

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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 and the discussion consists of the research findings.

A. Research Findings

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

1. Description of The Data

The research description was based on the score from questionnaire to know the habit of listening to English song and the score of test the vocabulary mastery of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek. Was presented in the form of mean, mode, standard deviation, the highest and the lowest score which was completed with the variable description in the form of histogram. The computation of mean, median, mode, etc. the researcher used SPSS 26.00 (64-bit) on Windows 10 and the result is as follow;

Independent = Habit of Listening English Song (X)

Dependent = Vocabulary Mastery (Y)

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

		Statistics	
		Questionnaire	Vocabulary Test
N	Valid	25	25
	Missing	0	0
Mean		75.16	83.36
Std. Error of Mean		.694	1.193
Median		75.00	84.00
Mode		77	76 ^a
Std. Deviation		3.472	5.964
Variance		12.057	35.573
Range		17	16
Minimum		66	76
Maximum		83	92
Sum		1879	2084

a. Multiple modes exist. The smallest value is shown

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

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

The data of Habit of Listening to English Song are collected from a questionnaire. The questionnaire consisted of 25 items which are valid. The respondent who did the test are 25 students of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek as the sample of the research. From the result of habit of listening English song questionnaire, it can be know that highest score was 83 and the lowest score was 66, so the range was 17. The sum was 1879 and the respondent was 25 so the mean was 75.16. The standard error of mean was 694, the median was 75.00, the mode was 77, the variance was 12.057, and the standard

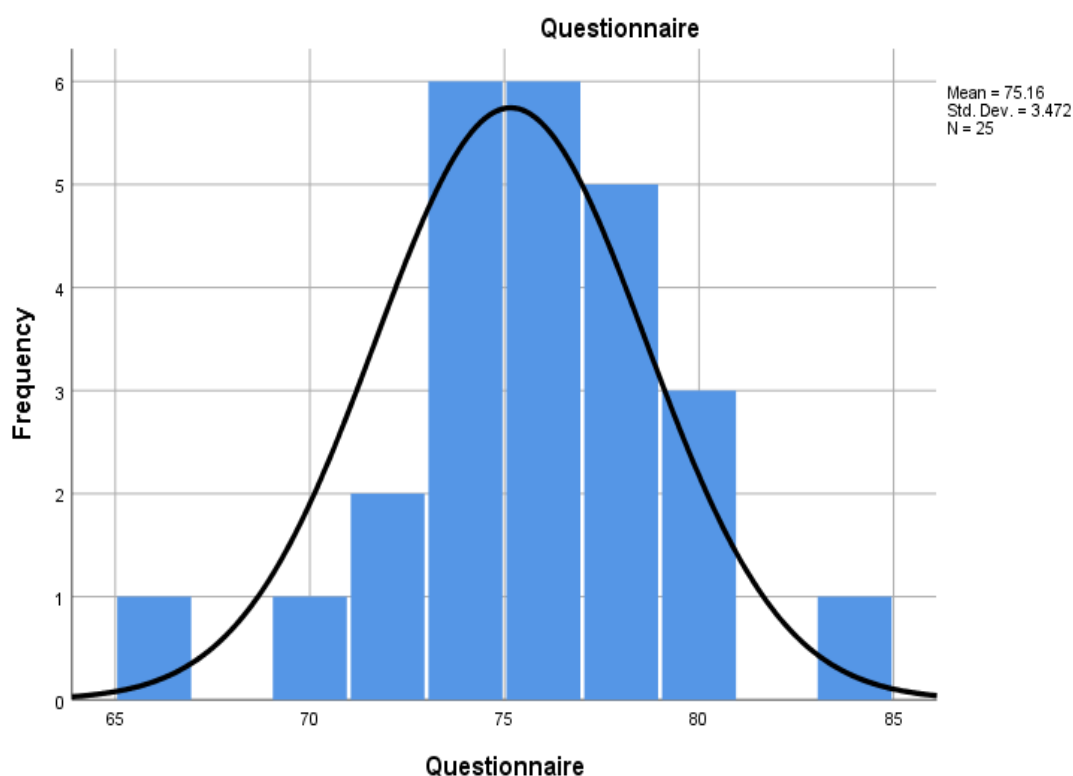
deviation was 3.472. It can be concluded that the ability of the students in answering questionnaire of Habit listening to the English Song of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek was various. The frequency of the distribution of the scores can be seen on the following table;

**Table 4.2 The Frequency Habit of the Listening to English Song (X)
Questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	1	4.0	4.0	4.0
	70	1	4.0	4.0	8.0
	71	1	4.0	4.0	12.0
	72	1	4.0	4.0	16.0
	73	3	12.0	12.0	28.0
	74	3	12.0	12.0	40.0
	75	3	12.0	12.0	52.0
	76	3	12.0	12.0	64.0
	77	5	20.0	20.0	84.0
	79	2	8.0	8.0	92.0
	80	1	4.0	4.0	96.0
	83	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the data above, it can be know that student who got 66 for his interest score and it certainly was the lowest score. Furthermore, there was student who got 83 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 it can be know the range of the data, the range was the highest score minus the lowest score and the result was $83 - 66 = 17$. From the table above the researcher can take the conclusion that the score of the Habit of listening to English Song of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek was various. Then, the frequency distribution Habit of listening to English Song data can be seen on the following histogram;

Histogram 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 consisted of 25 items which are valid. The respondent who did the test are 25 students of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek as the sample of the research. From the result of the Vocabulary Mastery test, it can be know that highest score was 92 and the lowest score was 76, so the range was 16. The sum was 2084 and the respondent was 25 so the mean was 83.36. The standard error of mean was 1.193, the median was 84.00, the mode was 76, the variance was 35.573, and the standard deviation was 5.964. It can be concluded

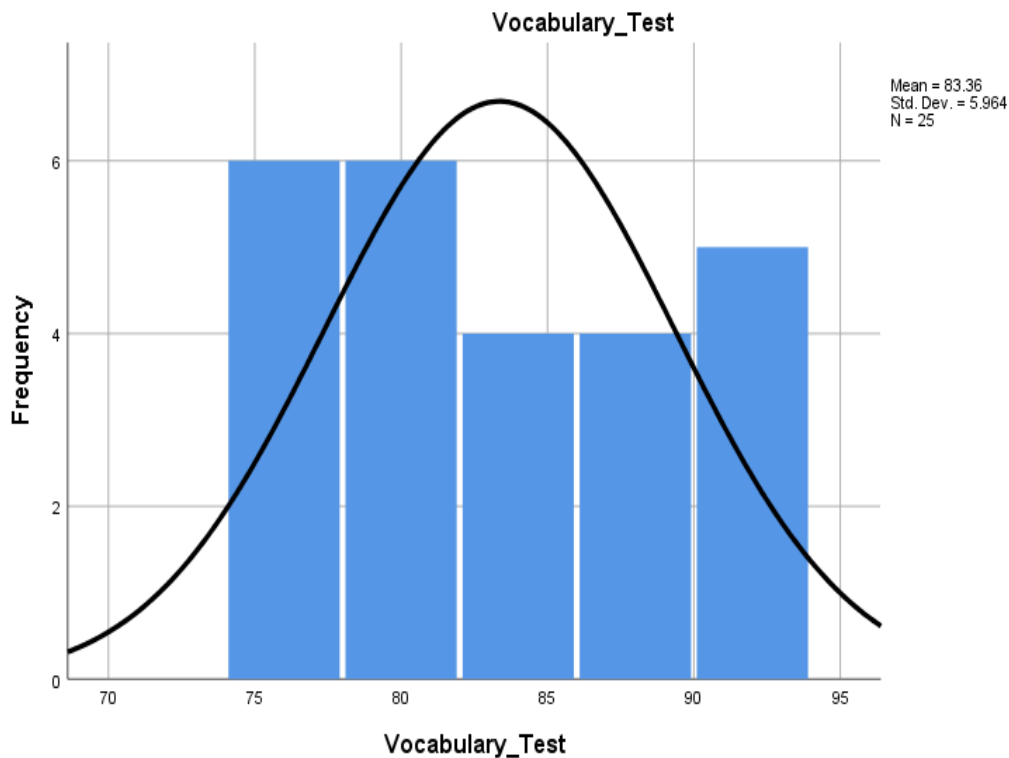
that the ability of the students in answering vocabulary test of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek was various. The frequency of the distribution of the scores can be seen on the following table:

Table 4.3 The Frequency Distribution of the Vocabulary Mastery (Y)
Vocabulary Test

		Freuency	Percent	Valid Percent	Cumulative Percent
Valid	76	6	24.0	24.0	24.0
	80	6	24.0	24.0	48.0
	84	4	16.0	16.0	64.0
	88	4	16.0	16.0	80.0
	92	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Based on the data above, it can be know that student who got 76 for his verbal score and it certainly will be the lowest score. Furthermore, there was student who got 92 for their verbal intelligent score and it certainly was the highest score of verbal intelligent score of the verbal test. From the highest score and the lowest score it can be know the range of the data, the range was the highest score minus the lowest score and the result was $92 - 76 = 16$. From the table above the researcher can take the conclusion that the score of the student vocabulary mastery test of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek was various. Then, the frequency distribution of the vocabulary mastery data can be seen on the following histogram;

Histogram 4.2 Vocabulary Mastery Score



2. Data Analysis

The data analysis of this research consisted of pre-requirement testing and hypothesis testing. Before testing the hypotheses, it was 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 26.00 (64-bit) on Windows 10 at the level of significant 5% and the result of the computation of the normality test can be seen on the following table.

Table 4.4 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Questionnaire	.131	25	.200*	.975	25	.630
Vocabulary Test	.153	25	.037	.971	25	.525

*. 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 25 respondent of the eighth grade students of MTs Darissulaimaniyah Durenan Trenggalek at the level of significance $\alpha = 0.05$ are 0.630. The result showed that variable data of Habit of Listening to English Song is normal distribution because the significance was 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 25 respondents of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek, at the level of significance $\alpha = 0.05$ are 0.525. The result shows that variable data of Vocabulary Mastery was normal distribution because the significance was higher than 0.05.

2) Linearity Testing

Linearity testing was purposed to know whether two variables which will be done by statistical analysis correlation show the linear relationship or not. If the data was 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 26.00 (64-bit) on Windows 10.

Table 4.5 Linearity of Habit in Listening English Song (X) and Vocabulary Mastery (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary Test * Questionnaire	Between Groups	(Combined)	192.960	11	64.332	2.064	.053
		Linearity	5.138	1	5.138	3.44	.001
		Deviation from Linearity	187.822	10	24.027	.643	.511
		Within Groups	660.800	13	45.714		
		Total	853.760	24			

Based on the table tests of linearity above, the linearity testing from Habit of listening to English Song and Vocabulary Mastery for $N = 25$ at the level of significance $\alpha = 0.05$ are 0.511. The result shows that the linearity testing from Habit of listening to the English Song score and the Vocabulary Mastery score of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek are the form of linear because the significance was higher than 0.05.

3) Hypothesis Testing

Because the computation of normality and linearity showed 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 a significant correlation between students' habit of listening to English songs and their vocabulary mastery of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek. To test the hypothesis, the

researcher analyzed the data using the Pearson Product Moment Formula through SPSS 26.00 (64-bit) on Windows 10.

The result of computation shows that the correlation coefficient between students' habit of listening to English songs and their vocabulary mastery is 0.05 as showed on the following table;

Table 4.6 The Correlation Between Students Habit in Listening English Song and Their Vocabulary Mastery

Correlations

		Questionnaire	Vocabulary Test
Questionnaire	Pearson Correlation	1	.578
	Sig. (2-tailed)		.000
	N	25	25
Vocabulary Test	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	N	25	25

** 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 was negative. At the level of significant $\alpha = 0.05$ and the number of respondents are 25, the sig. (2-tailed) was .000. Was smaller than 0.05 so the correlation was significant. From the result that there was a significance correlation. Therefore, the correlation between students' habit of listening to English songs and their vocabulary mastery was positive because the coefficient of correlation was 0.05.

B. Discussion of The Research Finding

The discussion of the research finding focused on two sections, descriptive analysis of each variables and the inferential analysis of each variable, which is the correlation between independent variable and dependent variable. In the result of the descriptive of the data, it showed that Habit of listening to English Song and vocabulary mastery of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek are good with the mean score 75.00 for Habit of listening to English Song and 84.00 for vocabulary mastery.

For the data of Habit of listening English Song, it can be know that highest score of the questionnaire which was given to 25 respondents of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek was 83 and the lowest score was 66. So, the range was 17, the sum was 1879, the standard error of mean was 0.694, the median was 75.00, the mode was 77, the variance was 12.057, the standard deviation was 3.472. And the data of Vocabulary Mastery which was given to 25 respondents that highest score was 92 and the lowest score was 76, so the range was 16, the sum was 2084, the mean was 83.36, the standard error of mean was 1.193, the median was 84.00, the mode was 76, the variance was 35.573 and the standard deviation was 5.964. 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 know that the data of Habit of Listening to English Song was normal distribution because the significance (0.630) was higher than 0.05. Then the data of vocabulary mastery was in normal distribution because the significance (0.525) was 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 $N = 25$ at the level of significance $\alpha = 0.05$ are 0.511. The result shows that the linearity testing from Habit of listening to the English Song score and the Vocabulary Mastery score of the eighth grade students at MTs Darissulaimaniyah Durenan Trenggalek are the form of linear because the significance was higher than 0.05. Because of the distribution of all the data was normal and linear, so the hypothesis testing can be done. For the hypothesis it can be know that the correlation between students' habit of listening to English songs and their vocabulary mastery was positive, because the level of significant α ((2-tailed) are 0.000) = 0.05. It means that H_0 is rejected and H_a accepted.

From the research findings at MTs Darissulaimaniyah Durenan Trenggalek, correlation between students' habit in listening to English song and their vocabulary mastery was 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 Eleventh grade 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 ”.

Another 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.

Thus, based on the previous explanation and the results of this study, it can be concluded that the more often students listen to English songs, the higher their vocabulary mastery, in this case it is necessary to be accustomed especially in MTs Darissulamaniyyah Durenan Trenggalek because it has many advantages and good effects for the students.