

**CORRELATION BETWEEN THE STUDENTS' FREQUENCY OF
LISTENING TO ENGLISH SONG AND THEIR VOCABULARY
ACHIEVEMENT AT THE SECOND YEAR
OF SMPN 3 BANDAR LAMPUNG**

By

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BANDAR LAMPUNG

2013

CORRELATION BETWEEN STUDENTS' FREQUENCY OF LISTENING TO ENGLISH SONGS AND THEIR VOCABULARY ACHIEVEMENT

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Abstract: The objective of this research is to investigate whether there is significant correlation between students' frequency of listening English songs. The research was conducted at SMPN 3 Bandar Lampung. This is quantitative research using ex post facto design. The data were taken from the questionnaire and the test was given to the VIII D class. The sample was chosen randomly through lottery. There are two kinds of tests, i.e. the questionnaire of students' listening frequency that consists of thirty questions and vocabulary test that consists of thirty questions of multiple choice. The data were analyzed by using the statistical formula of Pearson Product Moment. The result of the this research, r_{value} (0.738) was higher than r_{table} (0.463). It means that there is correlation and H_1 is accepted. It can be concluded that there is significant correlation between the students' frequency of listening English song and their vocabulary achievement. 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.

Key words: achievement, frequency, listening, song, vocabulary.

HUBUNGAN ANTARA FREKUENSI SISWA DALAM MENDENGARKAN LAGU BERBAHASA INGGRIS DENGAN PENCAPAIAN KOSATA

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada korelasi signifikan antara frekwensi mendengarkan lagu berbahasa Inggris siswa dengan pencapaian kosakata mereka. Penelitian diadakan di SMPN 3 Bandar Lampung. Ini adalah sebuah penelitian kuantitatif menggunakan desain ex-post-facto. Data diambil dari kuisioner dan tes diberikan untuk kelas VIII D. Sampel diambil secara acak melalui lotere. Ada dua macam tes: kuisioner frekwensi mendengarkan lagu berbahasa inggris siswa yang terdiri dari tiga puluh pertanyaan and test kosakata terdiri dari tiga puluh pertanyaan pilihan berganda. Data dianalisa menggunakan rumus statistik Pearson Product Moment. Hasil dari penelitian ini, r_{nilai} (0.738) lebih besar dari r_{tabel} (0.463). Itu artinya bahwa terdapat korelasi dan H_1 diterima. Dapat disimpulkan bahwa ada korelasi signifikan antara frekwensi mendengarkan lagu berbahasa inggris siswa dengan pencapaian kosakata mereka. Sebagian dari siswa yang mempunyai frekwensi yang baik dalam mendengarkan lagu berbahasa Inggris cenderung mempunyai nilai yang baik dalam pencapaian kosakata mereka. Dapat disimpulkan bahwa frekwensi mendengarkan lgu berbahasa Inggris berpengaruh terhadap pencapaian kosakata mereka.

Kata kunci: pencapaian, frekwensi, kosakata, lagu, mendengarkan.

INTRODUCTION

Listening takes the main role in language learning because before someone understands and before he or she starts to speak, they have to hear the sound, words, and speech pattern first. In using the language, listening gives the students information to complete their knowledge. Listening also develops the students to be able to do speaking, reading and writing. So, listening is the first skill and the most important of the other language skill, i.e. (speaking, reading, and writing). In fact, the students still get difficulties in listening. They hate doing listening comprehension in the teaching learning process.

Therefore, listening is the first skill which is required to be taught, before the people can speak, Vandergrift cited in Angliawati (2011) argues that listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill. There are several reason for considering their language skill as important element for language acquisition. Firstly, it is to provide input for language learning. Secondly listening is dominantly used in daily life. It is an important role in daily live because the information and communication cannot be achieved without listening first. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986).

The students confront many problems when they study English in the class like having low motivation in learning English. So, the students have a negative attitude to learn English because they get difficulties to understand the subject

and finally the students regard English as a difficult subject. Therefore, the media in teaching and learning process is very important to solve students' problem and to make them understand more English subject.

Most people like listening to music to spend their time in daily activity. This activity is fun and good way because it has many benefits for study. Piro and Ortiz in the *Psychology of Music* (2009) states that children who were exposed to music training performed better on vocabulary and reading comprehension tests than those who were not. Some students feel that the English song is a good way for them to learn English. In some teaching and learning process they learned English from textbooks, learning process will be ordinary and it makes the students bored because the process is not interesting for student. Therefore, they prefer listening English song to improve their English. Lynch (2006) cited in Angliawati (2011) argues that one way of developing listening ability is by listening to song since for most students singing songs and listening to music are enjoyable experience. The song expose students to a wide vocabulary related a lyric of the song.

On the other hand, vocabulary is one of important aspect for the learner and it has a big influence in English language learning. Hatch and Brown (1995) states that vocabulary is a set of words with their meaning as a fundamental and useful tool for communication and acquiring knowledge in language. It is one of problems confronted by the students because the students usually study the theory but the chance of practicing English is not given sufficient proportion. According to Nation (1994; 3) the basis of frequency of vocabulary can be divided into two

kinds. First, high frequency vocabulary consists of words that are very often in normal language, use in all four skills and across the full range of situation of use. It consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts and low frequency vocabulary. Second, the low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 10.000 word families.

If the learners lack of vocabulary, they will also have a limited capability to understand in other skills of English and they cannot communicate with others clearly in English language. conversely, when they have a large number of vocabularies, the students can speak fluently and accurately. They can also read the text effectively. The students with sufficient amount of vocabulary might be to be write the passage comprehensively.

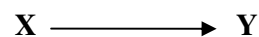
When the students listen to English song in the first time, they try to find the lyric of the song and look up the dictionary to know some vocabulary that they do not know. Unconsciously, that is the enjoyable activity learning process in a good way. In other words, if the students listen to English song frequently, they will get more new words. Murphey (1992) cited in Millington (2011: 134) says that songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Moreover, Millington (2011: 135) points out that songs can provide the opportunity for vocabulary practice. They are usually based around a theme or

topic that can provide the context for vocabulary learning. Therefore, students can get the advantages of using song as an input of their English language learning especially to achieve the vocabulary. According to Zatnikasari (2008), song is also effective to make the students to remember the word easily and feel more motivated in the class because they learn in interesting way.

Based on the explanation above, this study aims to investigate the frequency of listening to English song and the vocabulary achievement of Junior High School Students. The researcher assumes that a high frequency of listening to English songs can make students have a good skill and help them develop their vocabulary. Thus, the writer wants to know the correlation between the frequency listening to English song and students' vocabulary achievement.

METHOD

In this research, the researcher investigated "The Frequency of Listening to English Song and vocabulary achievement". Thus, two variable employed in this research; participants' listening frequency and their vocabulary achievement. The design is visualized as follows:



(Hatch and Farhady, 1982)

X : Listening frequency as independent variable

Y : Vocabulary achievement as dependent variable

The design above apply to find the correlation between those variables.

The participants of this research was the second grade of SMP N 3 Bandar Lampung as population and the researcher chose VIII D as participants for sampling by simple random sampling where the students in the same level.

In collecting the data, the researcher used questionnaire and vocabulary test as the instrument. The try-out was administered to find out whether the vocabulary test items used in the research were good or not. It refers to validity, reliability, level of difficulty, and discrimination power. After that, the questionnaire of frequency of listening to English song and vocabulary test was given in writing simple sentence consists of thirty questions. The test was conducted in 60 minutes. The questionnaire were done for 15 minutes and vocabulary test were done for 45 minutes.

RESULT AND DISCUSSION

In this research, the try out had been administered to class VIII G which consists of 30 students. The result of the try out test showed that 20 items of vocabulary test were dropped because the items test were not valid (1, 2, 4, 6, 7, 9, 11, 15, 20, 21, 25, 29, 31, 33, 38, 41, 43, 44, 48, 50). There were 30 questions that administered to measuring the students' vocabulary. the reliability analysis of the test was 0.66, it means that the vocabulary test was moderate.

After gave the try out test, the researcher conducted the real test was administered on february 21st, 2013 in VIII D class consists of 34 students but 2 of them were absents. Therefore, there were only 32 students had followed the test. In the real test, the result of questionnaire of the frequency of listening to English song, the

average score of the test was 75.81; the highest score was 97 (two students), the lowest score was 42 (one student). There were 18 students (56.25%) got score below 76. So, it can state that 14 students (43.75%) got the score 76-97. The questionnaire were done for 15 minutes.

In vocabulary test, the average score of the test was ; the highest score was 90 (one student), the lowest score was 56 (one student). There were 19 students (59.37%) got score below 76. So, it can state that 13 students (40.63%) got the score 76-90. Vocabulary test were done for 45 minutes.

From the result of the real test, it was found that most of the students who have good frequency of listening to English songs are able to achieve more vocabularies. Futonge (2005) states that song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons. It can be seen from the result between the highest score student and the lower score student in questionnaire of frequency listening.

The result were taken from questionnaire that asking students' frequency of listening to English song. Some questions in the questionnaire asked the genre of songs of 32 students, there are 26 students frequently chose a pop genre, 25 students of rock genre, 21 students of pop-rock genre, 18 students of slow-rock genre, 16 students of RnB, then 13 students of hip-hop and jazz. genre It can be assumed that the students tend to prefer pop songs than the others because the genre of pop is easy listening for students so they can easily listen the lyric of the song and they get new vocabularies from the song.

The table specification of vocabulary showed that there are four kind of vocabulary. Based on the result of vocabulary test, the students made the most correct answers is noun better than the other three type of vocabulary i.e., verb, adjective, and adverb. Noun is a crucial part of speech because it is the arrangement with the verb as the sentence core which is essential to complete the sentence and it is also easily for students investigate the noun because it could be the name of person, thing or place.

In this research showed that there is significant correlation between students' frequency listening English song and students' vocabulary achievement. It can be seen at the result of students' frequency listening who have good frequency and students' vocabulary who have good achievement. Wati (2012) states that a good part of vocabulary acquisition has to be incidental. Incidental learning is facilitated through exposure to language input, by using song as one of the ways.

The researcher also found that some of the students who got good score of frequency listening, got bad score of vocabulary test. Besides that, there are students who got good score of frequency listening, got bad score of vocabulary test. Some students claimed that song is one of their ways to improve their English acquisition well. As Brown (2001) states that a successful language learning will be depend on the learner's investment of time, effort, and attention to understand and produce the language, as the form of an individualized strategy.

The result of coefficient correlation between students' frequency listening to English songs and students' vocabulary achievement was 0.738, there is higher than critical value of r_{table} (0.463) where degree of freedom (df) 30 at the

significant level of 0.01. It means that there is a significant correlation between students' frequency of listening to English song and students' vocabulary achievement. The researcher analyzed the data by using Pearson Product Moment Coefficient Correlation (SPSS 17.0).

Therefore, listening a song has a good effect in learning activities. It supports Lynch (2006) cited in Angliawati (2011) state that there are some factors contributing to listening comprehension of song and one of the factor is "the use of new vocabulary, idioms and expressions. Students need to address the new material offered in each song. This includes grammar, vocabulary and usage". Based on the data from questionnaire, it can be assumed that most of students state that song is a interesting media. It can help them to get more vocabularies and to learn English. It can be summarized that there is a significant correlation between the students' frequency of listening to English songs and their vocabulary achievement because by having a high frequency of listening to English songs, it helps the students to have a good vocabulary achievement.

CONCLUSIONS AND SUGGESTIONS

Based on the data analyzed and discussions of findings, it can be concluded that:

There is a significant correlation between students' frequency of listening to English song and their vocabulary achievement. The coefficient correlation between students' frequency of listening to English song and their vocabulary achievement is found to be high with index correlation 0.738, it is higher than critical value (r_{table}) at significant level. In other words, frequency listening

English song can be one factor in influencing students' vocabulary achievement. Most of the students have high category in listening frequency. The percentage of students' listening frequency scores shows that 56.25% of the students is high category, 40.63% is average category, and 3.12% is low category. It can be concluded that more than half of students have high and average category. The result of students' frequency of listening and result of students' vocabulary test showed that the students who have a good score in listening frequency also have a good score in vocabulary test. It can be concluded that the students' frequency in listening English songs can improve the students' vocabulary achievement.

Regarding the conclusion stated previously, the researcher would like to propose several suggestions, as follows:

1. It is suggested for students to have a habit in listening to English songs because they can achieve new vocabularies from the song. They also can practise and improve their English acquisition well all the time unconsciously.
2. For the English teacher, it recommend them to create the techniques of teaching process which is make students more interested and easier to understanding the materials because they have capability in designing and presenting the materials to the students in teaching learning process.
3. For further research, it can be investigated the correlation between students' frequency of listening to English songs with other acquisition, such as grammar or pronunciation. It can be also to compare frequency of listening to English song and other techniques in teaching English process.

4. For future researcher, they can use this research as a literature to guide them when they want to do the similar research. Although this study has been done, it still has many weakness because of limited time and this research was conducted only on small population of students, so the data gained in this research only measured a small sample of students in SMPN 3 Bandar Lampung. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on achievement in vocabulary in order to give big contribution in academic life.

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