

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding of the research. This chapter consists of the description of data, normality testing, correlational testing, hypothesis testing, and discussion. The finding appropriate with data score of listening to English song and students' vocabulary test.

4.1 The Description of Data

The description of data was described by providing numbers and tables. The subject or sample of this research is 51 students of second grade at SMPN 01 Sumbergempol. The researcher got the data from the questionnaire and test that has been shared by using Google form. This research analysed by using Pearson Product Moment Correlation (PPMC). After collecting the data the researcher presented and described the data in the detail as follow:

1. Data of students' habit in listening to English song

The data of students' habit in listening to English song is taken from the score of the questionnaire that has been shared to the 51 students. The data were computed using SPSS 16.0 and the results were presented in the table of frequency below:

Table 4.1 Score of Listening And Vocabulary Test

No.	Name	Score of Listening	Score of Vocabulary
1	MKF	68	32
2	YC	61	37
3	VAN	59	28
4	HS	62	29
5	CN	68	35
6	NK	67	32
7	EFH	70	32

8	GASP	61	33
9	NAAJ	67	30
10	RDK	67	34
11	NSY	74	33
12	GR	59	29
13	RM	63	33
14	NRR	65	31
15	FAPS	66	30
16	MZTW	63	30
17	A	64	29
18	SM	64	34
19	RF	63	31
20	LAPS	63	29
21	ATSSP	74	32
22	MRA	60	31
23	ADK	59	31
24	GRY	67	33
25	EAS	62	29
26	ARA	60	31
27	TGAJ	60	32
28	NAPS	70	32
29	DVNA	66	34
30	RAF	57	29
31	SDK	61	32
32	SDNS	63	33
33	WN	70	34
34	OLMJ	60	30
35	CHN	65	33
36	ZN	66	32
37	FVP	73	34
38	MY	71	33
39	RSP	72	35
40	CAW	63	32
41	HMM	67	31
42	PYA	61	29
43	VPS	69	31
44	FAR	57	29
45	MWDP	64	33
46	ANS	64	32
47	AOA	72	32
48	EMI	70	32
49	IL	69	31
50	CMP	69	31
51	ACB	68	33

Table 4.2 Descriptive Statistics of Listening English Song

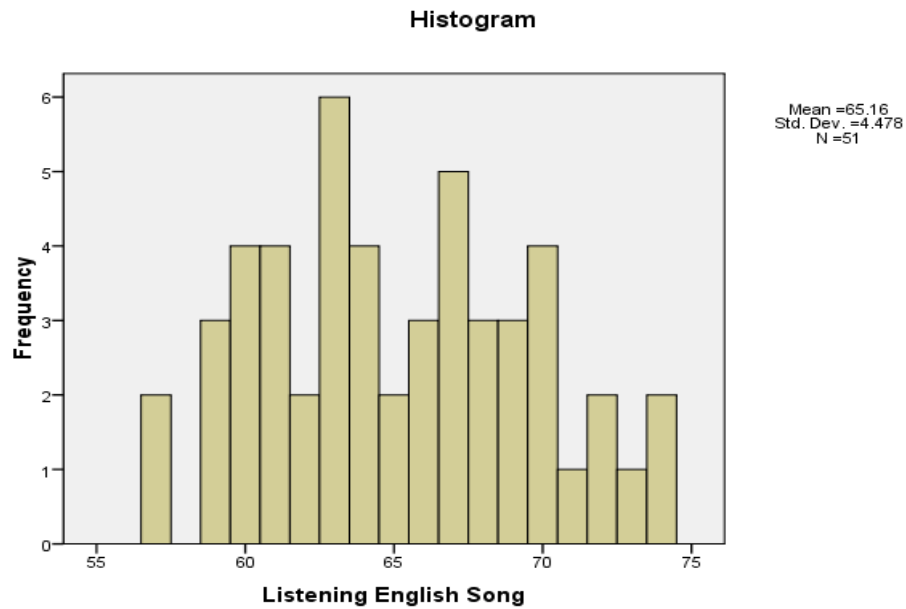
Statistics		
Listening English Song		
N	Valid	51
	Missing	0
Mean		65.16
Median		65.00
Mode		63
Std. Deviation		4.478
Variance		20.055
Range		17
Minimum		57
Maximum		74

The table 4.1 above showed that from 51 students following administering questionnaire of listening English song is obtained the minimum score was 57, the maximum score was 74, the mean score was 65.16, the median score was 65,00, and the standard deviation was 4.478. Standard deviation is to measure how much the variance of the sample.

Table 4.3 Frequency Distribution of Listening English Song

Class Limits	Frequency
55-59	5
60-64	16
65-69	14
70-74	11
75-79	5

Histogram 4.1 Frequency of Listening English Song



score 57, 2 students got score 58, 3 students got score 59, 4 students got score 60, 2 students got score 61, 6 students got score 62, 4 students got score 63, 2 students got score 64, 3 students got score 65, 3 students got score 66, 5 students got score 67, 3 students got score 68, 3 students got score 69, 4 students got score 70, 1 students got score 71, 2 students got score 72, 1 students got score 73, and 2 students got score 74.

2. Data of students' vocabulary mastery

The data of students' vocabulary mastery is taken from the score of the test that has been shared to the 51 students. The score showed in previous discussion in the table of listening score.

The data were computed using SPSS 16.0 and the results were presented in the table of frequency below:

Table 4.4 Descriptive Statistics of Vocabulary Test

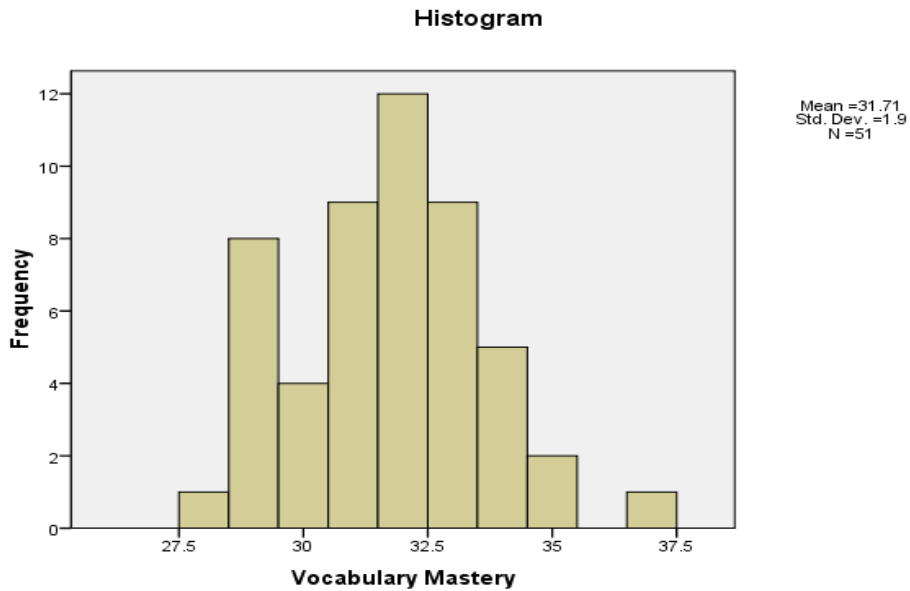
Statistics		
Vocabulary Mastery		
N	Valid	51
	Missing	0
Mean		31.71
Median		32.00
Mode		32
Std. Deviation		1.900
Variance		3.612
Range		9
Minimum		28
Maximum		37

The table 4.2 above showed that from 51 students following administering vocabulary test is obtained the minimum score was 28, the maximum score was 37, the mean score was 31.71, the median score was 32.00, and the standard deviation was 1.900. Standard deviation is to measure how much the variance of the sample.

Table 4.5 Frequency Distribution of Vocabulary

Score	Frequency
28	1
29	8
30	4
31	9
32	12
33	9
34	5
35	2
37	1

Histogram 4.2 Frequency of Vocabulary Test



The Histogram 4.2 shows there was 1 student got score 28, 8 students got score 29, 4 students got score 30, 9 students got score 31, 12 students got score 32, 9 students got score 33, 5 students got score 34, 2 students got score 35, and 1 student got score 37.

4.2 Normality Testing

Table 4.6 Normality Testing

		One-Sample Kolmogorov-Smirnov Test	
		Listening English Song	Vocabulary Mastery
N		51	51
Normal Parameters ^a	Mean	65.16	31.71
	Std. Deviation	4.478	1.900
Most Extreme Differences	Absolute	.097	.130
	Positive	.097	.105
	Negative	-.071	-.130
Kolmogorov-Smirnov Z		.691	.929
Asymp. Sig. (2-tailed)		.727	.354

a. Test distribution is Normal.

Normality testing is used to know whether the data is normally distributed or not. It was done by stating the hypotheses as follows:

- H₀: the data is from normally distributed population
- H₁: the data isn't from normally distributed population

In testing hypotheses, the criteria for rejecting or not rejecting H₀ based on P-value as follows:

- If P-value < α , so H₀ is rejected ($\alpha = 0.05$)
- If P-value $\geq \alpha$, so H₀ isn't rejected ($\alpha = 0.05$)

In this case the normality tested using SPSS 16.0 for Windows. Based on the table 4.6, normality test was done towards the two scores (listening English song and vocabulary mastery) obtained from the students. If the results of normality test have P-value higher than 0.05, it can be concluded that null hypothesis can't be rejected and if the results of normality test have P-value lower than 0.05, it can be concluded that null hypothesis is rejected. The value of Asymp. Sig. (2-tailed) was 0,727 in listening English song and 0,354 in vocabulary mastery. It were higher than 0, 05 (0,727 > 0, 05 and 0,354 > 0, 05). So, the null hypothesis is not rejected. Accordingly, all data from the scores was in a normal distribution.

4.3 The Correlation Between Listening English Song And Students' Vocabulary Mastery

In this study, researchers aimed to test whether there is a relationship between the two variables studied or not. Based on normality test that showed normally distributed data, the test used in this study is Pearson Product

Moment. It used since the data has an interval scale and has a normal distribution. If the data has a normal distribution, then the hypothesis test used is a parametric test.

1. The Regression Between Listening English Song And Students' Vocabulary Mastery.

There are two statistical analyses related to correlational study, they are correlation and regression. Correlation is statistical analysis functioning to determine the existence of a relationship between or among variables. Regression is a statistical analysis functioning to determine the nature of the relationship that is either positive or negative correlation.

Table 4.7 Correlational Testing

		Correlations	
		Listening English Song	Vovabulary Mastery
Listening English Song	Pearson Correlation	1	.457**
	Sig. (2-tailed)		.001
	N	51	51
Vovabulary Mastery	Pearson Correlation	.457**	1
	Sig. (2-tailed)	.001	
	N	51	51

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

The correlation value between listening to English song and students' vocabulary mastery showed by Pearson Product Moment Correlation Coefficient (PPMC) is 0,457. That correlation value indicated the correlation between listening to English song and students' vocabulary mastery is moderate. The result means moderate correlation between those two variables due the appeared coefficient correlation was 0,457

which range between 0,40-0,70. It referred to the interpretation table of coefficient correlation given by Arikunto (2010:257).

Table 4.8 Interpretation of Coefficient Correlation

Interval coefficient	Interpretation
0,00-0,20	The correlation is very low
0,20-0,40	The correlation is low
0,40-0,70	The correlation is moderate
0,70-0,90	The correlation is high
0,90-1,00	The correlation is very high

The correlation itself belonged to the positive correlation as the *PPMC* correlation value was in positive number. This means that as one variable was increased in the other one or vice versa. In this case it shows that if students' activity in listening English song is high, then it is also high on students' vocabulary mastery. On the other hand, if students' activity in listening English song is low, then the students' vocabulary mastery is also low.

2. Hypothesis Testing

Table 4.9 Correlational Testing

Correlations		Listening English Song	Vocabulary Mastery
Listening English Song	Pearson Correlation	1	.457**
	Sig. (2-tailed)		.001
	N	51	51
Vocabulary Mastery	Pearson Correlation	.457**	1
	Sig. (2-tailed)	.001	
	N	51	51

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

In order to answer research problem, the researcher had to measure whether the hypothesis was rejected or not. To count the hypothesis the

researcher used Pearson Product Moment Correlation Coefficient (PPMC) formula. The researcher had two hypotheses in this research, those are:

a. Null Hypothesis (H₀)

There is no significant correlation between listening to English song and students' vocabulary mastery.

b. H₁ (alternative hypothesis)

There is a significant correlation between listening to English song and students' vocabulary mastery.

From the hypothesis, the researcher needed to know whether the null hypothesis is rejected or not. To prove whether the hypothesis was rejected or not, the researcher had criteria of test hypothesis as follows:

- **If $-p$ value $\leq \alpha$; = significant correlation**
- **If $-p$ value $> \alpha$; = no significant correlation**

To know the correlation, the researcher calculated by using Pearson Product Moment Correlation Coefficient (PPMC) in SPSS 16.0 programs. The result of the calculation shows that p -value is 0.001. To know the strength of correlation, correlation coefficient was compared with α (level of significance). The level of significance is 1% (0.01), and 0.001 is lower than 0.01. In other words, since p -value is lower than the level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, there is a significant correlation between listening to English song and students' vocabulary mastery.

4.4 Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between listening to English song and students' vocabulary mastery at SMPN 1 Sumbergempol in academic year 2019/2020. In learning English, it is important to master the vocabulary. There are so many ways to improve students' vocabulary mastery. Based on the some previous studies one of them is by listening to English song.

In addition, the correlation coefficient indicates positive correlation because the number of r -table was positive. This means that high on one variable, high on the other; and vice versa. In this case it shows that if students' activity in listening English song is high, then it is also high on students' vocabulary mastery. On the other hand, if students' activity in listening English song is low, then the students' vocabulary mastery is also low. Therefore, the correlation is positive.

Based on previous studies as I have written in chapter II, this study supports some previous research which proved that listening English song can be used as an alternative medium for students to learn vocabulary. This is indicated by the high scores on the questionnaire about English songs followed by the high scores on students' vocabulary. As well as research conducted by Dea (2013) which proved the correlation between listening English song with students' vocabulary mastery with results showed that most of the students who have good frequency of listening English song tended to have good score in vocabulary test too. It can be concluded that students'

frequency of listening English song influence their vocabulary achievement. Recalling Cameron (2001) believe that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Therefore, in learning languages it is very important to master vocabulary. As the researcher explained before, learning is not only done in the classroom but also learning can be done outside the class without having to pay attention to the teacher's explanation. For example by doing fun activities. One of them is by listening to English song. By listening to English song, learning becomes more relaxed and enjoyable. The researcher used listening to English song because audio media is easy to obtain and also with a duration that is not too long and repeated in some lyrics students can easily familiar with some vocabularies. The above explanation agrees with the research that researchers obtained in the field that this media have a significant influence on students. Besides, Dale (1992 :5) stated that songs were good at introducing vocabulary because song gave a meaningful context for vocabulary. **Media provides an enjoyable situation for students. From various songs, the students can learn and improve their vocabulary mastery.**