

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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

A. Research Findings

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

1. Description of the Data

The research description is based on the score from questionnaire to know the habit of listening to English song and the score of test to know the vocabulary mastery at the tenth grade students MA Sunan Ampel Pare Kediri. 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

computation of mean, median, mode, etc. the researcher used SPSS 24.00 for windows and the result is as follow.

X = habit of listening English song (predicted variable)

Y = vocabulary mastery (criterion variables)

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

Statistics			
		Questionnaire	vocabulary test
N	Valid	30	30
	Missing	0	0
Mean		64.93	63.53
Std. Error of Mean		1.434	1.335
Median		66.00	64.00
Mode		66	68 ^a
Std. Deviation		7.856	7.310
Variance		61.720	53.430
Range		32	30
Minimum		48	48
Maximum		80	78
Sum		1948	1906
a. Multiple modes exist. The smallest value is shown			

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

a. The Data of Habit of Listening to English Song (X)

The data of Habit of Listening to English Song are collected from a questionnaire. The questionnaire consists of 25 items which are valid. The respondent who did the test is 30 students at tenth grade of MA Sunan Ampel Pare Kediri as the sample of the research. From the result of habit of listening English song questionnaire, we know that highest score is 80 and the lowest score is 48, so the range is 32. The sum is 1948 and the respondent is 30 so the mean is 64.93. The standard error of mean is 1.434, the median is 66.00, the mode is 66, the variance is 61.720, and the standard deviation is 7.856. It can be concluded that the ability of the students in answering questionnaire of Habit listening to the English Song at tenth grade of MA Sunan Ampel Pare Kediri is various. The frequency of the distribution of the scores can be seen on the following table:

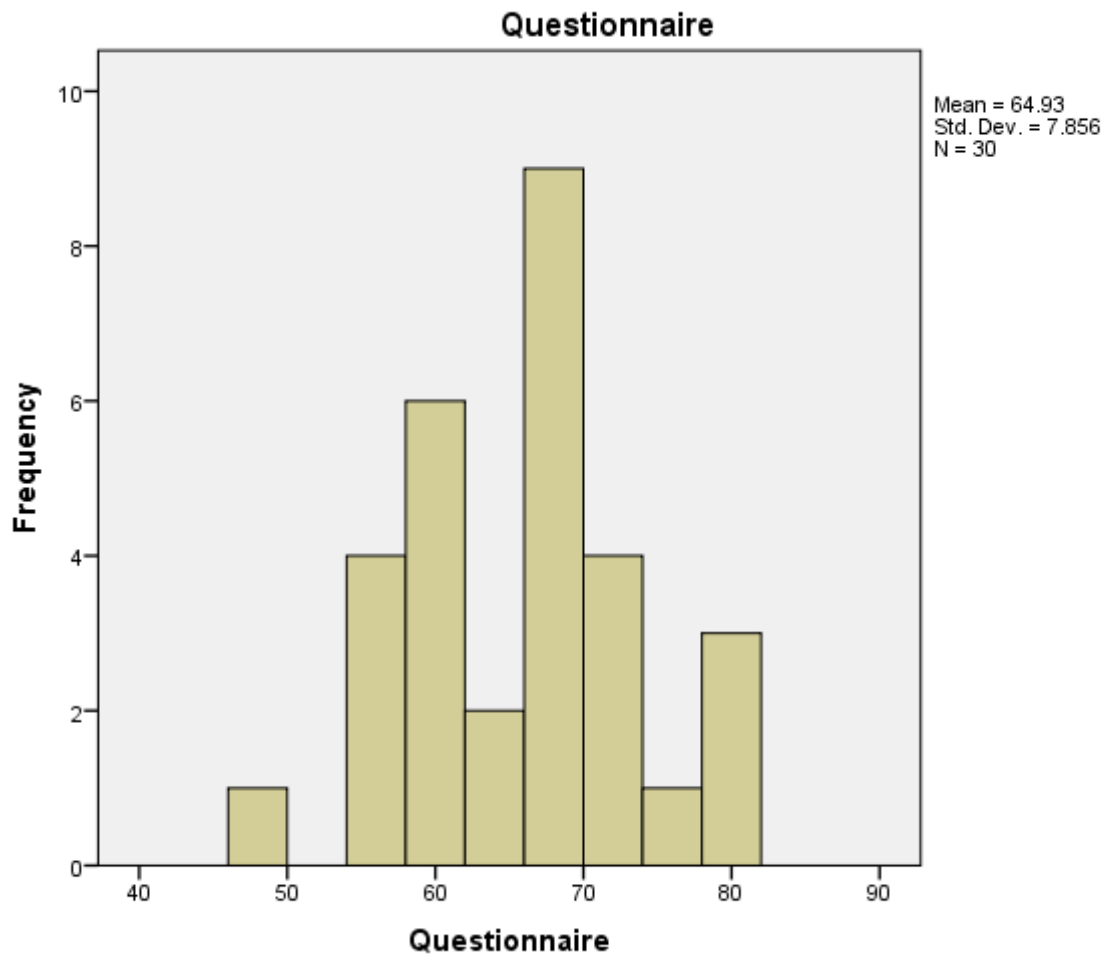
Table 4.2 the Distribution and Ranks of the Habit in Listening to English Song (X)

Questionnaire				
		Frequency	Class Limits	Rank
Valid	48	1	45 – 51	1
	54	1	52 – 58	2
	56	3	52 – 58	2
	58	3	52 – 58	2
	60	3	59 – 65	3

	62	1	59 – 65	3
	64	1	59 – 65	3
	66	5	66 – 72	4
	68	4	66 – 72	4
	70	3	66 – 72	4
	72	1	66 – 72	4
	76	1	73 – 80	5
	78	1	73 – 80	5
	80	2	73 – 80	5
	Total	30		

Based on the data above, we can know that there is one student who got 48 for his Interest score and it certainly will be the lowest score. Furthermore, there is one student who got 80 for their Habit of listening to English Song score and it certainly will be highest score. Habit of listening to English Song score of the Habit questionnaire. From the highest score and the lowest score we can know the range of the data, the range is the highest score minus the lowest score and the result is $80 - 48 = 32$. From the table above the researcher can take the conclusion that the score of the Habit of listening to English Song at tenth grade of MA Sunan Ampel Pare Kediri is various. Then, the frequency distribution Habit of listening to English Song data can be seen on the following histogram:

Figure 4.1 Habit of Listening to English Song Score



b. The Data of Vocabulary Mastery (Y)

The data of Vocabulary Mastery are collected from a test. The test consists of 50 items which are valid. The respondent who did the test is 30 students at the tenth grade of MA Sunan Ampel Pare Kediri the sample of the research. From the result of the Vocabulary Mastery test, we know that highest score is 78 and the lowest score is 48, so the range is 30. The sum is 1906 and the respondent is 30 so

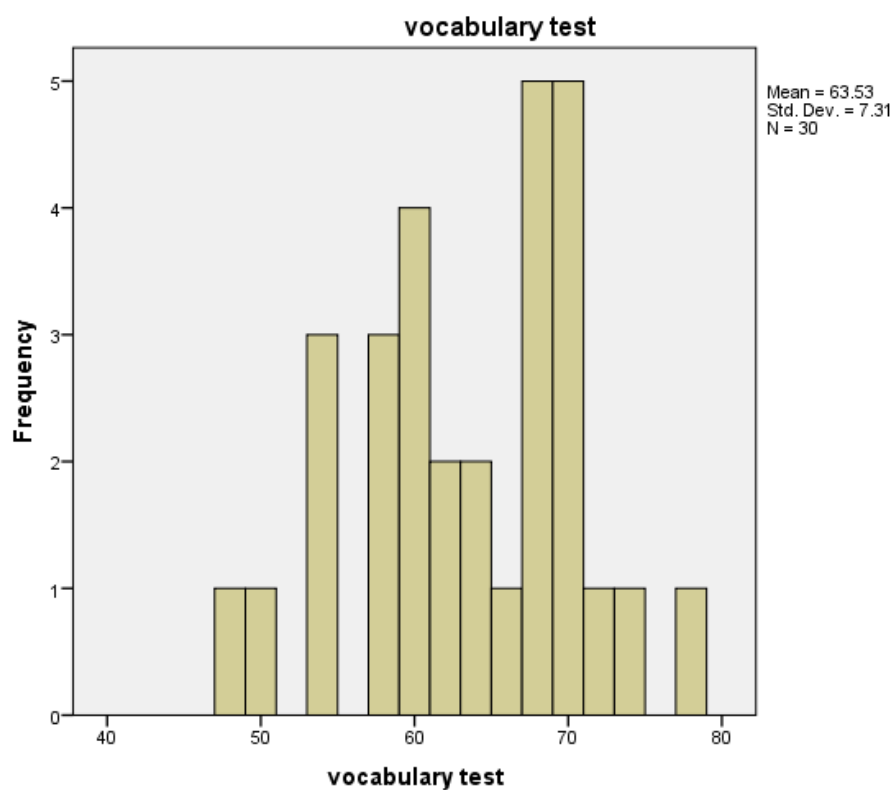
the mean is 63.53. The standard error of mean is 1.335, the median is 64.00, the mode is 68, the variance is 53.430, and the standard deviation is 7.310. It can be concluded that the ability of the students in answering vocab test at the tenth grade of MA Sunan Ampel Pare Kediri is various. The frequency of the distribution of the scores can be seen on the following table:

Table 4.3 the Distribution and Ranks of the Students' Vocabulary Mastery (Y)

vocabulary test				
		Frequency	Class Limits	Rank
Valid	48	1	45 – 51	1
	50	1	45 – 51	1
	54	3	52 – 58	2
	58	3	52 – 58	2
	60	4	59 – 65	3
	62	2	59 – 65	3
	64	2	59 – 65	3
	66	1	66 – 72	4
	68	5	66 – 72	4
	70	5	66 – 72	4
	72	1	66 – 72	4
	74	1	73 – 80	5
	78	1	73 – 80	5
	Total	30		

Based on the data above, we can know that there is one student who got 48 for his verbal score and it certainly will be the lowest score. Furthermore, there are one students who got 78 for their verbal intelligent score and it certainly will be highest score of verbal intelligent score of the verbal test. From the highest score and the lowest score we can know the range of the data, the range is the highest score minus the lowest score and the result is $78 - 48 = 30$. From the table above the researcher can take the conclusion that the score of the students' vocabulary mastery test at the tenth grade of MA Sunan Ampel Pare Kediri is various. Then, the frequency distribution of the vocabulary mastery data can be seen on the following histogram.

Figure 4.2 Vocabulary Mastery Score



2. Data Analysis

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

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

1) Normality Testing

Normality testing distribution is purposed to know whether the variable data research data research distribution is normal or not. There are two kinds of the testing of normality data in this research, normality of habit of listening to the English song and normality of vocabulary mastery. 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 24.00 for windows at the level of significant 5% and the result of the computation of the normality test can be seen on the following table.

Table 4.6 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

vocabulary test	.163	30	.041	.967	30	.465
Questionnaire	.121	30	.200*	.970	30	.530
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

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

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

Based on the table tests of normality above, the normality testing distribution from Habit of Listening to English Song for $N = 30$ at the tenth grade of MA Sunan Ampel Pare Kediri at the level of significance $\alpha = 0.05$ is 0.530. The result shows that variable data of Habit of Listening to English Song is normal distribution because the significance is higher than 0.05.

b) Normality of Vocabulary Mastery (Y)

Based on the table tests of normality above, the normality testing distribution from Vocabulary Mastery for 30 respondents at the tenth grade of MA Sunan Ampel Pare Kediri at the level of significance $\alpha = 0.05$ is 0.465. The result shows that variable data of Vocabulary Mastery is normal distribution because the significance is higher than 0.05.

2) Linearity Testing

Linearity testing is purposed to know whether two variables which will be done by statistical analysis correlation show the linear relationship or not. If the data is not linear, the regression analysis cannot be used. To compute the linearity

testing, the researcher used Anova Table at the level significant $\alpha = 0.05$ through SPSS 24.00 for windows.

Table 4.7 Linearity of Habit in Listening English Song (X) and Vocabulary Mastery (Y)

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
vocabulary test * quistionnare	Between Groups	(Combined)	992.467	13	76.344	2.193	.069
		Linearity	643.328	1	643.328	18.480	.001
		Deviation from Linearity	349.138	12	29.095	.836	.617
	Within Groups		557.000	16	34.813		
	Total		1549.467	29			

Based on the table tests of linearity above, the linearity testing from Habit of listening to English Song and Vocabulary Mastery for $N = 30$ at the level of significance $\alpha = 0.05$ are 0.617. The result shows that the linearity testing from Habit of listening to the English Song score and the Vocabulary Mastery score at the tenth grade of MA Sunan Ampel Pare Kediri are the form of linear because the significance is higher than 0.05.

3) Hypothesis Testing

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

The hypothesis on this research is that there is any correlation between Is there any correlation between students' habit of listening to English songs and their vocabulary mastery at the tenth grade of MA Sunan Ampel Pare Kediri. To test the hypothesis, the researcher analyzed the data using the Spearman Rank Correlation through SPSS 24.00 for windows. The statistical formulations of the first hypothesis are as follow:

- a) $H_0: \text{sig} > \alpha$. It means that there is no significant correlation between X and Y
- b) $H_0: \text{sig} < \alpha$. It means that there is significant correlation between X and Y

The result of computation shows that the correlation coefficient between students' habit of listening to English songs and their vocabulary mastery is 0.005 as showed on the following table :

Table 4.8 The Correlation Between Students Habit in Listening English Song and Their Vocabulary Mastery

Nonparametric Correlations

Correlations				
			questionnaire	vocabulary test
Spearman's rho	Questionnaire	Correlation Coefficient	1.000	.739**
		Sig. (2-tailed)	.	.000
		N	30	30
	vocabulary test	Correlation Coefficient	.739**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

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

It means that the correlation between students' habit of listening to English songs and their vocabulary mastery is negative. At the level of significant $\alpha = 0.05$ and the number of respondents are 30, the sig. (2-tailed) is 0.00. It is smaller than 0.05 so the correlation is significant. From the result that there is a significance correlation and it means that H_0 is rejected and H_a accepted. Therefore, the correlation between students' habit of listening to English songs and their vocabulary mastery is positive because the coefficient of correlation is 0.005.

B. Discussion of the Research Finding

The discussion of the research finding focuses on two sections, descriptive analysis of each variables and the inferential analysis of each variable, which is

the correlation between predicted variable and criterion variable. In the result of the descriptive of the data, it shows that Habit of listening to English Song Music and vocabulary mastery at the tenth grade of MA Sunan Ampel Pare Kediri are good with the mean score 64.93 for Habit of listening to English Song and 63.53 for vocabulary mastery. For the data of habit of listening English song, we know that highest score of the questionnaire which is given to 30 respondents at the tenth grade of MA Sunan Ampel Pare Kediri is 80 and the lowest score is 48, so the range is 40. The sum is 1948 and the respondent is 30 so the mean is 64.93. The standard error of mean is 1.434, the median is 66.00, the mode is 66, the variance is 61.720, and the standard deviation is 7.856.

The data of Vocabulary Mastery which is given to 30 respondents we know that highest score at the tenth grade of MA Sunan Ampel Pare Kediri is 78 and the lowest score is 48, so the range is 30. The sum is 1906 and the respondent is 30 so the mean is 63.53. The standard error of mean is 1.335, the median is 64.00, the mode is 68, the variance is 53.430 and the standard deviation is 7.310. In the result of pre-requirement analysis, the researcher used two kinds of testing used to be the pre requirement before doing hypothesis testing, those are: normality testing and linear testing. The normality testing is used to know the distribution of the data is normal or not.

Based on the result of the research finding, it can be known that the data of Habit of Listening to English Song is normal distribution because the significance (0.530) is higher than 0.05. Then the data of vocabulary mastery is in normal distribution because the significance (0.465) is higher than 0.05. Based on the

table tests of linearity above, the linearity testing from Habit of listening to English Song and Vocabulary Mastery for $N = 30$ at the level of significance $\alpha = 0.05$ are 0.617. The result shows that the linearity testing from Habit of listening to the English Song score and the Vocabulary Mastery score at the tenth grade of MA Sunan Ampel Pare Kediri are the form of linear because the significance is higher than 0.05. Because of the distribution of all the data is normal and linear, so the hypothesis testing can be done. For the hypothesis we know that the correlation between students' habit of listening to English songs and their vocabulary mastery is positive, because the level of significant α ((2-tailed) is $0.000) = 0.05$. It means that H_0 is rejected and H_a accepted.

Evidenced by the theory that Rivers and Temperly (1998: 63) which states that listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood. According to the theory, it can be seen that habit of listening to English songs can integrate students' vocabulary mastery. Then from the data the correlation between student's habit in listening to English song and vocabulary mastery is significant.

From the research findings at the MA Sunan Ampel Pare Kediri correlation between students' habit in listening to English song music and their vocabulary mastery is relevant to several previous studies including Sarining Setyo Mubarak thesis entitled "A Study of Correlation Between Vocabulary Mastery, Habit of Listening to English Songs and Speech Skills of Eleventhgrade Students Nogosari 1 Year Teaching 2016/2017, "A Correlational Study Between Habit in Listening

to English Songs, Vocabulary Mastery, and Listening Skill of the tenth grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013” by Zara Firsty Meutia, and Nurkholis Solehudin, entitled “The Correlation Between Students’ Listening English Songs Habit and Their Listening Skill at the Second Semester of The Eleventh Grade of MA Al-Islam Bunut Pesawaran in the Academic Year of 2016/2017”.

In other theory by Griffie states that pieces of music that have words (1992:3). The main parts of songs are music and words, while the music itself is related to rhythm. A group of words without music to perform them cannot be included as a song. A song is generally performed in a repetitive pattern here is that in a song, there are usually several lines of the song, which are repeated twice, or more what a so-called "refrain" when they are performed. According to the theory, it can be seen that habit of listening to English songs can get new vocabulary that has never been heard before. Then from the data the correlation between student’s habit in listening to English song and vocabulary mastery is significant.

Another research in previous study has not relevant with the research. The research entitled “The Correlation Between Students’ Ability in Listening to the English Songs and Their Vocabulary Mastery”. It is conducted by Jiaty Endah Sari in e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013 – ISSN 2331-1841. From the journal found that the students’ achievements in listening and vocabulary tests are good. There is a positive correlation between the two variables. However, the correlation was not significant because the

relationship between the two variables was positive but low. Then from the data the correlation between student's habit in listening to English song and vocabulary mastery is positive significant and strong correlation, so there is not relevant with the research.

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In addition, Marianne, Carter (1973: 247) defined habit as a repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. After wards, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related with hobby, talent, favorite activity or personal preference continuously, though it is done unconsciously. According to the theory, it can be seen that habit in listening to English song sometimes have a big influence in vocabulary mastery. Then from the data the correlation between student's habit in listening to English song and vocabulary mastery is significant.