**SKRIPSI**

# THE CORRELATIONAL STUDY BETWEEN ENGLISH SONG LISTENING HABITS AND VOCABULARY MASTERY OF THE STUDENTS OF SMAN 2 KUDUS

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**SKRIPSI**

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**in Partial Fulfillment of the Requirements for Completing**
**the Sarjana Program in the Department of English Education**

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**2023**

# MOTTO AND DEDICATION

**Motto:**

‘’When you think positively, everything gets better’’

**Dedication:**

1. Myself, who has worked hard and studied hard in college.
2. My parents and my family who always give me the best for everything in my life and always support me when I’m down.
3. All of my friends who always support and help me when I got difficulty.

## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Arum Dita Restu Viani (NIM 201932093) has been approved by the *skripsi* advisors for futher approval by the Examining Committee.

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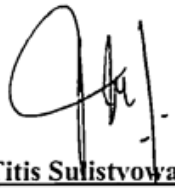

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Kudus, 15 June 2023

The Writer

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# ABSTRACT

Viani, A. D. (2023). *The Correlational Study Between English Song Listening Habits And Vocabulary Mastery of The Students of SMAN 2 Kudus.* Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors: (1) Titis Sulistyowati, S.S., M.Pd (2) Agung Dwi Nur Cahyo, S.S., M.Pd

**Key Words:** Correlation, Habit, Listening English Song, Vocabulary

The most basic thing that needs to be mastered in learning English is vocabulary. Without vocabulary, it is impossible to speak, write, read, or listen to what is being spoken. Having a habit of listening to English songs can help students in increasing vocabulary. Based on the researcher's experience when observing students at SMAN 2 Kudus while doing PLP 2, the students were so excited when the researchers played English songs. Some students who memorize songs and actively sing can answer questions faster than other students, but not all students. Based on that problem, the researcher conducted this research to find out the significant correlation between English song listening habits and vocabulary mastery of students of SMAN 2 Kudus. The sample of this research was 63 eleventh-grade students of SMAN 2 Kudus that were taken by simple random sampling technique.

This research is quantitative with correlational design. There are two variables in this research. The independent variable is the English song-listening habit (X) and the dependent variable is vocabulary mastery (Y). This research used a questionnaire to know the students' English song listening habits and a vocabulary test to know students' vocabulary mastery. To analyze the data the researcher used Pearson product-moment formula.

The result of this research showed that the Pearson product-moment ($r_{xy}$) value is 0,127 which mean ‘’very low’’ level correlation. And the $t_{count}$ is 1,031 while the $t_{table}$ with a significant 5% was 1,670. So, Ha is rejected and Ho is accepted because $t_{count}$ is lower than $t_{table}$ (1,031<1,670). Which means that the correlation between the two variables is not significant

From the result, it can be concluded that there is no significant correlation between English song listening habits and vocabulary mastery of students of SMAN 2 Kudus. The very low correlation happens because there are still many students who do not have the habit of listening to English songs. Also, it could happen because the song that is listened by the students is not related to their learning material. Therefore, the students should listen to English song that is related to their learning material to improve their vocabulary mastery and if the teacher wants to use a song in teaching vocabulary the song must relate to the learning material.

# ABSTRAK

Viani, A. D. (2023). *The Correlational Study Between English Song Listening Habits And Vocabulary Mastery of The Students of SMAN 2 Kudus.* Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advidors: (1) Titis Sulistyowati, S.S., M.Pd (2) Agung Dwi Nur Cahyo, S.S., M.Pd

**Kata Kunci**: Korelasi, Kebiasaan, Mendengarkan Lagu Inggris, Kosakata

Hal paling mendasar yang perlu dikuasai dalam belajar bahasa Inggris adalah kosa kata. Tanpa kosa kata, tidak mungkin bisa berbicara, menulis, membaca, atau mendengarkan apa yang sedang diucapkan. Memiliki kebiasaan mendengarkan lagu berbahasa Inggris dapat membantu siswa dalam menambah kosa kata. Berdasarkan pengalaman peneliti saat mengamati siswa di SMAN 2 Kudus saat mengerjakan PLP 2, siswa begitu bersemangat saat peneliti memainkan lagu berbahasa Inggris. Beberapa siswa yang hafal lagu dan aktif menyanyi dapat menjawab soal lebih cepat dari siswa lainnya, namun tidak semua siswa. Berdasarkan masalah tersebut, peneliti melakukan penelitian ini untuk mengetahui korelasi yang signifikan antara kebiasaan mendengarkan lagu bahasa Inggris dan penguasaan kosa kata siswa SMAN 2 Kudus. Sampel penelitian ini adalah 63 siswa kelas XI SMAN 2 Kudus yang diambil dengan teknik simple random sampling.

Penelitian ini bersifat kuantitatif dengan desain korelasional. Ada dua variabel dalam penelitian ini. Variabel bebasnya adalah kebiasaan mendengarkan lagu berbahasa Inggris (X) dan variabel terikatnya adalah penguasaan kosakata (Y). Penelitian ini menggunakan angket untuk mengetahui kebiasaan mendengarkan lagu bahasa Inggris siswa dan tes kosa kata untuk mengetahui penguasaan kosa kata siswa. Untuk menganalisis data, peneliti menggunakan rumus Pearson product-moment.

Hasil penelitian menunjukkan bahwa nilai Pearson product-moment ($r_{xy}$) adalah 0,127 yang berarti tingkat korelasi ‘’sangat rendah’. Dan $t_{hitung}$ adalah 1,031 sedangkan $t_{tabel}$ dengan signifikansi 5% adalah 1,670. Jadi, Ha ditolak dan Ho diterima karena $t_{hitung}$ lebih rendah dari $t_{tabel}$ (1,031<1,670). Artinya korelasi antara kedua variabel tidak signifikan.

Dari hasil tersebut dapat disimpulkan bahwa tidak terdapat korlasi yang signifikan antara kebiasaan mendengarkan lagu berbahasa Inggris dengan penguasaan kosa kata siswa SMAN 2 Kudus. Korelasi yang sangat rendah terjadi karena masih banyak siswa yang tidak memiliki kebiasaan mendengarkan lagu berbahasa Inggris. Bisa juga karena lagu yang didengarkan siswa tidak ada hubungannya dengan materi pelajaran. Oleh karena itu, siswa harus mendengarkan lagu bahasa Inggris yang berhubungan dengan materi pembelajaran mereka untuk meningkatkan penguasaan kosa kata mereka dan jika guru ingin menggunakan lagu dalam mengajarkan kosa kata, lagu tersebut harus berhubungan dengan materi pembelajaran.

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