**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

This chapter presents the result of the research. It discusses something deal with the presentation of data concerning the students’ interest in listening English song and their mastery in vocabulary.

1. Data Presentation

To obtain the necessary data related to the two variables in this present study that was “interest in listening English songs” and “vocabulary mastery”, the researcher held questionnaire and vocabulary test to the eleventh year students at MAN Trenggalek. The eleventh year students have 8 classes (XI IPA1-XI IPA 6 and XI IPS 1-XI IPS 2). The researcher took one class that is international class XI IPA 2 which consists of 32 students as the sample which represents the population. The presentation data about both instruments can be seen as follow:

1. Description of students’ interest in listening English song

The data about students’ interest in listening English song was gotten from the score of questionnaire. The question of the questionnaire consisted of 25 questions with four options. As the researcher stated in the previous chapter that to make easy in determining interval of the score of the questionnaire set, all answer of the questionnaire was changed become score by using Likert scale. Based on the likert scale, the scores were presented in the table.

**Table 4.1 Score for Each Alternative Answer on the Questionnaire**

|  |  |
| --- | --- |
| Alternative Answer | Value |
| A  B  C  D | 4  3  2  1 |

The researcher gave 4 points for answer A, 3 points for answer B, 2 points for answer C, and 1 points for answer D. The highest score, therefore, was 100 points, and the lowest score was 25 points. Here the researcher presents the result of the questionnaire scoring, as follow:

**Table 4.2 the Questionnaire Score of the Students’ Interest in Listening English Songs**

|  |  |  |
| --- | --- | --- |
| No | RESPONDENTS | SCORE OF QUESTIONAIRE |
| 1 | A | 58 |
| 2 | B | 57 |
| 3 | C | 76 |
| 4 | D | 48 |
| 5 | E | 75 |
| 6 | F | 58 |
| 7 | G | 55 |
| 8 | H | 96 |
| 9 | I | 45 |
| 10 | J | 52 |
| 11 | K | 75 |
| 12 | L | 57 |
| 13 | M | 60 |
| 14 | N | 56 |
| 15 | O | 63 |
| 16 | P | 73 |
| 17 | Q | 89 |

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|  |  |  |
| --- | --- | --- |
| 18 | R | 60 |
| 19 | S | 61 |
| 20 | T | 58 |
| 21 | U | 74 |
| 22 | V | 61 |
| 23 | W | 45 |
| 24 | X | 57 |
| 25 | Y | 64 |
| 26 | Z | 69 |
| 27 | AA | 55 |
| 28 | AB | 52 |
| 29 | AC | 76 |
| 30 | AD | 56 |
| 31 | AE | 63 |
| 32 | AF | 79 |
| TOTAL SCORE | | 2023 |
| Max score | | 96 |
| Min score | | 45 |

The description of students’ interest could be interpreted in the graphic frequency below;

**Graphic 4.1 the Score of Students’ Interest from the Questionnaire**

From the graphic above, it shows that there is no student who got score 25-43 on the questionnaire, 20 students (62,5%) who got score 44-62 on the questionnaire, 10 students (31,25%) who got score 63-81 on the questionnaire, and 2 students (6,25%) who got score 82-100 on the questionnaire.

1. Description of students’ vocabulary mastery

The data about vocabulary mastery scores was gotten from the result of vocabulary test conducted to 32 students as the sample. Here the researcher presented the list of the vocabulary scores as below:

**Table 4.3 the Score of Students’ Vocabulary Test**

|  |  |  |
| --- | --- | --- |
| No | RESPONDENTS | SCORE OF VOCABULARY TEST |
| 1 | A | 50 |
| 2 | B | 58 |
| 3 | C | 74 |
| 4 | D | 54 |
| 5 | E | 70 |
| 6 | F | 56 |
| 7 | G | 58 |
| 8 | H | 90 |
| 9 | I | 50 |
| 10 | J | 54 |
| 11 | K | 70 |
| 12 | L | 58 |
| 13 | M | 62 |
| 14 | N | 54 |
| 15 | O | 64 |
| 16 | P | 74 |
| 17 | Q | 96 |
| 18 | R | 54 |
| 19 | S | 56 |
| 20 | T | 58 |
| 21 | U | 74 |
| 22 | V | 64 |
| 23 | W | 50 |
| 24 | X | 50 |

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|  |  |  |
| --- | --- | --- |
| 25 | Y | 66 |
| 26 | Z | 76 |
| 27 | AA | 62 |
| 28 | AB | 50 |
| 29 | AC | 76 |
| 30 | AD | 54 |
| 31 | AE | 68 |
| 32 | AF | 82 |
| TOTAL SCORE | | 2032 |
| Max score | | 96 |
| Min score | | 50 |

Then, the description of students’ vocabulary mastery could be interpreted in the graphic frequency as below:

**Graphic 4.2 the Score of Students’ Vocabulary Mastery**

From the graphic above, it shows that there is no students who got score in the interval 0-19 and 20-39 as the test result. There are 16 students (50%) who got score 40- 59 as the test result, 13 students (40,625%) who got score 60-79 as the test result, and 3 students (9,375%) who got score 80-100.

1. Research Finding
2. Analysis on the students’ interest in listening English song

From the data of the students’ interest score stated in the table.1, the researcher analyzed the mean score of variable X” The students’ interest in listening English songs” by using mean formula as bellow:



*Note:*

M*x* = mean of variable *x*

∑*x*  = total score

N = number of respondent

Based on the data presented, the calculation was as follow



N= 32

M*x* = 

M*x* =63,22

Then the researcher made a classification and percentage score to make easy for the reader to read and understand it.

**Table 4.4 Classification and Percentage of the Students’ Interest Score**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **F** | **P** | **Classification** |
| 82-100 | 2 | 6,25% | Very good |
| 63-81 | 10 | 31,25% | Good |
| 44-62 | 20 | 62,5% | Average |
| 25-43 | 0 | - | Poor |
| TOTAL | 32 | 100% |  |

The result of the calculation above shows that the mean score is 63,22 it lies on the level of score between 63-81. There are 10 students or 31,25% in that level. It therefore can be said that qualitatively students’ interest in listening English songs is good.

1. Analysis on the students’ vocabulary mastery

From the data of students’ vocabulary score stated in table.3, the researcher analyzed the mean score of variable Y “the students’ vocabulary mastery” by using mean formula as below:



*Note:*

M*y* = mean of variable y

∑*y*  = total score

N = number of respondent

Based on the data presented, the calculation was as follow:

∑*y=* 2032

N= 32

My = 

My = 63,5

Then, the researcher made a classification and percentage score to make easy for reader to read and understand it

**Table 4.5 Classification and Percentage of the Students’ Vocabulary Mastery**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **F** | **P** | **Classification** |
| 80-100 | 3 | 9,375% | Excellent |
| 60-79 | 13 | 40,625% | Very good |
| 40-59 | 16 | 50% | Enough |
| 20-39 | 0 | - | Less |
| 0-19 | 0 | - | Bad |
| Total | 32 | 100% |  |

The result of the calculation above shows that the mean score is 63,5 it lies on the level of score between 60-79. There are 13 students or 40,625% in that level. It therefore can be said that qualitatively most students have very good score in vocabulary mastery.

1. Analysis on the correlation between interest in listening English songs and vocabulary mastery

In analyzing the significant coefficient correlation between students’ interest in listening English songs and their vocabulary mastery, the researcher used Spearman Correlation formula.

Before starting analyzing by using formula, firstly the researcher presented the description of the correlation table as follow;

**Table 4.6 the Correlation between Students’ Interest in Listening English Songs and Their Vocabulary Mastery**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **RESPONDENTS** | **X**  **Score** | **Rank**  **(Rx)** | **Y**  **score** | **Rank**  **(Ry)** | **D**  **(Rx-Ry)** | **D2** |
| 1 | A | 58 | 14,02 | 50 | 3,32 | 10,7 | 114,49 |
| 2 | B | 57 | 11,03 | 58 | 14,54 | -3,51 | 12,32 |
| 3 | C | 76 | 28,5 | 74 | 26,01 | 2,49 | 6,2 |
| 4 | D | 48 | 3 | 54 | 7,58 | -4,58 | 20,98 |
| 5 | E | 75 | 26,5 | 70 | 23,5 | 3 | 9 |
| 6 | F | 58 | 14,02 | 56 | 11,5 | 2,52 | 6,35 |
| 7 | G | 55 | 6,5 | 58 | 14,54 | -8.04 | 64,64 |
| 8 | H | 96 | 32 | 90 | 31 | 1 | 1 |
| 9 | I | 45 | 1,5 | 50 | 3,32 | -1,82 | 3,31 |
| 10 | J | 52 | 4,5 | 54 | 7,58 | -3,08 | 9,49 |
| 11 | K | 75 | 26,5 | 70 | 23,5 | 3 | 9 |
| 12 | L | 57 | 11,03 | 58 | 14,54 | -3,51 | 12.32 |
| 13 | M | 60 | 16,5 | 62 | 17,5 | -1 | 1 |
| 14 | N | 56 | 8,5 | 54 | 7,58 | 0,92 | 0,85 |
| 15 | O | 63 | 20,5 | 64 | 19,5 | 1 | 1 |
| 16 | P | 73 | 24 | 74 | 26,01 | -2.01 | 4.04 |
| 17 | Q | 89 | 31 | 96 | 32 | -1 | 1 |
| 18 | R | 60 | 16,5 | 54 | 10 | 6,5 | 42.25 |
| 19 | S | 61 | 18,5 | 56 | 11,5 | 7 | 49 |
| 20 | T | 58 | 14,02 | 58 | 14,54 | -0,52 | 0,27 |
| 21 | U | 74 | 25 | 74 | 26,01 | -1,01 | 1,02 |

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*Continuation*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 22 | V | 61 | 18,5 | 64 | 19,5 | 1 | 1 |
| 23 | W | 45 | 1,5 | 50 | 3,32 | -1,82 | 3,31 |
| 24 | X | 57 | 11,03 | 50 | 3,32 | 7,71 | 59,44 |
| 25 | Y | 64 | 22 | 66 | 21 | 1 | 1 |
| 26 | Z | 69 | 23 | 76 | 28 | -5 | 25 |
| 27 | AA | 55 | 6,5 | 62 | 17,5 | -11,5 | 132,25 |
| 28 | AB | 52 | 4,5 | 50 | 3,32 | 1,18 | 1,39 |
| 29 | AC | 76 | 28,5 | 76 | 29 | -0.5 | 0.25 |
| 30 | AD | 56 | 8,5 | 54 | 7,58 | 2,92 | 8,53 |
| 31 | AE | 63 | 20,5 | 68 | 22 | -2,5 | 6.25 |
| 32 | AF | 79 | 30 | 82 | 30 | 0 | 0 |
| Total | | 2023 |  | 2032 |  |  | 607,95 |

From the table above, the correlation between two variables can be calculated by using this formula below;

∑D2 = 607,95

*n* = 32











The result of the formula above shows that the correlation between interest in listening English songs and vocabulary mastery of the students is 0,89. To find out whether the null hypothesis is accepted or rejected, the researcher consulted it to the table of “r” Spearman. First, the researcher determined the degree of freedom (df)= N= 32

After we got the degree of freedom (32), we now consulted it into r table on the df of 30. It can be seen that rt at the significant level 5% is 0,362 And rt at the significant level 1% is 0,467 (see appendix 4). Therefore, it can be said that  that was 0,89 is greater than both rt in the level of 5% and 1%.

This means that the correlation between interest in listening English songs and vocabulary mastery of students is significant. Thus, the proposed hypothesis that states that” There is no correlation between students’ interest in listening English song and their vocabulary mastery in the XI IPA 2 of MAN Trenggalek in academic 2011/2012” is rejected.

Considering high or low the significant correlation between those two variables should be consulted to the interpretation table of significant level as below;

**Table 4.7 the Interpretation Table of Significant Level According to Sudijono**

|  |  |
| --- | --- |
|  | Interpretation |
| 0,00-0,20  0,20-0,40  0,40-0,70  0,70-0,90  0,90-1,00 | The correlation is very low  The correlation is low  The correlation is enough  The correlation is high  The correlation is very high |

The correlation obtained from the formula of Spearman is 0,89. After it is consulted to the interpretation table of significant level, the score lies in the interval 0,70-0,90 it means that the correlation of this research is high.

Then, the description of the correlation between students’ interest in listening English songs and their vocabulary mastery could be interpreted in the graphic below;

**Graphic 4.3 Correlations between Variable X and Y**

The graphic above shows that the line patterns of variable x and y are parallel. It indicates that height and the low of questionnaire score and vocabulary test obtained by each the correspondent mostly is parallel. From here, we can conclude that interest in listening English songs and the vocabulary mastery has positive correlation.

1. Discussion

The researcher related the finding with the discussion in the Chapter II. It is found that the students’ interest in listening English songs has good effect on their vocabulary mastery at school. For music and song can create a positive and relaxing environment in the classroom.

Based on the result of analysis on the answer of the questionnaire, it is known that some students have high interest and some others have enough interest in listening English songs. However, there is no student who never listens to English song. All of them like to listen to it.

The result of analysis on students’ vocabulary test, moreover, is known that some students have high mastery in vocabulary and some others are low. However, most of students have very good mastery in vocabulary.

The finding showed that the result of computing the correlation between interest in listening English songs and vocabulary mastery is greater than both rt Spearman. It means that the null hypothesis which states,” There is no correlation between students’ interest in listening English song and their vocabulary mastery in the XI IPA 2 of MAN Trenggalek in academic 2011/2012” is rejected. In other words, students who have high interest in listening English songs tend to have high vocabulary mastery, and vice versa.

This finding is like what some theories which have been stated in Chapter II.

Learning will take place effectively when there is a unity of the conscious- paraconscious and integral brain activation. The principle of unity of the conscious- paraconscious and integral brain activation is in fact a principle of globality. It recognizes the simultaneous global participation of the two brain hemispheres and cortical and subcortical structures, and also the simultaneously occurring analysis and synthesis (Setiyadi, 2006: 118).

In learning, learners need some psychological and artistic tools (Stevick, 1980 in Setiyadi: 117).

“When songs and words match in stress and accent, the learner can experience gains in comprehension of word stress, attention span, anticipation of new text, and memory (Palmer & Kelly 539).” In lyrics, words usually appear in context, the sound of new words is easily remembered along with the melody of the song and by listening to the song, and students are exposed to the new words many times.

From the finding and theories above, it can be concluded that the level of students’ vocabulary mastery are closely related to their interest in listening English songs. In other words, the more they are interested in listening English songs, the higher vocabulary mastery they get. Practically, English songs can help students in familiarizing vocabularies, in terms of the number of vocabularies they can master and their ability to pronounce English words can support all four skills: listening, speaking, reading and writing.