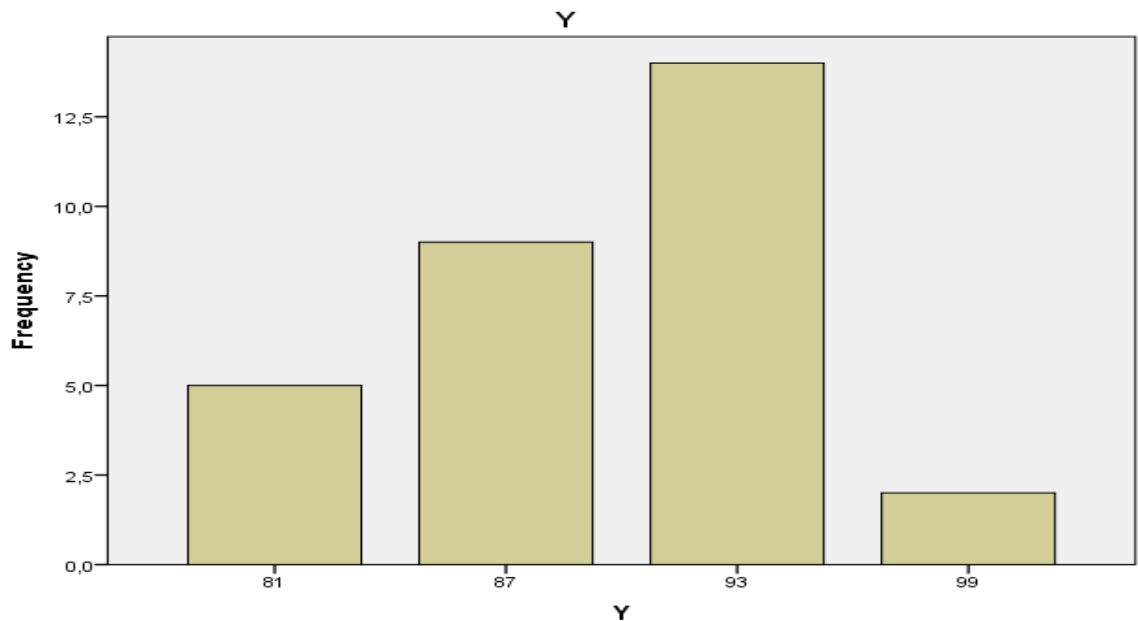
Figure 4.3 Histogram of Speaking Skill

There are five to student' who got 81, there are got 87 of the nine students, there are students who score 93 of the fourteen students, there are student who score 99 of the two students. Frequency data are often effectively displayed by histogram. The data from the tabel 4.5 are preseted as a histogram in figure 4.3 above. In this histogram, the vertical dimension on the graph list the frequencies of the score of the Speaking Skill the lowest to the highest.

2. **Pre- Requisite Test**

a. **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, normality of Pronunciation Mastery, normality habit of

Habit in Listening English Song and normality of Speaking Skill. 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 20.0 for windows*. The result can be seen at the table 4.6 below:

Table 4.6 The Normality Testing

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Habit in Listening | ,145 | 30 | ,106 | ,928 | 30 | ,042 |
| Pronunciation Mastery | ,128 | 30 | ,200[*] | ,905 | 30 | ,011 |
| Speaking Skill | ,146 | 30 | ,105 | ,924 | 30 | ,034 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, it can be interpreted as follows:

a) Normality Habit of Listening to English Song (X1)

After being computed, the value for N = 30 at the level significant $\alpha = 0.05$ is 0.106. Because the value is higher than 0.106 > 0.05, so the distribution of data Habit in Listening English Song is normal.

b) Normality of Pronunciation Mastery(X2)

After being computed, the value for N = 30 at the level significant $\alpha = 0.05$ is 0.200. Because the value is higher than

0.200 > 0.05, so the distribution of data Pronunciation Mastery

is normal.

c) Normality of the Speaking Skill (Y)

After being computed, the value for N = 30 at the level

significant $\alpha$ = 0.05 is 0.105. Because the value is higher than

0.105 > 0.05, so the distribution of data Speaking Skill is

normal.

## a. Linearity Testing

Linearity testing is purposed to know whether two variables

had significant linier regresion or no (Abdurrahman, et al, 2011:

214). Here the description of linearity testing :

a. Linearity Of Habit in Listening English Song (X1) and The

Speaking Skill (Y)

Table 4.7 Data of Lineaarity Testing of Habit in Listening English

Song and Speaking Skill

**ANOVA Table**

|  |  |  | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Speaking * habit in listening | Between Groups | (Combined) | 1168,421 | 12 | 97,368 | 1,250 | ,329 |
|  |  | Linearity | 420,205 | 1 | 420,205 | 5,393 | ,033 |
|  |  | Deviation from Linearity | 748,216 | 11 | 68,020 | ,873 | ,580 |
|  | Within Groups |  | 1324,545 | 17 | 77,914 |  |  |
|  | Total |  | 2492,967 | 29 |  |  |  |

The linierity testing from Habit in Listening English Song and Speaking Skill that the value F-obtained of the $F_{deviation}$ is 2,719. The value significant is lower than 0,05 or 0,033 < 0,05. So the regresion between Habit in Listening English Song and Speaking Skill is linier.

b. Linearity Pronunciation Mastery (X2) and the Speaking Skill (Y)

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Soeaking * Pronouncuciation | Between Groups | (Combined) | 1245,569 | 13 | 95,813 | 3,173 | ,016 |
| | | Linearity | 308,076 | 1 | 308,076 | 10,203 | ,006 |
| | | Deviation from Linearity | 937,493 | 12 | 78,124 | 2,587 | ,039 |
| | Within Groups | | 483,131 | 16 | 30,196 | | |
| | Total | | 1728,700 | 29 | | | |

From the data above, the linierity testing from Pronunciation Mastery and Speaking Skill that the value F-obtained of the $F_{deviation}$ is 2,587. The value significant is lower than 0,05 or 0,006 < 0,05. So the regresion between Pronunciation Mastery and Speaking Skill is linier.

**3. The Hypothesis Testing**

Since the computation of normality and linier testing show that the data are in normal distribution and the regresion is linier, the resecher continue to test the three hypothesis of the research stated on the previous chapter. To test hypothesis, of the reseacrh uses *SPSS 20 for windows* to analysis the data. How the obtain the result is avaliabel

in apendix, futher explanation on correlation of instrument are presented at the Table 4.9 as follow:

Table 4.9 Correlation of the Variable

**Correlations**

|  |  | Habit in Listening | Pronunciation Mastery | Speaking Skill |
|---|---|---|---|---|
| Habit in listening | Pearson Correlation | 1 | ,408[*] | ,377[*] |
|  | Sig. (2-tailed) |  | ,020 | ,033 |
|  | N | 30 | 32 | 30 |
| Pronunciation | Pearson Correlation | ,408[*] | 1 | ,537[**] |
|  | Sig. (2-tailed) | ,020 |  | ,002 |
|  | N | 30 | 30 | 30 |
| Speaking | Pearson Correlation | ,377[*] | ,537[**] | 1 |
|  | Sig. (2-tailed) | ,033 | ,002 |  |
|  | N | 30 | 30 | 30 |

*. Correlation is significant at the 0.05 level (2-tailed).

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

From the table above, it can be interpreted as follows:

**a. First Hypothesis**

The first hypothesis on this research is that there is positive correlation between Habit in Listening English Song ($X_1$) and Speaking Skill (Y). That hypothesis is alternative hypothesis (Ha). To test the hypothesis, (Ha) is change become null hypothesis (Ho), it says that there is no positive correlation between Habit in Listening English Song and Speaking Skill.

The statistical hypothesis of the first hypothesis:

1) Ho : $r_{xy} = 0$. It means there is no correlation between $X_1$ and Y

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

The result of the computation shows that the coefficient of correlation (r) between Habit in Listening English Song ($X_1$) and Speaking Skill (Y) is 0.377 with significant ($\rho$) = 0.033. it means that there is significant correlation between Habit in Listening English Song and Speaking Skill because $\rho < \alpha$ (0.033 < 0.05). Thereby, Ho is rejected and Ha is accepted so it can be conclude that there is a correlation between Habit in Listening English Song.

From the explain above, it also can be knows that the coeficient determination between Habit in Listening English Song ($X_1$) and Speaking Skill (Y) is 0.377. The contribution of Habit in Listening English Song ($X_1$) and Speaking Skill (Y) is that CD = $r^2$ x 100% = $(0.377)^2$ x 100% = 14.2 %. It means that 14.2% varience of Speaking Skill is influenced by the Habit in Listening English Song, while 86,7% is contributed by other factors.

b. **The Second Hypothesis**

The second hypothesis on this research is that there is positive correlation between Pronunciation Mastery ($X_2$) and Speaking Skill (Y). That hypothesis is alternative hypothesis (Ha). To test the hypothesis, (Ha) is change become null hypothesis (Ho), it says that there is no positive correlation between Pronunciation Mastery ($X_2$) and Speaking Skill (Y). The statistical hypothesis of the second hypothesis:

1.) Ho : $r_{xy} = 0$. It means there is no correlation between $X_2$ and Y

2.) Ha : $r_{xy}$ > 0. It means there is a positive correlation between $X_2$ and Y.

The result of the computation shows that the coefficient of correlation (r) between Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is 0.537 with significant ($\rho$) = 0.002. It means that there is significant correlation between Pronunciation Mastery ($X_2$) and Speaking Skill because $\rho$ < á (0.002 < 0.05).

From the explaination above, it also can be knows that the coeficient determination between Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is 0.537. The contribution of Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is that CD = $r^2$ x 100% = $(0.537)^2$ x 100% = 28.8 %. It means that 28.8% varience of Speaking Skill is influenced by the Pronunciation Mastery, while 63,7% is contributed by other factors.

4. **The Hypothesis Testing**

Since the computation of normality and linier testing show that the data are in normal distribution and the regresion is linier, the resecher continue to test the three hypothesis of the research stated on the previous chapter. To test hypothesis, of the reseacrh uses *SPSS 20 for windows* to analysis the data. How the obtain the result is avaliabel in apendix, futher explanation on correlation of instrument are presented at the Table 4.9 as follows:

Table 4.9 Correlation of the Variable

**Correlations**

| | | Habit in Listening | Pronunciation Mastery | Speaking Skill |
|---|---|---|---|---|
| Habit in listening | Pearson Correlation | 1 | ,408[*] | ,377[*] |
| | Sig. (2-tailed) | | ,020 | ,033 |
| | N | 30 | 32 | 30 |
| Pronunciation | Pearson Correlation | ,408[*] | 1 | ,537[**] |
| | Sig. (2-tailed) | ,020 | | ,002 |
| | N | 30 | 30 | 30 |
| Speaking | Pearson Correlation | ,377[*] | ,537[**] | 1 |
| | Sig. (2-tailed) | ,033 | ,002 | |
| | N | 30 | 30 | 30 |

*. Correlation is significant at the 0.05 level (2-tailed).

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

From the table above, it can be interpreted as follows:

c. **First Hypothesis**

The first hypothesis on this research is that there is positive correlation between Habit in Listening English Song ($X_1$) and Speaking Skill (Y). That hypothesis is alternative hypothesis (Ha). To test the hypothesis, (Ha) is change become null hypothesis (Ho), it says that there is no positive correlation between Habit in Listening English Song and Speaking Skill.

The statistical hypothesis of the first hypothesis:

3) Ho : $r_{xy} = 0$. It means there is no correlation between $X_1$ and Y

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

The result of the computation shows that the coefficient of correlation (r) between Habit in Listening English Song ($X_1$) and Speaking Skill (Y) is 0.377 with significant ($\rho$) = 0.033. it means that there is significant correlation between Habit in Listening English Song and Speaking Skill because $\rho < \alpha$ (0.033 < 0.05). Thereby, Ho is rejected and Ha is accepted so it can be conclude that there is a correlation between Habit in Listening English Song.

From the explain above, it also can be knows that the coeficient determination between Habit in Listening English Song ($X_1$) and Speaking Skill (Y) is 0.377. The contribution of Habit in Listening English Song ($X_1$) and Speaking Skill (Y) is that CD = $r^2$ x 100% = $(0.377)^2$ x 100% = 14.2 %. It means that 14.2% varience of Speaking Skill is influenced by the Habit in Listening English Song, while 86,7% is contributed by other factors.

d. **The Second Hypothesis**

The second hypothesis on this research is that there is positive correlation between Pronunciation Mastery ($X_2$) and Speaking Skill (Y). That hypothesis is alternative hypothesis (Ha). To test the hypothesis, (Ha) is change become null hypothesis (Ho), it says that there is no positive correlation between Pronunciation Mastery ($X_2$) and Speaking Skill (Y). The statistical hypothesis of the second hypothesis:

3.) Ho : $r_{xy} = 0$. It means there is no correlation between $X_2$ and Y

4.) Ha : $r_{xy} > 0$. It means there is a positive correlation between $X_2$ and Y.

The result of the computation shows that the coefficient of correlation (r) between Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is 0.537 with significant ($\rho$) = 0.002. It means that there is significant correlation between Pronunciation Mastery ($X_2$) and Speaking Skill because $\rho <$ á (0.002 < 0.05).

From the explaination above, it also can be knows that the coeficient determination between Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is 0.537. The contribution of Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is that CD = $r^2$ x 100% = $(0.537)^2$ x 100% = 28.8 %. It means that 28.8% varience of Speaking Skill is influenced by the Pronunciation Mastery, while 63,7% is contributed by other factors.

e. **The Third Hypothesis**

The third hypothesis on this research is that there is positive correlation between Habit in Listening English Song ($X_1$) and Pronunciation Mastery ($X_2$) and Speaking Skill (Y). To test the hypothesis, the researcher uses the Multiple Linear Regression Formula with SPSS for windows. How to obtain the result is avaliable in the appendix and the hypothesis test result can be seen in table 4.10.

Table 4.10 The Result of the Third Hypothesis

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | |
| 1 | ,564[a] | ,318 | ,271 | 6,678 | ,318 | 6,765 | 2 | 29 | ,004 | 1,370 |

a. Predictors: (Constant), Pronunciation , Habit in listening

b. Dependent Variable: Speaking

The statistical hypothesis of the third hypothesis:

1) Ho : $r_{x1x2y} = 0$. It means there is no correlation between $X_1$, $X_2$ and Y

2) Ha : $r_{x1x2y} > 0$. It means there is a positive correlation between $X_1$, $X_2$ and Y.

The result of the computation shows that the coefficient of correlation (r) between Habit in Listening English Song ($X_1$) Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is 0.564 with significant ($\rho$) = 0.004. It means that there is significant correlation between Pronunciation Mastery and Speaking Skill because $\rho < \alpha$ (0.004 < 0.05).

From the explaination above, it also can be knows that the coeficient determination between Habit in Listening English Song ($X_1$), Pronunciation Mastery ($X_2$) and Speaking Skill is 0.564. The contribution of Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is that CD = $r^2$ x 100% = $(0.564)^2$ x 100% = 31.8 %. It means that 31.8% varience of Habit in Listening English Song

($X_1$) is influenced by the Pronunciation Mastery ($X_2$), while 43,7% is contributed by other factors.

## B. Discussion of the Research Finding

The discussion of the research finding focuses on the result of hypothesis testing. There are tree hypothesis testing in this research is a follow:

1. Shows that there is a positive correlation between Habit in Listening English Song ($X_1$) and Speaking Skill (Y). Based on the result product moment correlation analysis, the value of significant, because $\rho < \alpha$ (0.033 < 0.05). The coeficienced by Habit in Listening English Song and Speaking Skill is 14.2 %. It means that 14.2% varience of Speaking Skill is influenced by the Habit in Listening English Song, while 86,7% is contributed by other factors. From the score, it can be known that Habit in Listening English Song gives contribution to Speaking Skill.

It is supported Habit is not a compulsion Habit is common behavior done by a person without conscious thought. It is a repetitive action that familiar and always practice by a person every certain opportunity (anytime and anywhere) and Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition Richard & Schmidt (2002 :343).. When the student Habit in Listening English Song, so the Speaking Skill will be high. It means thereis positive correlation between Habit in Listening English Song

and Speaking Skill at English Education Department IAIN Surakarta academic year 2017/2018, it also means that the increase of Habit in Listening English Song will be followed by the enhancement of speaking Skill.

2. The second hypothesis on this research is that there is positive correlation between Pronunciation Mastery ($X_2$) and Speaking Skill (Y). Based on the result product moment correlation analysis, the value of significant, because $\rho < \alpha$ (0.033 < 0.05). The coeficienced by Habit in Listening English Song and Speaking Skill is 28.8 %. It means that 28.8% varience of Speaking Skill is influenced by the Pronunciation Mastery, while 63,7% is contributed by other factors. From the score, it can be known that Habit in Listening English Song gives contribution to Speaking Skill.

It is supported Richard et al (2002: 429) states that pronunciation is the way a certain sound or sounds are produced. English pronunciation is a basic and essential skill to use English as a means of communication and Hornby (in Widiastuti, 2012:8) defines pronunciation as the way in which a language spoken. When the students' Pronunciation Mastery icreases, so the Speaking Skill we be high. It means there is positive significant correlation between Pronunciation Mastery and Speaking Skill at English Education Department IAIN Surakarta academic year 2017/2018, it also means

that the increase of Pronunciation Mastery will be followed by the enhancement of Speaking Skill.

3. The third hypothesis on this research is that there is positive correlation between Habit in Listening English Song ($X_1$) Pronunciation Mastery ($X_2$) and Speaking Skill (Y). Based on the result product moment correlation analysis, the value of significant, because $\rho < \alpha$ (0.033 < 0.05). The coeficienced by Pronunciation Mastery ($X_2$) and Speaking Skill (Y) is 0.564 with significant ($\rho$) = 0.004.

It means that there is significant correlation between Pronunciation Mastery and Speaking Skill because $\rho < \alpha$ (0.004 < 0.05). The coeficienced by Habit in Listening English Song and Speaking Skill is 31.8 %. It means that 31.8% varience of Habit in Listening English Song ($X_1$) is influenced by the Pronunciation Mastery ($X_2$), while 43,7% is contributed by other factors. From the score, it can be known that Habit in Listening English Song gives contribution to Speaking Skill. When the students' Habit in Listening English Song and Pronunciation Mastery icreases, so the Speaking Skill we be high. It means there is positive significant correlation between Pronunciation Mastery and Speaking Skill at English Education Department IAIN Surakarta academic year 2017/2018

# CHAPTER V

# CONCLUSION, IMPLICATION AND SUGGESTION

## A. Conclusion

The aim of this study is to know whether there is positive correlation between three variables, namely, Habit in Listening English Song, Pronunciaktion Mastery and Speaking Skill. Based on the problem statement in previous chapter and the result of the study, it can be concluded that:

1. There is a significant positive correlation between students' Habit in Listening English Song and Pronunciation Mastery toward their Speaking Skill to English Education Departement IAIN Surakarta. It means that the improvement of Habit in Listening to the English Songs will be followed by the improvement of speaking skill. It also means that the students. Habit in Listening to the English songs has contribution to their speaking skill. The relative contribution of Habit in Listening English Song to Speaking skill is 14,2% while 86,7% is contributed by other factors.

2. There is a significant positive correlation between students' Pronunciation Mastery and Speaking Skill to English Education Departement of IAIN Surakarta. It means that the improvement of Habit in Listening English Songs will be followed by the improvement

of Speaking Skill. It also means that the students. Habit in Listening to the English songs has contribution to their Speaking Skill. The relative contribution of Pronunciation Mastery to Speaking Skill is 28,8% while 63,7% is contributed by other factors.

3. There is a significant positive correlation study between students' Habit in Listening English Song, Pronunciation Mastery and Speaking Skill to English Education Departement of IAIN Surakarta. It means that the improvement of Habit in Listening English Songs will be followed by the improvement of Speaking Skill. It also means that the students that the Habit in Listening English songs has contribution to their Speaking Skill. The relative contribution of Pronunciation Mastery to Speaking skill is 31,8% while 43,7% is contributed by other factors.

## B. Implication

It is important for the students to realize that enchancing their habit of listening to English songs is a must. By listening to English songs, they can learn to pronun or speak English in addtion, the other a fun way. Factor habit of listening to English songs and pronunciation contribution to the oral production, esspecially to improve speaking skill. The students need something to do when they want to can good pronun and speak English. The teachers should improve English pronunciation and speaking skill when they teach the students, the students need to exercising to

listening to improve the pronun and speak English then the students should practice and do listening songs when they are at home.

Therefore an activity of listening songs needs to be chosen by the teachers as the reference of teaching and learning a foreign language. In addition, listening songs is helpful for the students to enhance their attention because it is a kind of fun, enjoyble and beneficial method on learning a foreign language,

## C. Suggestion

Based on the conclusion and implication above, there are some suggestions that researcher can share in order to improve language skill, particulary in pronunciation and speaking skill, as follow:

1. To the teachers

    a. The teachers should be creative learning to make students enjoy the process, the teacher could use the interactive multimedia speaker or audio in teaching listening and speaking.

    b. The teachers may ask the students to listening and repeat the lyrics of songs how pronuncing the sounds well.

    c. The teachers should improve students oral production esspecially in pronunciation and speaking skill

2. To student

   a. The students should be creative to improve their own pronunciation and speaking skill.

   b. The students should realize that their habit especially habit in listening to English songs, pronunciation and speaking skill

3. To the researchers

   The next researchers are suggested to modify the correlation study by adding other variables because based on result of the research, the contribution of habit in listening to the English songs on language learning is great especially in pronunciation and speaking skill. The other researchers should have more innovation in doing the similiar research them the result can deeply achieve contribution for education.

# BIBLIOGRAPHY

Arikunto, Suharsimi. 1998. *Procedur Penelitian: Suatu Pendekata Praktek.*

    Jakarta: PT. Rineka Cipta

Arikunto, Suharsimi. 2013. *Penelitian tindakan Kelas*, Jakarta : PT. Bumi Aksara.

Budiasih,2013. *English Pronunciation Practice*. Surakarta: Fataba Press.

Brown, H. D. (2001). *Teaching by principles an interactive approach to language*

    *pedagogy.* White Plains: Addison Wesley Longman, Inc.

Brown G and Yule, George. 1983. *Teaching The Spoke Language*. Cambridge:
    Cambridge University Press.

Brown, H. Douglas. 2004. *Language assessment, principle and classroom*

    *practices*. San Francisco: Longman

Brown, S. 2006. Teaching Listening. N Cambridge: Cambridge University Press.

Byrne, Donn. 1977.  Teaching Oral English. London: Logman.

Catherine, Snow.2002 *Teaching for Understandin*. Pittsburg: Rand Education

Celce-Murcia, M.and Olshtain, E.2000. *Discourse and context in language*
    *teaching. A guide for language teachers*. Cambridge: Cambridge
University Press.

Celce-Murcia, M. (ed). (2001). *Teaching English as a Second or Foreign*

    *Language,* 3rd edition.

Creswell, John W. 2012. *Reseach Design Pendekatan Kualitatif, Kuantitati, dan*

*Mixed,* Jogjakarta : Pustaka Pelajar

Cook, V.2000. *Is Transfer The Fight Word? Paper Presented At International*

*Pragmatics Assosiation,* 3 Udaperts Juli 11

Ellis, R. (1985). *Undrestanding second language Acqusition*. Shanghai: Shanghai

Foreigh language Education press.

Ellis, R.2005. *Task Based Language Learning And Teaching*. Oxford: University

Press

Frankel, Jack R and wollen Norman E.2000. *How to Design and Evaluate*

*Research in Education (4th ed).* New York: Mc. Grew- Hill Companies.

Inc.

Field. J. 2003. *Promoting Perception Lexical Segmentation In Second Language*

*Listening ELT Journal* 57. 325-334.

Griffee, D. T. 1992. *Sing in Action*. Wiltshire: Practice Hall International.

Harmer , Jeremy. 1999. *The Practice of English Language Teaching.* London :

Longman.

Hadi, Sutrisno. 1994. *Analisis Regresi.* Yogyakata: Andi.

Harmer, Jeremy. (2000). *The Practice of English language teaching*. London:

Longman.

Harmer, Jeremy. (2001). *The Practice of English language teaching,* 3rd ed.. London: Longman

Hedge, T. (2000). *Teaching and Learning in the Language Classroom.* Oxford: Oxford University Press

Hughes, R. (2002*). Teaching and Researching Speaking. New York*: Pearson Education

Hidayat, A. (2013). *The use of songs in teaching students' listening ability.*

Journal of English and Education 1 (1) 21-29.

Johnson Burke, christensen Larry.2000. *Educational research quantitatives and*

*Qualitatives Approach*. USA: A Pearson Educational Company.

Kelly, Gerald .2008. *How to Teach Pronunciation*. England: Logman

Kline, J. A. (1996). *Listening effectively*. Alabama: Air University Press.

Lynch, L. M. (2008*). Using popular songs to improve language listening*

*comprehension skills.* Retrieved from http://esl4free.blogspot.com/2008/02/can-music-improve-your-students.htm

Lynch, T., & Mendelsohn ,D. (2002). *Listening. An Introduction To Applied Linguistics*. London: Arnold,193-210.

Iqbal Hasan, Misbahuddin. 2014. *Analisys Data Penelitian dengan Stastistik*.

(edisi 2). Jakarta : Penerbit Bumi Aksara.

Moller.S & Keister.2000. *Annual Review of Sociology*. USA : <u>Annual</u>

Murphy, J.M. (1987). *The Listening Strategies of Engilsh as a Second Language. College Research and Teaching in Development Education*. 4, 1: 27-46.

Murphey. Tim.1992. *Research Method In Language Learning.* Cabridge: Cambridge University Press

Nawawi Handari. 1995. Metode Penelitian Bidang Sosial. Yogyakarta: UGM Press.

Nunan, David. 1992. *Research Method in Language Learning.* Cambridge: Cambridge University Press.

Nunan, David in Frendy ( 2009:4) 2003. *Practical English Language Teaching.* New York : Mc Graw

Richard. Jack C. and Richard Schmidth. 2002. Longman Dictionary of Language Teaching and Applied Linguistics. London : Pearson Education Limited.

Sugiyono. 2007. Stastistik untuk penelitian. Bandung: CV. Alfabeta.

Sugiyono.2011. *Stastistika Untuk Penelitian.* Bandung: Alfabeta.

Thornburry, S. 2005. *How to Teach Speaking*. London: Logman

Tsui, A.B. M. and Fullilove, J. 1998.*Bottom-Up Or Top-Down Processing as A `Discriminator Of L2 Listening Performance. In Applied Linguistics*,vol.19, pp.432 451

Ur, Penny. (1997): *Teaching Listening Comprehension*. Cambridge: Cambridge

University Press.

Wiersma, W.2000. *Research Method in Education an Introduction.* Buston:

University of Toledo.

Vandergrift, L. (2004). *Listening to learn or learning to listen? Annual Review of Applied Linguistics*, 24, 3-25.*Oxford, Learner's Pocket Dictionary, Fouth Edition*. 2008. Oxford University Press.

Yamin, Sofyan. 2014. *SPSS Complete Teknik Analisis Stastistic Terlengkap Dengan Sofware SPSS* (Edisi 2) Buku Aplikasi Stastistik Seri 1. Jakarta: Penerbit Salemba Infotek.

Zainal, Arifin. 2011. *Penelitian Pendidikan: Metode dan Paradigma Baru*.

Bandung: PT. Remaja Rosdakarya Offset.

# APPENDICIES

**APPENDIX 1 List of Students Joining (Try Out)**

**List of Students Joining (Try Out)**

| No. | Name |
|-----|------|
| 1 | Y |
| 2 | AP |
| 3 | SR |
| 4 | TA |
| 5 | RY |
| 6 | AP |
| 7 | AY |
| 8 | MDA |
| 9 | AK |
| 10 | RB |
| 11 | KB |
| 12 | WD |
| 13 | RA |
| 14 | MR |
| 15 | RP |
| 16 | I |
| 17 | DI |
| 18 | PEC |
| 19 | FD |
| 20 | LF |
| 21 | HA |
| 22 | AK |
| 23 | UUK |
| 24 | BS |
| 25 | ED |
| 26 | FM |
| 27 | MH |
| 28 | DK |
| 29 | DM |
| 30 | RA |

**APPENDIX 1 List of Students Joining (T-TEST)**

**List of Sample**

| No. | Name |
|-----|------|
| 1 | MS |
| 2 | TA |
| 3 | RA |
| 4 | TA |
| 5 | RY |
| 6 | AP |
| 7 | AY |
| 8 | MDA |
| 9 | AK |
| 10 | RB |
| 11 | KB |
| 12 | WD |
| 13 | RA |
| 14 | MR |
| 15 | RP |
| 16 | I |
| 17 | DI |
| 18 | PEC |
| 19 | FD |
| 20 | LF |
| 21 | HA |
| 22 | AK |
| 23 | UUK |
| 24 | BS |
| 25 | ED |
| 26 | FM |
| 27 | MH |
| 28 | DK |
| 29 | DM |
| 30 | RA |

**APENDIX 2 LIST OF STUDENTS JOINING (TRY OUT)**

| Nomor | Nama | Kelas | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | AD | 2A | 3 | 3 | 2 | 1 | 3 | 2 | 4 | 5 | 4 | 3 | 5 | 2 | 4 | 2 | 1 |
| 2 | GJ | 2A | 5 | 3 | 4 | 3 | 4 | 3 | 3 | 5 | 5 | 4 | 4 | 4 | 5 | 3 | 3 |
| 3 | KL | 2A | 3 | 3 | 2 | 3 | 1 | 4 | 5 | 1 | 2 | 4 | 5 | 2 | 5 | 2 | 1 |
| 4 | LE | 2A | 4 | 4 | 5 | 1 | 4 | 2 | 4 | 3 | 3 | 1 | 3 | 4 | 5 | 5 | 3 |
| 5 | BE | 2A | 4 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 5 | 1 | 3 | 1 | 5 | 2 | 2 |
| 6 | TU | 2A | 3 | 4 | 3 | 5 | 4 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 2 | 3 | 3 |
| 7 | JT | 2A | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 1 | 1 | 2 | 3 | 4 | 3 | 3 | 3 |
| 8 | JK | 2A | 3 | 3 | 4 | 5 | 5 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 5 | 3 | 3 |
| 9 | AC | 2A | 4 | 3 | 1 | 3 | 4 | 3 | 2 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 4 |
| 10 | ED | 2A | 5 | 3 | 2 | 3 | 3 | 2 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 3 |
| 11 | CH | 2A | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 1 | 5 | 4 | 1 | 2 | 4 | 2 | 2 |
| 12 | FNJ | 2A | 5 | 2 | 5 | 4 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 4 |
| 13 | LE | 2A | 5 | 2 | 5 | 4 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 14 | TW | 2A | 4 | 2 | 1 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 15 | EK | 2A | 5 | 1 | 5 | 3 | 1 | 5 | 1 | 4 | 4 | 2 | 5 | 3 | 3 | 1 | 2 |
| 16 | KH | 2A | 5 | 1 | 2 | 3 | 4 | 2 | 4 | 3 | 4 | 5 | 4 | 3 | 5 | 3 | 4 |
| 17 | ILR | 2A | 5 | 5 | 5 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 1 | 4 | 2 | 4 | 4 |
| 18 | HNB | 2A | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 5 | 3 | 3 |
| 19 | RI | 2A | 4 | 1 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 |
| 20 | TY | 2A | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 2 | 2 | 3 | 4 |
| 21 | IL | 2A | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 2 | 2 | 3 | 4 |
| 22 | IP | 2A | 5 | 3 | 5 | 3 | 2 | 4 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 |
| 23 | MH | 2A | 4 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 5 | 2 | 5 | 3 | 4 |
| 24 | HU | 2A | 4 | 5 | 3 | 4 | 3 | 4 | 2 | 4 | 4 | 3 | 4 | 2 | 5 | 4 | 3 |
| 25 | NRA | 2A | 3 | 3 | 3 | 2 | 4 | 4 | 2 | 4 | 4 | 4 | 5 | 4 | 4 | 1 | 4 |
| 26 | DR | 2A | 3 | 2 | 4 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 |
| 27 | GH | 2A | 4 | 3 | 4 | 2 | 1 | 3 | 4 | 4 | 2 | 4 | 2 | 5 | 4 | 4 | 4 |
| 28 | KS | 2A | 4 | 1 | 4 | 3 | 3 | 1 | 3 | 3 | 4 | 4 | 2 | 3 | 2 | 4 | 4 |

| 29 | YJ | 2A | 3 | 3 | 3 | 2 | 1 | 3 | 1 | 1 | 3 | 1 | 5 | 1 | 5 | 2 | 3 |
| 30 | FT | 2A | 3 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 4 | 3 | 4 | 2 | 4 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mean | 3,9 | 2,733333 | 3,466667 | 3 | 3,033333 | 3,2 | 2,966667 | 3,466667 | 3,6 | 3,233333 | 3,566667 | 2,966667 | 3,7 | 2,966667 | 3,233333 |
| Min | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Range | 3,9 | 2,733333 | 3,466667 | 3 | 3,033333 | 3,2 | 2,966667 | 3,466667 | 3,6 | 3,233333 | 3,566667 | 2,966667 | 3,7 | 2,966667 | 3,233333 |
| Mode | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 5 | 3 | 4 |
| Median | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3,5 | 4 | 3 | 3,5 | 3 | 4 | 3 | 3,5 |

| P16 | P17 | P18 | P19 | P20 | P21 | P22 | P23 | P24 | P25 | P26 | P27 | P28 | P29 | P30 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 5 | 2 | 2 | 1 | 4 | 2 | 4 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 94 |
| 5 | 1 | 5 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 5 | 5 | 4 | 3 | 3 | 113 |
| 1 | 4 | 2 | 4 | 4 | 5 | 1 | 5 | 1 | 2 | 4 | 4 | 2 | 4 | 5 | 91 |
| 3 | 3 | 4 | 4 | 2 | 3 | 4 | 1 | 1 | 1 | 3 | 3 | 3 | 5 | 1 | 92 |
| 1 | 2 | 5 | 4 | 5 | 1 | 4 | 2 | 5 | 4 | 2 | 5 | 2 | 4 | 4 | 96 |
| 4 | 3 | 3 | 2 | 2 | 4 | 4 | 5 | 4 | 2 | 4 | 3 | 3 | 4 | 4 | 102 |
| 5 | 3 | 5 | 4 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 2 | 3 | 4 | 5 | 93 |
| 4 | 3 | 3 | 3 | 5 | 3 | 4 | 3 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 104 |
| 4 | 5 | 5 | 4 | 4 | 2 | 4 | 3 | 3 | 4 | 4 | 5 | 4 | 3 | 2 | 103 |
| 5 | 2 | 3 | 3 | 5 | 3 | 4 | 2 | 4 | 3 | 3 | 5 | 3 | 2 | 3 | 97 |
| 4 | 1 | 5 | 4 | 4 | 3 | 5 | 1 | 2 | 4 | 2 | 5 | 2 | 4 | 4 | 88 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 1 | 5 | 3 | 3 | 3 | 3 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 5 | 105 |
| 5 | 1 | 5 | 3 | 3 | 3 | 3 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 104 |
| 5 | 1 | 5 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 97 |
| 5 | 1 | 5 | 5 | 5 | 4 | 5 | 3 | 3 | 5 | 3 | 3 | 4 | 3 | 3 | 102 |
| 5 | 1 | 5 | 3 | 5 | 3 | 3 | 4 | 4 | 5 | 3 | 3 | 4 | 3 | 2 | 105 |
| 5 | 1 | 5 | 5 | 3 | 3 | 3 | 5 | 4 | 3 | 3 | 1 | 2 | 4 | 1 | 109 |
| 3 | 2 | 4 | 3 | 3 | 2 | 5 | 3 | 3 | 3 | 3 | 1 | 5 | 2 | 3 | 97 |
| 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 90 |
| 5 | 1 | 3 | 4 | 1 | 5 | 5 | 1 | 4 | 4 | 1 | 4 | 4 | 3 | 1 | 99 |
| 5 | 1 | 5 | 4 | 1 | 3 | 5 | 1 | 4 | 4 | 3 | 1 | 4 | 4 | 1 | 99 |
| 5 | 3 | 5 | 5 | 3 | 3 | 3 | 5 | 3 | 4 | 4 | 1 | 5 | 4 | 4 | 120 |
| 5 | 2 | 5 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 105 |
| 5 | 1 | 4 | 4 | 4 | 3 | 4 | 2 | 2 | 4 | 2 | 4 | 4 | 4 | 3 | 104 |
| 5 | 2 | 2 | 4 | 1 | 5 | 5 | 2 | 5 | 4 | 4 | 4 | 2 | 4 | 5 | 105 |
| 2 | 3 | 5 | 4 | 2 | 3 | 5 | 3 | 3 | 3 | 3 | 5 | 3 | 4 | 3 | 88 |
| 5 | 1 | 5 | 1 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 5 | 2 | 3 | 100 |
| 5 | 1 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 3 | 3 | 5 | 3 | 1 | 97 |
| 3 | 3 | 3 | 3 | 1 | 2 | 5 | 1 | 2 | 4 | 4 | 5 | 1 | 4 | 1 | 79 |
| 5 | 1 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 95 |

| 4,1 | 2,066667 | 4,066667 | 3,433333 | 3,066667 | 3,2 | 3,766667 | 3,2 | 3,266667 | 3,466667 | 3,1 | 3,5 | 3,366667 | 3,433333 | 3,033333 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4,1 | 2,066667 | 4,066667 | 3,433333 | 3,066667 | 3,2 | 3,766667 | 3,2 | 3,266667 | 3,466667 | 3,1 | 3,5 | 3,366667 | 3,433333 | 3,033333 |
| 5 | 1 | 5 | 4 | 3 | 3 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 4 | 3 |
| 5 | 2 | 5 | 3,5 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3,5 | 3 |

**APENDIX 2 LIST OF STUDENTS JOINING (T-TEST)**

| Nomor | Nama | Kelas | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | P12 | P13 | P14 | P15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | MSN | 2E | 4 | 5 | 3 | 3 | 3 | 5 | 3 | 4 | 5 | 4 | 5 | 3 | 5 | 2 | 3 |
| 2 | TAPS | 2E | 4 | 3 | 5 | 3 | 1 | 4 | 1 | 5 | 5 | 2 | 4 | 2 | 4 | 2 | 3 |
| 3 | RAR | 2E | 5 | 5 | 4 | 3 | 4 | 1 | 3 | 4 | 5 | 5 | 3 | 4 | 3 | 4 | 4 |
| 4 | MC | 2E | 5 | 1 | 5 | 5 | 4 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 5 | 4 | 4 |
| 5 | EBW | 2E | 3 | 2 | 4 | 3 | 4 | 2 | 3 | 4 | 4 | 1 | 4 | 2 | 3 | 4 | 4 |
| 6 | DAL | 2E | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 3 | 3 | 4 | 3 | 3 | 5 | 2 | 2 |
| 7 | SNF | 2E | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 3 | 3 | 2 | 5 | 5 | 1 |
| 8 | TA | 2E | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 1 | 2 | 4 | 3 | 2 | 3 | 4 | 5 |
| 9 | RYN | 2E | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 4 |
| 10 | APH | 2E | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 4 | 3 | 1 | 3 | 3 | 4 |
| 11 | AYS | 2E | 3 | 1 | 4 | 4 | 5 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 12 | MDAS | 2E | 4 | 4 | 3 | 3 | 3 | 2 | 3 | 5 | 3 | 3 | 3 | 3 | 4 | 3 | 4 |
| 13 | ALK | 2E | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 5 | 2 | 5 | 2 | 5 | 3 | 3 |
| 14 | RBH | 2E | 4 | 1 | 4 | 3 | 4 | 2 | 3 | 4 | 5 | 1 | 5 | 1 | 5 | 2 | 3 |
| 15 | KBM | 2E | 3 | 4 | 1 | 3 | 1 | 5 | 1 | 5 | 3 | 1 | 5 | 1 | 5 | 1 | 3 |
| 16 | WDA | 2E | 3 | 3 | 2 | 4 | 1 | 2 | 3 | 5 | 5 | 1 | 5 | 1 | 5 | 2 | 2 |
| 17 | RAP | 2E | 4 | 1 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 5 | 2 | 4 | 3 | 3 |
| 18 | MR | 2E | 5 | 4 | 5 | 4 | 3 | 4 | 3 | 1 | 4 | 2 | 3 | 3 | 4 | 4 | 4 |
| 19 | RP | 2E | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 4 | 1 | 4 | 2 | 3 |
| 20 | I | 2E | 4 | 1 | 4 | 4 | 4 | 4 | 3 | 1 | 4 | 3 | 5 | 1 | 4 | 4 | 3 |
| 21 | DI | 2E | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 5 | 2 | 5 | 2 | 5 | 3 | 3 |
| 22 | PEC | 2E | 4 | 3 | 2 | 3 | 4 | 2 | 2 | 4 | 4 | 4 | 4 | 1 | 5 | 2 | 2 |
| 23 | FDS | 2E | 5 | 2 | 4 | 3 | 4 | 2 | 4 | 5 | 4 | 3 | 3 | 3 | 4 | 2 | 3 |
| 24 | LFS | 2E | 4 | 3 | 5 | 3 | 3 | 4 | 3 | 5 | 4 | 2 | 5 | 3 | 5 | 3 | 4 |
| 25 | HAA | 2E | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 5 | 3 | 5 | 3 | 3 |
| 26 | AKH | 2E | 5 | 5 | 3 | 3 | 3 | 4 | 3 | 4 | 5 | 1 | 3 | 2 | 5 | 3 | 2 |
| 27 | UUK | 2E | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 5 | 3 | 4 | 3 | 2 | 4 | 3 | 3 |
| 28 | BS | 2E | 5 | 1 | 5 | 5 | 5 | 1 | 1 | 5 | 5 | 3 | 3 | 3 | 1 | 5 | 4 |
| 29 | EDAY | 2E | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 4 | 4 |
| 30 | FM | 2E | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 4 |
| | Mean | | 4,033333 | 2,866667 | 3,633333 | 3,466667 | 3,33333 3 | 3,1 | 2,966667 | 3,633333 | 3,966667 | 2,66666 7 | 3,8 | 2,233333 | 4,066667 | 3,033333 | 3,23333 |
| | Min | | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| | Max | | 5 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 |
| | Range | | 4,033333 | 2,866667 | 3,633333 | 3,466667 | 3,33333 3 | 3,1 | 2,966667 | 3,633333 | 3,966667 | 2,66666 7 | 3,8 | 2,233333 | 4,066667 | 3,033333 | 3,23333 |
| | Mode | | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 5 | 3 | 3 | 3 | 5 | 3 | 3 |
| | Median | | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 4 | 3 | 3 |

| [ | | P17 | P18 | P19 | P20 | P21 | P22 | P23 | P24 | P25 | P26 | P27 | P28 | P29 | P30 | T |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 1 | 5 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 1 | 3 | 3 | 5 | 3 |
| 5 | 2 | 4 | 4 | 1 | 4 | 1 | 5 | 4 | 2 | 2 | 4 | 4 | 4 | 4 |
| 5 | 1 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 2 |
| 4 | 4 | 2 | 2 | 2 | 4 | 2 | 4 | 4 | 3 | 4 | 3 | 4 | 2 | 2 |
| 3 | 3 | 5 | 3 | 5 | 5 | 3 | 3 | 2 | 5 | 1 | 5 | 3 | 4 | 4 |
| 4 | 2 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 4 | 4 | 2 |
| 2 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 2 | 4 | 5 | 5 | 3 |
| 5 | 4 | 1 | 5 | 5 | 3 | 4 | 1 | 3 | 5 | 2 | 4 | 4 | 1 | 1 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 3 |
| 4 | 3 | 5 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 1 | 3 | 3 | 4 | 3 | 1 | 3 | 3 | 3 | 3 | 1 | 4 | 3 | 3 |
| 5 | 2 | 4 | 3 | 5 | 1 | 5 | 5 | 1 | 4 | 3 | 5 | 1 | 3 | 5 |
| 1 | 2 | 5 | 3 | 1 | 3 | 3 | 1 | 4 | 5 | 3 | 5 | 1 | 5 | 3 |
| 4 | 3 | 5 | 2 | 2 | 5 | 1 | 5 | 2 | 3 | 3 | 4 | 1 | 3 | 4 |
| 5 | 5 | 3 | 4 | 5 | 3 | 3 | 3 | 5 | 2 | 4 | 3 | 4 | 3 | 3 |
| 5 | 5 | 5 | 4 | 1 | 3 | 4 | 2 | 3 | 4 | 1 | 1 | 2 | 3 | 1 |
| 5 | 2 | 3 | 5 | 5 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 4 | 3 |
| 5 | 3 | 4 | 3 | 2 | 2 | 4 | 5 | 4 | 1 | 1 | 1 | 5 | 3 | 1 |
| 5 | 1 | 3 | 5 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 1 | 2 | 3 | 1 | 2 | 4 | 2 | 3 | 4 | 2 | 3 | 2 | 3 | 3 |
| 5 | 2 | 4 | 4 | 2 | 3 | 3 | 3 | 5 | 4 | 3 | 4 | 3 | 4 | 4 |
| 5 | 1 | 1 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 3 | 3 |
| 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 1 | 3 | 3 | 3 | 3 |
| 5 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 5 | 3 | 5 | 3 | 3 | 3 |
| 4 | 1 | 3 | 3 | 5 | 3 | 3 | 2 | 3 | 3 | 3 | 5 | 4 | 3 | 3 |
| 5 | 1 | 2 | 1 | 1 | 5 | 1 | 5 | 4 | 1 | 5 | 3 | 2 | 1 | 1 |
| 5 | 1 | 5 | 1 | 5 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 4 | 3 |
| 3 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 2 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4,266667 | 2,5 | 3,533333 | 3,166667 | 3,366667 | 3,133333 | 3,033333 | 3,333333 | 3,333333 | 3,4 | 2,666667 | 3,433333 | 3,2 | 3,2 | 2,8 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 |
| 4,266667 | 2,5 | 3,533333 | 3,166667 | 3,366667 | 3,133333 | 3,033333 | 3,333333 | 3,333333 | 3,4 | 2,666667 | 3,433333 | 3,2 | 3,2 | 2,8 |
| 5 | 1 | 5 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 2,5 | 4 | 3 | 3,5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

**APPENDIX 3 The Blueprint of the Questionnnaire (Try Out)**

**The Blueprint of Habit in Listening English Song (Try Out)**

| Concept | Indicator | Item Number | | Total sub-item |
|---------|-----------|-------------|---|----------------|
| | | Positive Statement | Negative Statement | |
| Habit in listening to the song is Repetitive action defined as a repetitive action of Attention paying attention and trying to get the meaning of groups of english words contained in the songs, so it becomes a pattern of bihavior which is practiced automaticaly, uncosciously and continously because it has been familiar and easy response. | Repetitive action | 1, 3, 12 26, | 11, 16, 18, 27 | 8 |
| | Attention | 14, 21,28 | 6,13,29,30 | 7 |
| | Getting the meaning | 4,10,15, 24 | 9,19,25 | 7 |
| | Pattern of behavior | 5,7 ,17,23 | 2,8, 20, 22 | 8 |
| **Total Item** | | 15 | 15 | 30 |

## APPENDIX INTERVAL KELAS

| PREDIKAT | NILAI AKHIR | |
|---|---|---|
| | SKALA 0-100 | SKALA 1-4 |
| A+ | 99-100 | 4 |
| A | 93-98 | 3.75 |
| A- | 87-92 | 3,5 |
| B+ | 81-86 | 3,25 |
| B | 75-80 | 3 |
| B- | 68-74 | 2,75 |
| C+ | 62-67 | 2,5 |
| C | 56-61 | 2,25 |
| C- | 50-55 | 2 |

**APPENDIX 5 The Habit in Listening English Song**

QUESTIONNAIRE OF HABIT IN LISTENING ENGLISH SONG (**TRY OUT**)

**ANGKET HABIT IN LISTENING ENGLISH SONG**

Nama   :

Kelas   :

QUESTIONNAIRE

Petunjuk Pengisian :

1. Angket  ini bukan merupakan ujian bagi anda, melainkan untuk kepentingan penelitian
2. Anda tidak perlu bekerja sama untuk mengisinya
3. Jawablah pertanyaan-pertanyaan dibawah ini dengan jujur
4. Hal yang kurang jelas dapat ditanyakan kepada penelitisoal
5. Berikan tanda checklist (√) pada kolom. Jika peryataan tersebut sesuai dengan deskripsi anda.

| No. | Pertanyaan | Selalu | Sering | Kadang-kadang | Pernah | Tidak pernah |
|-----|-----------|--------|--------|---------------|--------|--------------|
| 1 | Saya biasa mendengarkan lagu bahasa Inggris | | | | | |
| 2 | Saya tidak suka semua lagu bahasa inggris kecuali lagu favorit | | | | | |
| 3 | Biasanya saya mendengarkan lagu berbahasa inggris dengan MP3 player setiap hari | | | | | |
| 4 | Ketika saya mendengarkan lagu saya juga melihat liriknya | | | | | |
| 5 | Sayasuka belajar sambil mendengarkan musik | | | | | |
| 6 | Saya ingin mendengarkan lagu  bahasa inggris tetapi tidak dengan memperhatikan | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | lirik lagu | | | | |
| 7 | Bila sedang belajar saya mendengarkan lagu bahasa inggris | | | | |
| 8 | Saya tidak mendengarkan lagu bahsa inggris untuk menghilangkan penat serta kebosanan | | | | |
| 9 | Saya tidak mendengarkan lagu walaupunsaya tahu liriknya | | | | |
| 10 | Makna lagu bahasa inggris yang saya dengar membuat saya tidak bingung ketika melihat lirik | | | | |
| 11 | Saya tidak melakukan aktifitas saya mendengarkan lagu bahasa inggris terlebih dahulu | | | | |
| 12 | Ketika ada teman saya menganggap lagu bahasa inggris tidak bagus saya tertantang untuk mendengarkan | | | | |
| 13 | Saat saya memutar lagu, saya tidak mengikuti alunan lagu bahasa inggris pada saat memperhatikant lirik | | | | |
| 14 | Saya melihat lirik dan memperhatikan makna/arti setiap mendengarkan lagu bahsa inggris | | | | |
| 15 | Bila ada waktu luang saya seringmendengarkan lagu bahasa inggris dan melihat arti lagu ketika saya sedang memutarnya | | | | |
| 16 | Saya tidak biasa mendengarkan lagu bahasa Inggris | | | | |
| 17 | Saya suka semua lagu bahasa inggris kecuali lagu favorit | | | | |
| 18 | Biasanya sayatidak | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | mendengarkan lagu berbahasa inggris dengan MP3 player setiap hari | | | | | |
| 19 | Ketika saya mendengarkan lagu saya tidak melihat liriknya | | | | | |
| 20 | Saya tidak suka belajar sambil mendengarkan musik | | | | | |
| 21 | Saya ingin mendengarkan lagu bahasa inggris tetapi dengan memperhatikan lirik lagu | | | | | |
| 22 | Bila sedang belajar saya tidak mendengarkan lagu bahasa inggris | | | | | |
| 23 | Saya mendengarkan lagu bahasa inggris untuk menghilangkan penat serta kebosanan | | | | | |
| 24 | Saya mendengarkan lagu walaupun saya tahu liriknya | | | | | |
| 25 | Makna lagu dalam bahasa inggris yang saya dengar membuat saya bingung ketika tidak melihat lirik | | | | | |
| 26 | Sebelum saya melakukan aktifitas saya mendengarkan lagu bahasa inggris terlebih dahulu | | | | | |
| 27 | Ketika ada teman saya menganggap lagu bahasa inggris tidak bagus saya tidak tertantang untuk mendengarkan | | | | | |
| 28 | Saat saya memutar lagu, saya mengikuti alunan lagu bahasa inggris pada saat memperhatikant lirik | | | | | |
| 29 | Saya tidak melihat lirik dan tidak memperhatikan makna/arti setiap mendengarkan lagu bahsa | | | | | |

| | inggris | | | | | |
|---|---|---|---|---|---|---|
| 30 | Saya memperhatikan lagu ter-*update*untuk mendengarkan lagu terbaru | | | | | |