

**THE RELATIONSHIP BETWEEN HABIT OF LISTENING TO ENGLISH  
SONGS AND VOCABULARY MASTERY AT THE FIRST SEMESTER  
OF THE EIGHTH GRADE STUDENTS OF MTS NEGERI 33 JAKARTA  
IN 2019/2020 ACADEMIC YEAR**

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## VALIDATION SHEET

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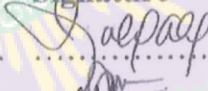
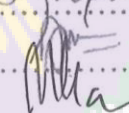
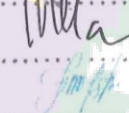
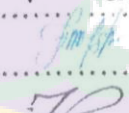
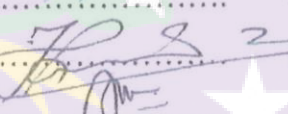
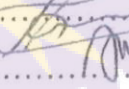
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## ABSTRACT

**TEAS PERWITA. NIM: 15010550115.** *The Relationship Between Habit of Listening to English Songs and Vocabulary Mastery at The First Semester of The Eighth Grade Students of MTs Negeri 33 Jakarta in 2019/2020 Academic Year.* A paper; Jakarta: The Study Programme of English Education, The School of Teachers' Training and Education, The University of Muhammadiyah Prof. Dr. HAMKA, 2020.

This study is conducted at MTs Negeri 33 Jakarta. The purpose of this research is to figure out if there is a relationship between habit of listening to English songs with vocabulary mastery at the first semester of the eighth grade of MTs Negeri 33 Jakarta in the 2019/2020 academic year. The sample of this study are 36 students.

The writer asks students to fill the habit of listening to English songs questionnaire and to answer the vocabulary test at the same day. The questionnaire consists of 25 statements with five possible answers and the students' vocabulary test with 40 questions.

Both data are counted by using Pearson's Product Moment formula. From the calculation result, the both data shows that there is no significant relationship between habit of listening to English songs and vocabulary mastery at the first semester of the eighth-grade students of MTs Negeri 33 Jakarta in 2019/2020 academic year. Before the writer does the correlation analysis, the writer calculated the Normality Test (Chi-Square) of independent variable (X) ( $\chi^2_o < \chi^2_t$  (3.79 < 7.81)), the Normality Test (Chi-Square) of dependent variable (Y) ( $\chi^2_o < \chi^2_t$  (7.54 < 7.81)) and Linearity Test (Regression Linearity Test). From the result of Normality and Linearity test, the data are normal and linear. While the result of the data analysis shows that  $r_{\text{observed}}$  ( $r_o$ ) is 0.22 the  $r_{\text{table}}$  ( $r_t$ ) is 0.34 through significant degree 0.05.

It means that  $r_{\text{observed}}$  is lower than  $r_{\text{table}}$  ( $r_o < r_t$ ). It can be continued analysis to find  $H_o$  (Null Hypothesis). It refers that there is no relationship between habit of listening to English songs and vocabulary mastery at the first semester of the eighth-grade students of MTs Negeri 33 Jakarta in 2019/2020 academic year.

**The Keyword:** Habit, Listening to English Songs, Vocabulary Mastery

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# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

One of the inseparable language components that English learners have to learn is vocabulary. The more vocabulary someone has, the easier someone communicates to others. It is supported by Zhihong (2000: 18) who states that without a sufficient vocabulary, one cannot communicate effectively or express idea. In short, the success of language users depends on how much vocabulary they have.

Vocabulary has some aspects. It is supported by Harmer (2001: 18-22) who divides the four aspects of vocabulary, which are: word meaning, word use, word combination, and word grammar. It means that in vocabulary mastery, English learners have to learn word meaning (e.g. synonyms, antonyms, hyponymy, and connotations); word function (e.g. diction); word combination (e.g. collocations); and word grammar (e.g. parts of speech).

Since vocabulary is one of essential parts in mastering language, the problem in learning and teaching it always becomes interesting issues. Students often face problems in term of vocabulary. In her study, Saengpakdeejit (2014: 147-167) finds two main problems of vocabulary mastery are discovering the meaning of unknown words and retaining the newly learned words in long-term memory then recalling them at will. Students are often confused of finding the meaning of new words, maintaining then remembering the words for long time. Furthermore, in Rohmatillah study (2014: 82), he examines the difficulties of vocabulary. He



finds that almost all of the students have difficulties in pronouncing the words, how to write and spell, and how to use grammatical pattern. Moreover the different grammatical form of a words known as inflections was one of causes of students' difficulties in learning vocabulary. In conclusion, students often face problems and difficulties in vocabulary mastery in term of finding the meaning of new words, maintaining and remembering them for long time, pronouncing the words, and using the grammatical pattern.

Those similar problems above happened to students in the eighth semester of 2018/2019. The writer had an opportunity to do internship programme at MTs Negeri 33 Jakarta. In this occasion, the writer taught the eighth graders. Then, at the same time she observed and interviewed the students. According to the observation and interview, learners' vocabulary was poor. The learners felt confused to express their ideas in English because they had little vocabulary. During the observation, many students used the wrong word choice. For example, students wrote: "She will go to office with Transjakarta bus tomorrow" (the correction is she will go to office by Transjakarta bus tomorrow). Students also mispronounced the words. For example, students said "eight" (/eɪg/) (the correction is "eight"(/eɪt/) and "result" (/result/) (the correction is (/rɪ'zʌlt/). Then, students also used wrong word form. For example, students wrote: "My sister and I saw a beauty girl (the correction is My sister and I saw a beautiful girl).

As the problems mentioned, there were a lot of studies to figure out how to solve students' problems in mastering vocabulary. In assumption, song can help students master vocabulary better. It is supported by Zulianti (2009: 65), who

claims that mastering of vocabulary is not only from text books, but it can be learned by other ways such as by listening the songs especially English. It means that song can be a strategy for students to master vocabulary better. Based on the assumption described above, the writer has been interested in conducting a research to figure out if there is a relationship between habit of listening to English songs and vocabulary mastery at the first semester of the eighth grade of MTs Negeri 33 Jakarta in the 2019/2020 academic year

### **B. The Identification of the Problem**

1. The students had limited vocabulary knowledge.
2. Students had no strategies in learning vocabulary in exposing their target language.
3. The teacher did not teach students to find out what appropriate strategies to learn vocabulary to students.
4. Students rarely read something or watched movies, dramas, or cartoon in their target language.
5. Teachers rarely used students' target language in the classroom.

### **C. The Limitation of the Study**

In this study, the writer focused on determining the correlation between habit of listening to English song and vocabulary mastery.

### **D. The Question of the Study**

According to the problems mentioned, the writer limited the study into the following question: "Is there any significant relationship between habit of listening

to English songs and vocabulary mastery at the first semester of the eighth grade of MTs Negeri 33 Jakarta in 2019/2020 academic year?”

#### **E. The Objective of the Study**

The objective of this research is to answer the question of the study if there is the positive or negative relationship between habit of listening to English songs and vocabulary mastery of the first semester of the eighth grade of MTs Negeri 33 Jakarta in 2019/2020 academic year.

#### **F. The Significance of the Study**

The writer expects the finding of the research can become a reference for the teachers that song might enable to improve students' vocabulary mastery.

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