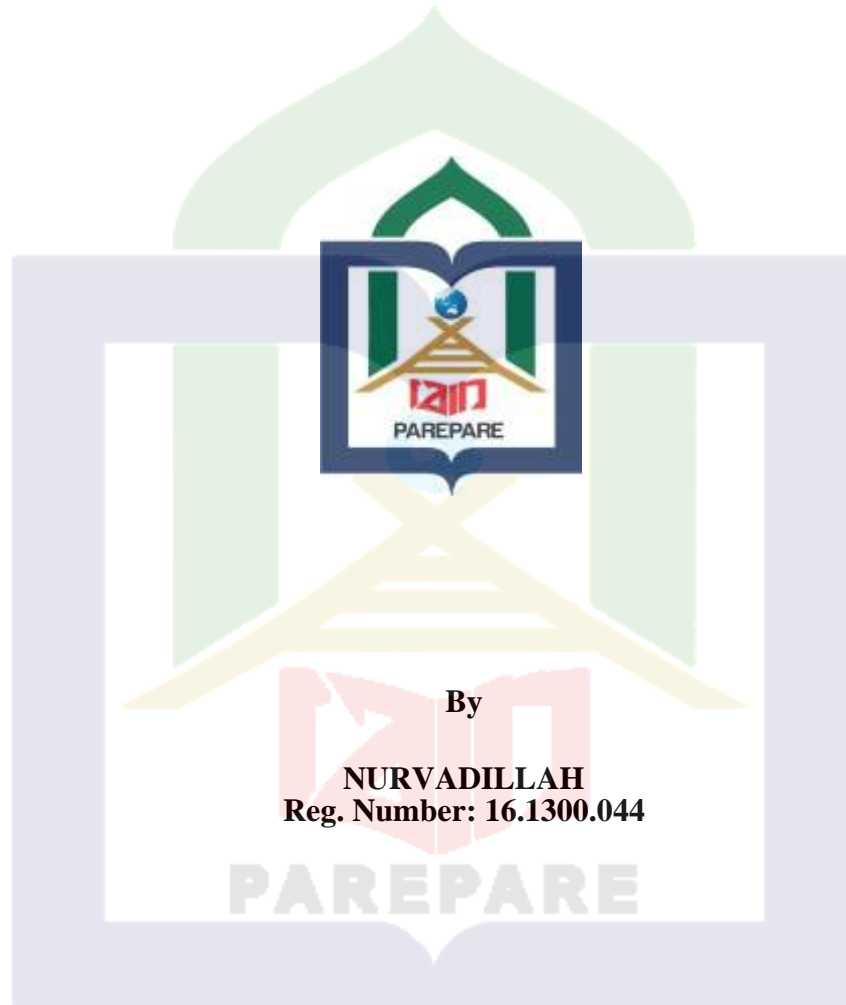


**A THESIS**

**THE CORRELATION BETWEEN STUDENTS' INTEREST IN LISTENING  
ENGLISH POP SONG AND VOCABULARY MASTERY AT THE TENTH  
GRADE OF SMK BUDI BANGSA PINRANG**



**By**

**NURVADILLAH**  
**Reg. Number: 16.1300.044**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2021**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfilment of the Requirements for the  
Degree of Sarjana Pendidikan (S.Pd.)

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**THESIS**

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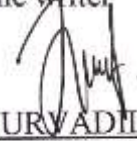
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Parepare, March 15<sup>th</sup> 2020

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## DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, their skripsi and degree that has been gotten would be postponed.

Parepare, March 15<sup>th</sup> 2020

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## ABSTRACT

**Nurvadillah.** *“The Correlation between Students’ Interest in Listening English Pop Song and Vocabulary Mastery SMK Budi Bangsa Pinrang”*.( Supervised by H. Saepudin and Ismail Latif).

Students’ interest in Listening English Pop Song is a motive that drives a person to do activity of paying attention to music pop that have words and trying to get the meaning and understanding of English words contained in the songs. Vocabulary mastery is the students’ knowledge concerning with words. It also deals with the meaning which should be seen as individual words and the rules in gaining those words into a language.

The aims of this research was to investigate the correlation between students interest in listening English pop song and vocabulary mastery. The purpose of this research was to investigate whether there is significant correlation between students interest in listening English pop song and vocabulary mastery. The design in this research was quantitative. The data of Research was taken from questionnaire and vocabulary test. The sample of the reseach is X class consist of 46 students. Analysis used are SPSS version 21 and persons’s product moment.

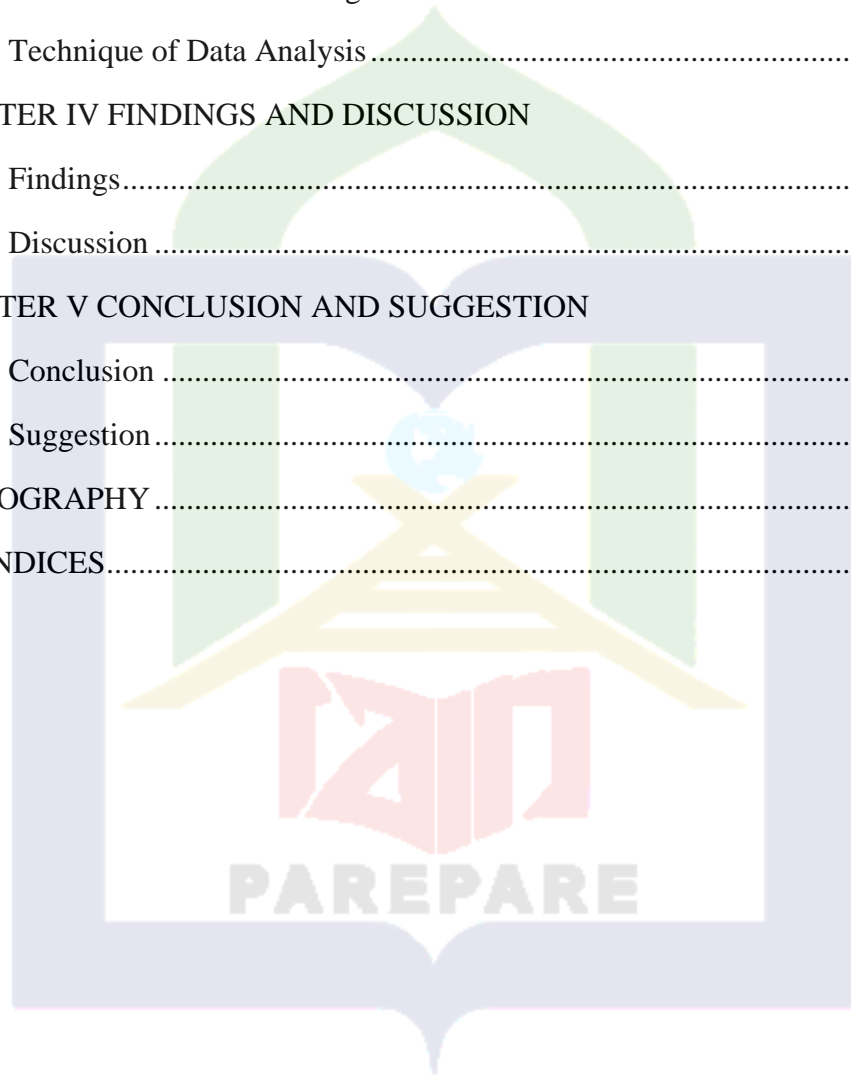
Based on the data analysis, first, the result of this study indicated that students’ interest in listening English pop song at the tenth grade of SMK Budi Bangsa Pinrang is 76,6%, high category, the second, students vocabulary mastery at the the tenth grade of SMK Budi Bangsa Pinrang is 78%, It showed that students ability in comprehending was in medium category. finally, there was the correlation between students interest in listening English pop song and vocabulary mastery. It was proved in accordance with the results of the questionnaires and score of the test about students interest in listening English pop song and vocabulary mastery with significant value =  $0.924 \geq 0.291$  at a significant level of 5%, so that  $H_0$  is rejected and  $H_a$  is accepted, and is in the coefficient of the interval from 0.80 – 1.000 which means it has a level very strong relationship. The amount of contribution made by the variable students interest in listening English pop song and vocabulary mastery of 0.884. This shows that the students’ interest in listening English pop song contributed 88,4% to students vocabulary mastery while the rest is determined by the relationship of other unobserved variables in this research.

Keywords: Students’ Interest in Listening English Pop Song, Vocabulary Mastery

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## CHAPTER 1

### INTRODUCTION

#### A. Background

Learning a language is not something new for people who have been interested in it since a long time ago. It is caused by the main function of language is for communication.<sup>1</sup> in the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinion and ideas in English without knowing their vocabulary. Low vocabulary mastery also makes unable to express the opinion properly. This statement appropriate with the Al-Quran, Allah said:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ  
إِنْ كُنْتُمْ صَادِقِينَ

And he taught Adam all the name of everything, then he showed them to the angels and said: “ tell me the name of these if you are truthful” (Al-Baqorah:31)<sup>2</sup>.

In the verse above, Allah show us that we should learn vocabulary enable we can create our language skill. We can choose appropriate word in spoken or written language. A good vocabulary is a vital part of effective language communication.

In Indonesia, English is compulsory subject which is taught Junior High School and Senior High School. As a result, the Indonesian government always makes effort to improve the quality of teacher and other component which are involved in education process. The education in Indonesia has been improved time to time , one of them is established by curriculum. According to competence basic of curriculum of Junior High School, the goal of foreign language learning is to learn

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<sup>1</sup> Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris* (Jakarta: Depdiknas, 2004), p.9.

<sup>2</sup> Khadim Al Haramain Asy Syarifain, *al Qur'an dan Terjemahannya*, (Al Qur'anul Karim, 1971), p. 14.

how to communicate by using the target language orally or written.<sup>3</sup> So after learning English student should be able to communicate in English spoken and written.

As the researcher said before that in Senior High School, English is taught as one of compulsory subject. The students learn English for third time after finished in Junior High School and elementary school. So they, learn the English component including vocabulary in Senior High School.

The function of learning English in Senior High School are: First, by studying English students are expected to have a means to develop of their knowledge or science, technology, and culture. The second is students are expected to be able to support the development of tourism.<sup>4</sup>

The acquisition an educating vocabulary is essential for successful second language because without an extensive vocabulary we are unable to use structure and function. Of course, the vocabulary mentioned here is the vocabulary in curriculum of Senior High School.

Students must be able to use a lot of vocabulary of English, if they want to be successful in learning. Vocabulary is an important element in language beside pronunciation and grammar. We cannot express ideas in English without learning English vocabulary. So that, when students are given passage with word that is supposed to have been taught earlier, they still find difficult to understand the meaning. For example, the students in X SMK Budi Bangsa Pinrang, based on the observation and consult to the teacher English, the researcher find that the students have some problem in learning English: first; the student knowing of the meaning some word, but they are sometimes cannot to spelling, second; the students knowing of the meaning, pronunciation, and spelling but their confusing about part of speech

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<sup>3</sup>Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris* (Jakarta: Depdiknas, 2004), p.10.

<sup>4</sup>Mazning Zahro, "The Use of Song Lyric to Improve The Students' Vocabulary of Verb at the Eighth Grade Students of MTS Uswatun Hasanah Mangkang Semarang in the Academic year of 2009/2010" (Unpublished Thesis, Semarang; PBI Faculty Walisosngo State Institute for Islamic Studies. 2010), p. 2.

of the word. To be clear, the research conducts interested to use English song as one of method in teaching vocabulary mastery.

Aebersold and Field in Daryanti say “knowing vocabulary is important for getting meaning from a text”. It is true that vocabulary mastery has contribution in learning language. So, students who have lots of vocabularies are easier in their learning English process. Without good vocabulary mastery, they will face some difficulties even in learning English or in daily communication. However, when they failed in vocabulary mastery, students sometimes lost their interest in learning English.

Interest is has an important role in learning. Hilgard in imil says that interest is persisting tendency to pay attention to some activity or content to enjoy it till the end. It gives great effect toward students’ attitude, motivation, and behavior. Children whose are interested to an activity, whether it is lay or work, will put forth more effort to learn than children who are not interested or bored. It means when students are interested to something, they will respond quickly what they are interested to without being forced with it the characteristic of the students’ who interested to an activity is they are showing attention to it and they are doing and they produce a will to do those activities.

An example of activities that can improve students’ interest to improve their vocabulary mastery is activity of listening to English pop songs. Listening to music also can provide enjoyment an stimulate cultural interest. It means when students listen to their favorite English song, student are motivated personally to find out what the songs about understanding the meaning of a word, and they can also get more vocabularies from the song lyrics.

Before engaging on how song projects can be implemented to promote foreign language learning, it would perhaps, be worthwhile to discuss various benefit of using music and song in foreign language learning. The benefits of song to foreign language learning far outweigh limitation and many foreign language teacher seem to



acknowledge this, yet it remains a mystery why only few bother to incorporate music and song as a learning strategy in foreign language learning.

Song was a good choice, because according to Millington, songs play an important role in the development young children learning a second language. In addition, most children interest to listening song and enjoy singing a song, and the songs can often be variety from the routine of learning the foreign language. Thus, the researcher is interested in using English pop song to improve students' ability in mastering vocabulary.<sup>5</sup> Using pop songs because they are able to touch students life, and are connected with their various interests and everyday experiences. Pop songs address topics such as friendship, love, dreams, sorrow, students easily connect with them and “ since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool”. Furthermore, a study conducted by Borisai and Dennis aimed at establishing the contribution of pop songs in promoting vocabulary learning by students in Indonesia, indicated that teaching new vocabulary through pop song motivated students in their learning English. To be good point of English pop songs memorization is that it allows the learners to repeat and memorize the songs. It could be a contributive technique to vocabulary learning, because Nation Stated that vocabulary needs to be met again and again to ensure it is learned.<sup>6</sup> Also, through song learners can also repeat words and phrases spontaneously.<sup>7</sup> Thus, it can be considered that English song memorization is helpful to promote vocabulary learning.

Based on the explanation above, the researcher intended to conduct a research with title “The Correlation between Students' Interest in Listening English Pop Songs and Vocabulary Mastery at the Tenth Grade of SMK BUDI BANGSA PINRANG”

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<sup>5</sup>Novi Pramita Dewi, “Using English Song Memorization Technique to Improve the Seventh Graders' Mastery of Vocabulary”, (Malang: State University, 2013), p.2.

<sup>6</sup>Nation, P. “Teaching Vocabulary”, (Asian: EFL Journal, 2005) ([http://www.asian-efl-journal.com/sept\\_05\\_pn.pdf](http://www.asian-efl-journal.com/sept_05_pn.pdf).) Online Accessed on 19<sup>th</sup> June 2014.

<sup>7</sup>Slattery, M. and Willis, J. *English for Primary Teacher*. (Oxford: University Press,2001).

## **B. Research Question**

Referring to the background above, the research guessing formulated into a question as follows:

1. How are the students' vocabulary mastery at the tenth grade of SMK BUDI BANGSA Pinrang?
2. How are the students' interest in listening English pop song at the tenth grade of SMK BUDI BANGSA Pinrang?
3. Is there any positive significant correlation between students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK BUDI BANGSA Pinrang?

## **C. Objective of the Research**

Based on the problem statement above, the objective of the research as follows:

1. To know the level of vocabulary mastery of students' at the tenth grade of SMK BUDI BANGSA Pinrang.
2. To know the level of students' interest listening English pop song at the tenth grade of SMK BUDI BANGSA Pinrang.
3. To know whether there is positive and significant correlation between students' interest listening English pop song and vocabulary mastery at the tenth grade of SMK BUDI BANGSA Pinrang.

## **D. Significance of the Research**

The result of this research is expected to be useful or great information and positive contribution for both English teacher and the students in applying and appropriate method in teaching vocabulary the next researcher's such as:

- a) For English Teachers

The teachers know the level of students mastery in vocabulary. Furthermore, the result can become a foundation and inspiration for the teacher in determining the strategy of teaching vocabulary by using English pop song. Also, it can be as the

important information that song as one of authentic materials also can be to improve the students' vocabulary mastery.

b) For Students

The interest in listening English pop songs can be included into their passion as one of the media to learn English. They can improve their vocabulary mastery from listening English songs.

c) For Other Researcher

The result of the study might be used for the other researcher as reference to conduct future researches that have relation with students' interest in listening English pop song and their vocabulary mastery.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Pertinent Ideas

##### 1. Review of Interest

###### a) Definition of interest

According to IL Paaribu and Simanjuntak states that interpreted as motive that causes individual actively engaged with something pulling. Suprijanto states that interest is a desire that comes from conscience to participate in learning activities. The greater vigor and greater result of work.<sup>8</sup>

“Meanwhile, performance in relation to learning can be defined as follow: interest is one factor that allows the concentration. Interest in addition to providing the possibility of concentration of attention, will also cause excitement on the business of learning vitality will increase the livers ability to learn a person of power and also will kep is not easy to forget what she has study.<sup>9</sup>

Crow and crow in Djaali said that “The interest related to the force that drives a person to confront or deal with people, object, activities, and experience in simulation by the activity itself. So, as the conclusion of researchers that, when there is a stimulus given by a teacher to the students it will be produce something more interesting in learning.

By paying close attention to the three definition above, interest has a positive attitude or other feeling forward activities, people, experience, or other things, if also means that interest towards something will directly support our motivation to know the things, consequently, out-attention is focused on the object concerned. Besides that, the researcher concluded that interest is a feeling of having special attention for something which makes enjoy and relax for doing something.

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<sup>8</sup>Suprijanto, *Pendidikan Orang Dewasa* (cet. III. Jakarta: PT Bumi aksara,2009)p. 25.

<sup>9</sup>Nana Sudjana, *Dasar-Dasar Belajar Mengajar* (Bandung: Sinar Baru, 1986)p.16.

b) The aspect of interest

According to Hurlock According to Slameto, students who are interested in learning have the following characteristics:

- 1) Having a fixed tendency to remember to pay attention and learn something continuously.
- 2) There is sense of love and happy on something of interest.
- 3) Obtain a pride and satisfaction of interest. There is a sense of attachment to things of interest activities.
- 4) More like thing that became his interest than others.
- 5) Manifested through participation in events and activities.

c) Indicator of Interest

WS Winkel states that “The interest is defined as the persistent tendency of subjects to feel interested in the subjects or certain subject. And was pleased to learn that the study”. Based on the states of interest is:

1) Pleasure

Pleasure seems to be derived from simply watching the movements of people and objects. At the first, this activity is primarily biological, then perceptions occur and concept begin to form. In this case, the psychological components become more important. The child learns to avoid those activities as unsatisfying and to repeat those that have proved to be worthwhile. In other words, pleasure will emerge one’s interest to objects or people that satisfy him.

2) Willingness

Willingness means a motivational desire that is directed to the purpose of life controlled by thought. This motivational desire will produce a will, attention and concentration to a given object, then the interest of the individual will appear.

### 3) Consciousness

A student can be said to be interested in something if student has consciousness. Student is conscious that he is doing the learning activity. Consciousness can exist in an individual he has will.

### 4) Attention

When a student observes an object, he perceives only what he pays attention to or is interested in. by seeing the students' attention, it can be known whether he is interested in the object or not.<sup>10</sup>

### d) The Importance of Interest

According to Hurlock, interest play an important role in a person's life and have great impact on the person's behavior and attitude, at all ages. Interest also provide some feeling, as follows:

#### 1) Interest provide a strong motivation to learn

Learning experience is a teachable moment. It means that the time when children are ready to learn because they are interested in what learning will bring them in persona advantages and satisfaction.

#### 2) Interest influence the form and intensity of children's aspiration.

The more convinced they are about what they want their future vocations to be, the greater will be their interests in activities, in the classroom or outside the classroom, that will lead to the achievement of their lessons.

#### 3) Interest add enjoyment to any activity the individual engages.

It means that if they are interests in activity, the experience will be far more enjoyable to them in a results, of course, to their achievement.

### e) Types of Interest

Super D.E, categories of interest into four types are:

- 1) Expressed interest, this interest is the verbal expression of an object, activity task, or occupation in these types interest, someone expressing his interest as

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<sup>10</sup> WS. Winkel, *Psikologi Pendidikan dan Evaluasi Belajar*. (Jakarta: PTGramedia, 1996)

the variable as the verbal expression of liking and disliking something. These expressions are often related to mastery and experience.

- 2) Manifest interest, this interest is displayed by participant in an activity occupation. In manifest interest and individual does not express his interest through words but does through action.
- 3) Inventoried interest, it is determined by interest checklist. Someone's interest as measured by asking him a number of particular questions or choosing certain activities that have been prepared. And examiner usually asked to check whether he like or dislike the activity.
- 4) Tested interest in this interest, someone's interest to measure by objective self or it can be certain by measuring the knowledge of vocabulary for other information in a specific interest area.

With regard to learning, if the students have a good interest towards lesson. Consequently they will always make effort to find ways to knowing that lesson in after words. The lack of interest may influence the decrease of activity intensity.

There are two factors the students motivation as well as their interest; the intrinsic and extrinsic motivation. The intrinsic motivation that can influence the student's interest are student's attitude, aptitude, and physical condition. The extrinsic motivation that can influence the student's interest are teacher, parents, situation, and environmental.<sup>11</sup>

f) Interest in learning English

According to Slameto, students who are interested in learning have the following characteristics:

- 1) Having a fixed tendency to remember to pay attention and learn something continuously.
- 2) There is sense of love and happy on something of interest.

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<sup>11</sup> Harmer Jeremy, *The Practice of English Language Teaching* (New York, Longman, 1991)

- 3) Obtain a pride and satisfaction of interest. There is a sense of attachment to things of interest activities.
- 4) More like thing that became his interest than others.
- 5) Manifested through participation in events and activities.<sup>12</sup>

Interest occurs when a students need, capacities, and skills are good match for demands offered by particular activity. To facilitate the development interest in learning, teacher should structure their classroom around goals such as:

- 1) Inviting students to participate in meaningful project with connections to the world outside of the classroom.
- 2) Providing activities that involve students' needs and provide them developmentally appropriate challenges.
- 3) Allowing students to have a major role in evaluating their own work and in monitoring progress.
- 4) Facilitating the integration and use of knowledge.
- 5) Learning to work cooperatively with other students.<sup>13</sup>

g) Description of Listening English Pop Song

Pop song as learning media that can make learning fun and not boring song can balance intellectual and emotional intelligence so that they will provide good result for students. Songs can stimulate brain function, the meaning of song provide stimulation for the growth of memory function to learn vocabulary, language, listening, and speaking. The learners need a way of teaching that is practical and fun teaching methods so that they can integrate themselves into English. For Example singing English pop song can make students integrated into English.<sup>14</sup>

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<sup>12</sup> Slameto, *Belajar dan Faktor- Factor yang Mempengaruhinya*. (Jakarta: Rineka Cipta, 2013)

<sup>13</sup> Ardian purnomo, A thesis : The Correlational Study Between Vocabulary Mastery and Students' Interest in Listening to English Songs Toward Their Ability in Pronouncing English Words.(2017) p. 31-32.

<sup>14</sup> Gushendra, R. An Experimental Study : Improving Students' vocabulary Mastery by Using English Songs. *Indonsian Journal of Integrated English Language Teaching*, 3(1) (2017), p.53-64.



There is several benefit of using songs in language learning. First of all, they can encourage students to use English. Furthermore, listening to English pop songs helps students support words and meaning more easily the compilation of songs is supported by images and action.

Students mostly have special interest in listening English pop song in generally known. It may be written for one or several voices and it is generally performed with instrumental accompaniment. Pop songs can also motivate a positive emotional influence or listener. It is noticed that student will often recite the words of the song while singing it, it makes the students unconsciously understand the content of the song it will eventually develop their active understanding of the song it makes students ears accustomed to listen either to English pop song or dialogue or monologue.

#### h) Interest in Listening to English Pop Song

Song means that words and sounds go hand in hand. For that reason, the ability to make and distinguish between the articulated sounds and phonemes of a language is a part of language learning. Even since in their children age, people love the sound of word for they are experimenting with language in this period of development.

In children age singing a song also often becomes a welcome change from the routine classroom activity in learning a language. Pleasure for its own sake is an important part of language learning, a fad which is often over looked by the teacher in his/her question for teaching points. Songs make the experience of Learning English a child centered and enjoyable one.

However Songs are means for language learning, they offering to the learners the opportunities for practicing the language. Moreover, the lyrics of pop songs are sung repeatedly and rhythmically that enables learners to memorize word easily.

According interest in theory of interest in general there are pleasure, willingness, consciousness, and attention. It is similar with the theory of listening interest in listening English pop songs because according to Brown and Yule include

paying attention to and trying to get the meaning.<sup>15</sup> According to Hilgrad it is kinds of things one like to do and what ones enjoy. It is supported with Richard's statement that child centered and enjoyable one. To sum up interest in listening English pop songs can be around that by using the indicator of interest in general.

## 2. Review on Vocabulary Mastery

### a) Definition of Vocabulary

Vocabulary is as fundamental requirement that influences students' achievement in studying English. Vocabulary means that all the language and words either used and understood by a person or group of people. Without vocabulary there is not communication, reading and writing can be conveyed. It is very important know what the vocabulary. Follows the definitions or concepts of vocabulary by some experts:

In Webster Vocabularies are:

- 1) Vocabulary is a list of words of word and phrases, especially, one arranged in alphabetical order defined or translated.
- 2) All the word of a language.
- 3) A sum of aggregated of the words used or understood by a particular person, class etc or employed in some specialized field of knowledge.<sup>16</sup>

In Oxford vocabularies are:

- 1) Total number of words which (with rules for combining them) make up a language.
- 2) Range of words known to, or used by, a person, in a trade, professional, etc.
- 3) Book containing a list of word: list of words used in a book, etc, use with definition of translation.<sup>17</sup>

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<sup>15</sup>Brown, G. and Yule, George. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.

<sup>16</sup>Webster, *The New International Webster's Comprehensive of the English language*, (Trident Press International, 2003), p. 147.

<sup>17</sup>Hornby, A, S. 1974. *Oxford Advanced Learner's Dictionary of Current English*, Third Edition, (London: Oxford University Press)

Based on definition above, the researcher concludes that vocabulary is all list words and phrases of language used in reading, speaking, listening and writing by a person or group and it can make up language.

It is true that vocabulary is the word itself, but in terms their meaning in the language use. In other words, vocabulary is stock of word used by people of particular person of a language. Therefore, vocabulary is a meaningful word of components which is very important to be learned to every students' of vocabulary, because vocabulary is one of the central problem because of being successful in learning English.

#### b) Types of Vocabulary

Word and phrases are small elements but can make up language and function to express ideas. It is important to know types of vocabulary. Jeremy Harmer divided vocabulary into two types:

- 1) Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by students.
- 2) Passive vocabulary refers to words, which students will recognize when they met them but they will probably not be able to produce.<sup>18</sup>

Based in the description above, it is clear that both active and passive vocabulary is very important. Active vocabulary is used for speaking and writing. And passive vocabulary is the words one understands when listening and reading. In addition, there are four types of vocabulary, such as:

##### 1) Oral or speaking vocabulary

Speaking vocabulary is all of the words a person can use through speech. This is a very powerful vocabulary type. Potent speakers, musician, singer, poets have ability to influence and move their audience/listeners with their charismas and with how they utilize this type. People who are very vigorous

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<sup>18</sup>Jeremy Harme, *The Principle of English Language Teaching*. (New York: Longman 1991), p. 159

and innovative with this type have the power to control the audience in how they perceive or think.

#### 2) Writing vocabulary

Writing vocabulary is all of the words a person can use when they are writing. This is another eminent vocabulary type. Like speakers, writers also have the power to influence many people with how they use their words. A lot of times, both writing and speaking vocabularies are combined and they can complement each other very well.

#### 3) Listening vocabulary

Listening vocabulary is all of the word person can recognize through listening. The larger this type is the easier it is to understand others who utilize speaking vocabulary. Listening plays a significant role in the overall growth of vocabulary since you can encounter new words from several different sources simply through hearing or listening.

#### 4) Reading vocabulary

Reading vocabulary is all of the words a person can recognize via reading this is very important for understanding content produced by those who frequently use writing vocabulary.

Based on the definition above, the researcher concludes that the students have to mastery the four types of vocabulary above. They have to recognize most of vocabulary in reading and listening and also they have to use precise vocabulary in the speaking and writing. By mastery the four types of vocabulary above, the students will be able to improve their English skill.

#### c) Vocabulary Mastery

Vocabulary is one the language aspect which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Cameron said to “know” a word if they can recognize its meaning when they see it. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother's tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

#### 1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms; lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that is attached to words. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smaller unit that carries information about meaning or function. Lexical meaning is the meaning that attaches to the word arrangement in a sentence. For example, question attaches to the word arrangement in the sentence is *he is a student*. (Lado)

#### 2) Part of speech

Part of speech is classified into its various types. The types of part of speech consist of pronoun, adjective, verb, adverb, conjunction, and preposition.<sup>19</sup>

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<sup>19</sup>M, Frank, *Modern English "A Practical Reference Guide"* (New Jersey Prentice Hall, 1972), p. 4.

Each part of speech will be classified into its various type. Such classification will be based chiefly on differences in structural form or in grammatical behavior, after that the part of speech will be described according to the observable signals that operate the grammar, functions, position, form, markers under functions will be a further consideration of how part of speech serves either as part of the central core, or modifier or connective.

### 3) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming word by putting letters together.

According to Ur, there are some important points that should be considered when teaching vocabulary that is form (Pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

### 4) Pronunciation

According to Hewing, pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convert meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently. It can be used as a reliable guide to have a control of the spoken language. The main component of pronunciation is sounds, syllables, and words.

#### d) Aspect of Teaching Vocabulary

Ur suggested a few aspects that must be taught in vocabulary teaching, such as:

##### 1) Form; Pronunciation and Spelling

The teacher must teach what a word sounds like (its pronunciation) and what it looks like (its spelling).

## 2) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by the general grammatical rules. The teaching of vocabulary is useless if it is not applied in the sentence.

## 3) Collocation

Collocations are another factor that makes a particular combination sound “right” or “wrong” in a given context. So this is another piece of information about a new item which it may be worth teaching.

## 4) Aspect of meaning: meaning relationship

How the meaning of one item relates to the meaning of another can also be useful in teaching. These are various such relationships.

### a. Synonyms that have the same, or nearly the same meaning:

According to Shepherd, synonyms are words that have the same, or nearly the same meaning: for example, *big* is a synonym of *enormous* and *loving* is a synonym of *affectionate*.

### b. Antonyms

According to Shepherd, antonyms are words that have opposite meanings, such as *happy* and *sad*.

### c. Hyponyms

- Hyponyms are items that serve as specific examples for a general concept.
- Co-hyponyms or co-ordinates, are other items that are the same kind of thing.
  - Superordinate is a general concept that “covers” specific items.
  - Translation, word expressions in the learner's mother tongue that are (more or less) equivalent in meaning to the item being taught.

e) Indicator of Vocabulary Mastery

Based on the theory about the aspect of vocabulary and the materials that is learn by the students from the textbook, the researcher constructed the instrument of vocabulary mastery through the indicator as follows:

1) Synonyms

Synonyms are words that have the same, or nearly the same meaning: for example, *big* is a synonyms of *enormous* and *loving* is a synonym of *affectionate*.

2) Antonyms

Antonyms are words that have opposite meanings, such as *happy* and *sad*.

3) Meaning/Translation

word expression in the learners mother tongue those are (more or less) equivalent in meaning to the item being taught.

4) Guessing

The students have to guess the question based on the characteristics of something that have been available on the question. For example: I am green. I live in a pond. I eat mosquitoes. I jump high. I have four legs. Who I am? And the answer is frog.

f) The Important of Vocabulary Mastery

Vocabulary of a language is needed to understand a text and to conversation in daily activities. According to Fauziati Endang “vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Vocabulary is one thing aspect to increase our skill to speak up. Not only just speak but also we know about the



vocabulary what we will say. The simple conversation needs vocabulary rich to convince people who ask speak.<sup>20</sup>

From the definition above, that vocabulary is an important component of language. To develop our skill need learn more the meaning of vocabulary. In addition Coady and Huckin say that vocabulary is central and critical importance to typical language learner. It makes vocabulary as the basic element to master the four language skills, namely listening, speaking, reading, and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has an important roles in communication.

#### g) The Testing of Vocabulary Mastery

Testing vocabulary is similar to testing in other areas of language knowledge and use. The same criteria of reliability, validity, practicality, and wash back need to be considered when designing and evaluating vocabulary. Brown defines some of the possible test can use to vocabulary aspects.

##### 1) Multiple-choice

By far the most popular method of testing of vocabulary is the multiple choice format, mainly for reason of practicality. It is easy to administer and can be scored quickly. The most straight forward multiple choice items may have little context. Example:

1. The cat is ..... the table
  - a. Under
  - b. Between
  - c. Around

##### 2) Matching Test

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<sup>20</sup>Fauziaty, Endang. (2002). *Teaching of English As A Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press.

The most frequently appearing criterion in matching procedure is vocabulary. Matching tests have the advantage of offering an alternative to traditional multiple choices or fill in the blank format and are sometimes easier to construct than multiple choice items, as long as the test designer has chosen the matches carefully. Some disadvantages do come with this framework. They can become more of puzzle-solving process than a genuine test of vocabulary.

Example:

Write the letter of the definition on the right that matches the word on the left!

Brave	Expensive
Cheap	Cowardly
Fail	Succeed
Female	Awake
Asleep	Male

### 3) Picture-Cued Tasks

Picture cued test is a test that used picture, symbol and words. Pictures and photographs may be equally well utilized for examining ability at the selective levels. Test takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each labeled item.<sup>21</sup>

### 3. Interest in Listening English Pop Songs and Vocabulary Mastery

Pop songs can develop listening and reading skills in fun and interactive way, songs can be used to teach the pronunciation naturally and more efficiently and easily

<sup>21</sup>Brown, H. Douglas.(2003). *Language Assessment: Principle and Classroom Practice*. California: Longman

embed vocabulary and grammatical structure in conscious and unconscious memory. With English pop songs the student can create enthusiasm for learning, evoke memories images, and feelings, stimulate spirited discussion and creative writing, and pop songs can introduce slangs and poetic description easily in other to remember the context. In lyrics, words usually appear in context, the sound of new word 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 explanation above, it can be conclude that English pop songs and vocabulary mastery cannot be separated. By listening more English pop songs, the students will get more stock of words or vocabulary. From this statement it is suggested for the teacher to use English pop songs as the media and the source of authentic materials for teaching English.

#### **B. Previous Related Research Finding**

There have been a variety of the research literature findings, the researcher found and discussed in turn as follows:

A thesis by Kustiana Dewi, student's number 05420142, English education of IKIC PGRI Semarang 2009. The title is Improving Students' Vocabulary Mastery through Listening English Song of the Eight Year Students of SMPN 25 Semarang 2009/ 2010.<sup>22</sup> She was using listening English song to improve students' vocabulary mastery. The population of her study was the eight year students of SMPN 25 Semarang 2009/ 2010. She chooses two classes to be result for the experimental class. For the experimental class, she used listening English song for students and other class she did not use game. And the result was significant. There is significance difference in score of vocabulary test achieved by the students after they have been thought using listening English song. Song could give contribution in teaching

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<sup>22</sup>Kustiana Dewi, unpublished thesis under title "Improving Students' Vocabulary Mastery through Listening English Song" (Semarang: IKIP PGRI, 2009). [Http library.Walisongo.ac. Id digilib download.php?id=21144](http://library.walisongo.ac.id/digilib/download.php?id=21144), online accessed on 27<sup>th</sup> May 2014.

vocabulary. Song that used in this study can motivate the students to learn more about vocabulary.

A thesis by Prames Ayuningtyas, student's number 031214060, English education of Sanata Dharma University Yogyakarta 2008. The title is Improving Vocabulary Mastery through Listening to Song for the Student of SMKN 2 Depok Sleman Yogyakarta.<sup>23</sup> this study was conducted to investigate the students' progress in terms of vocabulary mastery through listening to songs and the songs' implementation in listening class. 1) The population in this study was all of the third grade students at SMKN 2 Depok Sleman Yogyakarta Treanggalek; 2) the research instruments were observed all students of the third grade and interview 20 students as representative. The research findings revealed that songs improved the students' vocabulary mastery, particularly in terms of their memorization of the new words and their pronunciation practice during the listening process.

A thesis by Siti Muawanah, student's in STAIN Tulung Agung, 2012.<sup>24</sup> The title is A Correlative Study Between Student's Interest in Listening English Songs and Vocabulary Mastery of the students of IX IPA 2 at MAN Trenggalek. The purpose of the study was to investigate the correlation between students interest in listening English songs and their vocabulary mastery. The population in this study was all of the eleventh year students at MAN Treanggalek; 1) the sample was XI IPA 2 class consisting of 32 students; 2) the research instruments were questionnaire and test. The result showed that there was high correlation between students interest in listening English songs toward their vocabulary mastery.

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<sup>23</sup>Prames Ayuningtyas, unpublished thesis under title "Improving Vocabulary Mastery through Listening to Song for the Student of SMKN 2 Depok Sleman Yogyakarta", (Yogyakarta: Universitas Sanata Dharma, 2008).

<sup>24</sup>Muawanah, siti. Unpublished thesis under title "A Correlative Study Between Students' Interest in Listening Englis Songs and Vocabulary Mastery of the Students of XI IPA 2 At MAN Trenggalek", (Tulung Agung: STAIN Tulung Agung, 2012)

Even though the previous studies carried out the same topic with this present study, but there are the differences among them. The first describe about how to improve vocabulary mastery through listening English songs and second studies described about the effect of English songs towards the students' vocabulary acquisition while the third study described about the correlation between the students interest in listening to English songs toward their vocabulary mastery. In addition , although the third previous study described the same topic which was correlation but the different both them was in their subject of the research and the time setting.

### C. Conceptual Framework

The conceptual framework of this research is presented as follow:

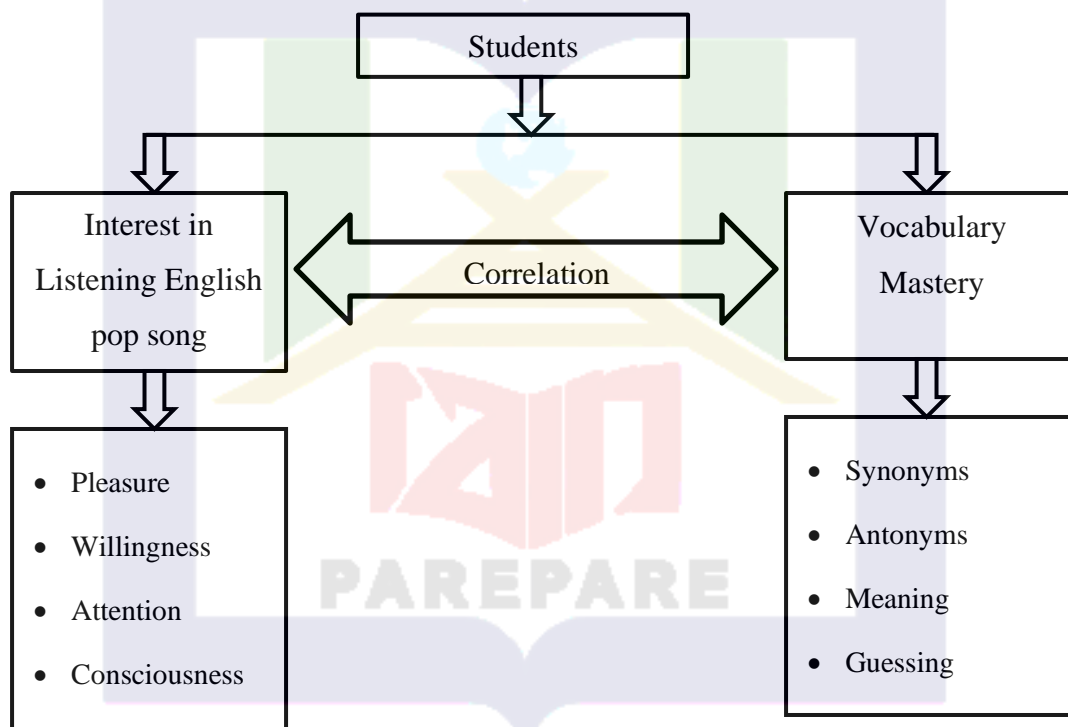


Figure 01 of conceptual framework

The conceptual framework is overview of the patterns of relationship between variable in a coherent whole which is description of the focus of the research.<sup>25</sup> These framework are intended as the basis of systematic thinking and reduce the problem discusses in the research.

To further facilitate readers to understand this researchers made a chart of conceptual framework in accordance with the title “The Correlation Between Students’ Interest in Listening English Pop Songs and Vocabulary Mastery at the Tenth Grade of SMK BUDI BANGSA PINRANG”.

#### **D. Hypothesis**

The hypothesis is provisional answer to the problems of the research the theoretically considered possibly or highest answer the level of the truth. It is provisional truth determined by researcher that should be tested and proved.<sup>26</sup>

Kind of hypothesis which were used here are: Zero hypothesis (Ho), is the hypothesis which state that there is not any significant effect of the object of the research. It is also called with Negative hypothesis and Alternative hypothesis (Ha), is the hypothesis which state that there is any significant effect of the object of the research. It is also called with Positive hypothesis.<sup>27</sup>

The criteria of the test of hypothesis as follow:

Ha: There was a significant effect of correlation between students’ interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang.

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<sup>25</sup> Tim penyusun, *Pedoman Penulisan Karya Tulis Ilmiah (Makalah dan Skripsi, Parepare: STAIN, 2003)*, p. 26.

<sup>26</sup> Suharmisi Arikunto, *Prosedure Penelitian: Suaru Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 71.

<sup>27</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2003), p. 65-66

Ho: There was not any significant effect of correlation between students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang.

## **E. Variable and Operational Definition of the Research**

### a) Variable of the Research

Variable can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.<sup>28</sup> This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going discuss below:

#### 1) Independent variable is Students' Interest in Listening English Pop Song

Independent variable (X) is a variable which influences or causes and effect to the dependent variable. Independent variable of the research is students' interest in listening English Pop song.

#### 2) Dependent Variable is Vocabulary Mastery

Dependent variable is variable that is influenced by the independent variable. The dependent variable of this research is vocabulary mastery.

### b) Operational Definition of the Research

#### 1) Students Interest in Listening English Pop Song

A positive attitude that motivated students to give attention to learning English, a thing which they attracted. And the students will enjoy the activities of learning English with listening English pop song. Listening English pop song also can provide enjoyment and stimulate cultural interest. It means when students listen to their favorite English song,

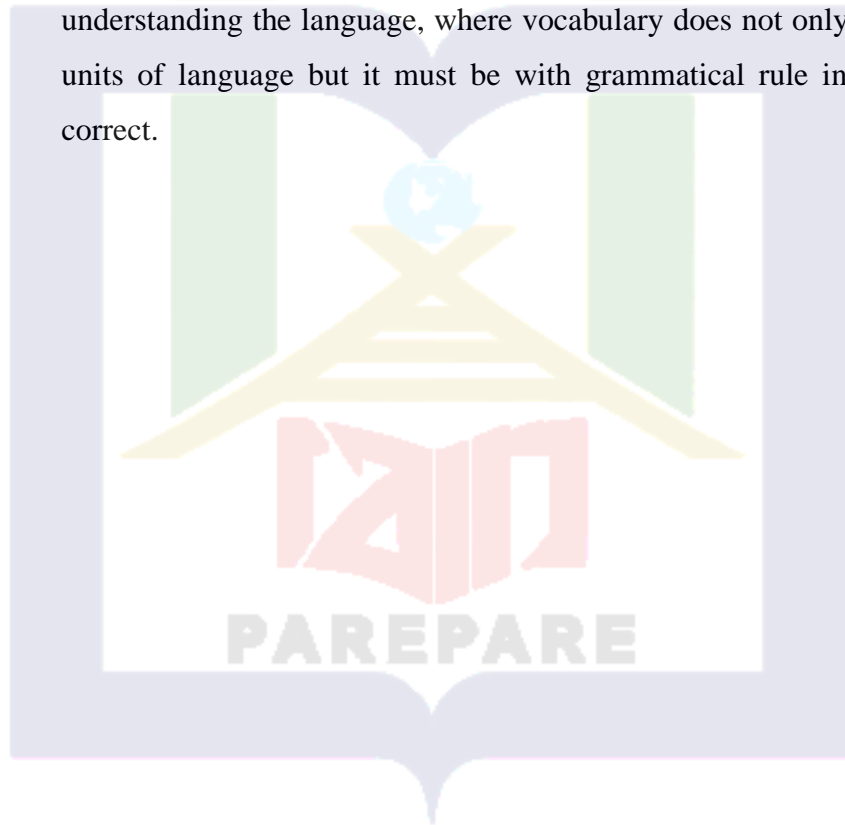
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<sup>28</sup>Christopher, L. Heffner, *Defining Variabel* "allpsych.com/researchmethod/definingvariables/" (accessed on 14<sup>th</sup>, September 2020).

student are motivated personally to find out what the songs about understanding the meaning of a word, and they can also get more vocabularies from the song lyrics.

## 2) Students Vocabulary Mastery

Vocabulary mastery is the ability of students in memorizing vocabulary collections so that they are be able to combine the vocabulary in to complete sentence to be used as a means of communication. Vocabulary is one of the essential part in language which are taught for every foreign language. Vocabulary also has the important rules in understanding the language, where vocabulary does not only the smallest units of language but it must be with grammatical rule in order to be correct.





## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research is correlation quantitative method. Correlation quantitative method is a method which involves collecting data in order to determine whether, and to what degree, a relationship between two or more quantifiable variables.<sup>29</sup> This research is aimed find out the correlation between students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK BUDI BANGSA kab. Pinrang. This research is basically a field research since the data of this research was on the field.

Based on the title of this research, there were two variables of this research, namely, variable "X" and Variable "Y". Variable X of this research is students interest in listening English song while variable Y is students vocabulary mastery.



Where:

X: students' interest in listening English pop song

Y: Students vocabulary mastery

#### B. Location and Duration of the Research

The location of this research was in Pinrang. It one of the Senior high school located in Lasape kab. Pinrang. The duration of this research will be one month.

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<sup>29</sup>L. R. Gay, *Educational Research: Competencies for Analysis & Application*. (USA: Charles E Merrill Publishing Company, 1976), p. 138.

## C. Population and Sample

### 1. Population

Population of this research was the whole students of the tenth grade of SMK BUDI BANGSA Pinrang where the number of classes is sixth classes. The number of population can be seen as the table follow:

Table 3.1 Population of the students

CLASS	NUMBER OF STUDENTS
X TKJ	26
X TBSM	26
X PKM	13
X NEUTIKA	11
X ASISTENSI KEPERAWATAN	9
X HOTEL	9
<b>Total</b>	<b>94</b>

*Source: Administration of SMK BUDIBANGSA Pinrang*

### 2. Sample

Samples were taken using purposive sampling, namely by taking samples from students who were interested in listening to English pop songs. purposive sampling is a sampling technique based on certain considerations which include someone who is used as an object to obtain information. Based on this, this study selected all 10th graders who were interested in listening to English pop songs as research samples.

Table 3.2 Sample of the Students

<b>Class</b>	<b>Students Who Interest In Listening English Pop Song</b>
X TKJ	11
X TBSM	8
X PKM	7
X NEUTIKA	5
X ASISTENSI KEPERAWATAN	6
X HOTEL	9
<b>Total</b>	<b>46</b>

*Source: Administration of SMK BUDIBANGSA Pinrang*

#### **D. Instrument and Procedure of Collecting Data**

The researcher would carry out two instruments to collect the data containing questionnaire and vocabulary test. They are:

##### **1. Questionnaire**

Questionnaire is a list of question provided to others who are willing to respond (respondents) as requested by the researchers.<sup>30</sup> There are two kinds of questionnaire, they are open and enclosed questionnaire. In this case, the researcher used the questionnaire enclosed is questionnaire that presented in a form such that the respondents were asked to choose one answer that suits the characteristics of him. The researcher will use questionnaire to get the data about students' interest in listening English pop song.

The questionnaires were use four alternatives modified based on the Likert's Scale Types. Likert's Scale is used to measure attitude, opinion, perception based on

<sup>30</sup> Ridwan, *Skala Pengukuran Variable-Variable Penelitian*, ( Bandung: Alfabeta, 2009), p.25.

the certain object or phenomena.<sup>31</sup> The indicator of questionnaire were explained as follows:

- 1: Sangat Setuju (Strongly Agree)
- 2: Setuju (Agree)
- 3: Ragu-Ragu (Doubtful)
- 4: Tidak Setuju (Disagree)

The questionnaire were given to the students consist of many indicators. Indicators are based from WS Winkle, a few aspects that must be taught about the students' interest in listening English pop song. The following table presents the indicator use by the writer in the questionnaire.

Table 3.3 students interest in listening English pop song

Research Variable	Identification	Item Number		Total Item
		Positive	Negative	
Students' interest in Listening English Pop Song	Pleasure	1, 2, 4	3, 5	5
	Willingness	6, 8, 9	7, 10	5
	Attention	11, 12, 15	3, 14	5
	Consciousness	17, 18, 20	6, 19	5
<b>Total</b>				20

## 2. Test

Test is series of question or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group.<sup>32</sup> There are several kinds of test instruments in data collection, include: Personality tests, aptitude

<sup>31</sup>Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*, ( Jakarta: PT Bumi Aksara, 2013), p. 50

<sup>32</sup>Ridwan, *Skala Pengukuran Variable-Variable Penelitian*. p.30.

tests, achievement test, and test attitude. Here the researcher used vocabulary test to measure students' vocabulary mastery. This test is in the form of multiple choice tests that consist of alternative answers. The indicators of vocabulary test were taken from Ur theory. The indicators are described below:

Table 3.4 vocabulary test indicators

Research Variable	Indicator	Number of Items	Total Items
Vocabulary mastery is the students' knowledge concerning with words. It also deals with the meaning which should be seen as individual words and the rules in gaining those words into a language. The elements of vocabulary mastery used are adjective, verb, noun, adverb, synonym, and antonym.	Synonyms	1, 7, 9, 12, 15, 21	6
	Antonyms	2, 5, 11, 16, 20, 24	6
	Meaning/Translation	3, 8, 13, 17, 18, 22	6
	Guessing	4, 6, 10, 14, 19, 23	6
	<b>Total</b>		<b>24</b>

#### D. Technique of Data Analysis

The technique data analysis in this research will use descriptive statistical technique and inferential statistics to facilitate the analysis of the research data, the researcher will use SPSS. The writer calculated the prerequisite testing requirement analysis such as validity, reliability, linearity, and normality test before calculating the statistical testing Pearson Product Moment Correlation. The technique data analysis of the research as follows:

##### 1. Descriptive Statistic

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and

analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

## 2. Test Requirements analysis

Test requirements analysis is needed to determine whether data analysis for hypothesis testing can be continued or not. This section is discussed various test requirements analysis, such as test data normality, homogeneity, and linearity.

### a) Data Normality Test

The purpose of conducting a normality test on a series of data is to know whether the data population is normally distributed or not. When data normally distributed, it can be used a parametric type statistical test. Meanwhile, if the data is not normally distributed, then a statistical test is used nonparametric.

The normality test was carried out on by Kolmogorov-Smirnov test on SPSS Statistic 21 for windows. With the following test rules.

If Probability (sig)  $> 0.05$ , then the data is normally distributed

If Probability (sig)  $< 0.05$ , then the data is not normally distributed

### b) Data Linearity Test

The purpose of the linearity test is to determine whether between dependent variable (Y) and independent variable (X) have a linear relationship. Test this usually used as prerequisite in applying the linear regression method.

Linearity test using the IMB SPSS statistic 21 for windows with the test criteria, namely if the probability value  $> 0.05$ , then the relationship between variables X dan Y is linear.

## E. The Validity Test and Reliability Test Research Instrument

### 1. The Validity Test

An instrument is valid when if it is able to measure what the researcher are going to measure.<sup>33</sup> There are two criteria to determine validity of test items, as follows:

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<sup>33</sup> Syofian Siregar, *Statistic Parametrik untuk Penelitian Kuantitatif*, p. 87

1. If  $r_{\text{value}} > r_{\text{table}}$  at the level significance of 5%, it means that the instrument is valid
2. If  $r_{\text{value}} < r_{\text{table}}$  at the level significance of 5%, it means that the instrument is not valid

The calculating of validity test used correlation formula from Statistical Package for Social Science (SPSS). The result of the validity test items are consulted to  $r$  table for  $N = 52$  at the level of significance of 5 %. The result showed that the coefficient validity of students' interest in listening English song and vocabulary mastery were valid.

Table 3.5 Result of Validity test (Variable X)

Number of item	Correlative coefficient		Information
	$r_{\text{hitung}}$	$r_{\text{tabel}}$	
Item no. 1	0,510	0,291	Valid
Item no. 2	0,613	0,291	Valid
Item no. 3	-0,013	0,291	Invalid
Item no. 4	0,644	0,291	Valid
Item no. 5	0,665	0,291	Valid
Item no. 6	0,498	0,291	Valid
Item no. 7	0,751	0,291	Valid
Item no. 8	0,682	0,291	Valid
Item no. 9	0,674	0,291	Valid
Item no. 10	0,600	0,291	Valid
Item no. 11	0,735	0,291	Valid
Item no. 12	0,501	0,291	Valid
Item no. 13	0,426	0,291	Valid
Item no. 14	0,735	0,291	Valid
Item no. 15	0,672	0,291	Valid
Item no. 16	0,642	0,291	Valid
Item no. 17	0,876	0,291	Valid
Item no. 18	0,680	0,291	Valid
Item no. 19	0,633	0,291	Valid
Item no. 20	0,309	0,291	Valid

Source: Output Data of SPSS Statistic IBM

After testing the validity of variable X (Students Interest in Listening English Pop song) which consists of 20 statement item with  $r_{\text{tabel}}$  0.291, it is known that of the 20 statement items, 1 items of statement are invalid and 19 items of valid statements. This is because the  $r_{xy}$  value, so the statement items are said to be valid.

Table 3.6 Result of Validity test (Variable Y)

Number of item	Correlative coefficient		Information
	$r_{\text{hitung}}$	$r_{\text{tabel}}$	
Item no. 1	0,558	0,291	Valid
Item no. 2	0,303	0,291	Valid
Item no. 3	0,745	0,291	Valid
Item no. 4	0,385	0,291	Valid
Item no. 5	0,558	0,291	Valid
Item no. 6	0,309	0,291	Valid
Item no. 7	- 0,098	0,291	Invalid
Item no. 8	0,071	0,291	Invalid
Item no. 9	0,208	0,291	Invalid
Item no. 10	0,313	0,291	Valid
Item no. 11	0,333	0,291	Valid
Item no. 12	0,745	0,291	Valid
Item no. 13	0,133	0,291	Invalid
Item no. 14	0,436	0,291	Valid
Item no. 15	0,362	0,291	Valid
Item no. 16	0,385	0,291	Valid
Item no. 17	0,318	0,291	Valid
Item no. 18	0,279	0,291	Invalid
Item no. 19	0,152	0,291	Invalid
Item no. 20	0,436	0,291	Valid
Item no. 21	0,571	0,291	Valid
Item no. 22	0,187	0,291	Invalid
Item no. 23	0,453	0,291	Valid
Item no. 24	0,499	0,291	Valid

After testing the validity of variable Y (Vocabulary Mastery) which consists of 24 statement item with  $r_{\text{tabel}}$  0.291, it is known that of the 24 statement items, 7 items of statement are invalid and 17 items of valid statements. This is because the  $r_{xy}$  value, so the statement items are said to be valid.



## 2. The Reliability Test

Reliability test refers to consistency if the instrument used repeatedly for different subject or different time.<sup>34</sup>

The instrument reliability test was carried out using the *IBM SPSS* application *Statistic 21 for windows* with criteria if the alpha coefficient value  $> 0.6$  then the instrument is *reliable*, where if the alpha coefficient value  $< 0.6$  then the instrument is not *reliable*.

Table 3.7 Result of Reliability Variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.717	19

*Source: Output Data of SPSS Statistic IMB 21*

Based on the table above, it can be seen that the reliability of the variable X instrument (students interest in listening English pop song) has a *Cronbach's Alpha* value of 0.717, so the statement instrument is declared *reliable* because  $r = 0.717 \geq 0.6$ . in other words, 19 statement items that have been reliable can be used for data measurement in the context of data collection.

Table 3.8 Result of Reliability Variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.752	17

*Source: Output Data of SPSS Statistic IMB 21*

<sup>34</sup> Syofian Siregar, *Statistic Parametrik untuk Penelitian Kuantitatif*, p. 94

Based on the table above, it can be seen that the reliability of the variable Y instrument (Vocabulary mastery) has a *Cronbach's Alpha* value of 0.784, so the statement instrument is declared *reliable* because  $r = 0.752 \geq 0.6$ . in other words, 17 statement items that have been reliable can be used for data measurement in the context of data collection.

#### F. Statistical Hypotesis

The calculating of the correlation coefficient of the result of both of test was analyzed by applying the formula of product moment correlation as follow:

$$r = \frac{N \sum xy - \sum x \cdot \sum y}{\sqrt{(N \sum x^2 - \sum x^2)^2 (N \sum y^2 - \sum y^2)^2}}$$

Where

$r_{xy}$  : Correlation Coefficient

N : The number of students/subjects participating in the test

$\sum x$  : The sum of score in students interest in listening English pop song

$\sum y$  : The sum of score in vocabulary mastery and analytical exposition text<sup>35</sup>.

To find out the correlation between X and Y, significant or not, used the definition of the refuse or accept hypothesis as follows:

Ho = refuse if R-value  $\leq$  r-table

Ha = accept if R-value  $\geq$  r-table

<sup>35</sup>Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: RinekaCipta 2002), p. 146.

Table 3.9 Guidelines for interpretation of correlation coefficients<sup>36</sup>

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 7990,	Strong
0, 80 – 1, 000	Very strong



<sup>36</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*. p. 257.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter contains finding and its discussion. The finding was the students' score obtained through the questionnaire and test. Meanwhile, in the discussion the researcher described the interpretation of the finding was given that will be explained more details.

#### A. Findings

Based on the result of the SPSS, the description of the data presented in this section includes variable data of students' interest in listening English pop song (X) and students' vocabulary mastery (Y). The values that have been presented after processing from raw data used descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the result obtained through this study, also presented the frequency distribution and histogram graphs.

The descriptive statistical calculation result of each variable is presented as follow:

#### 1. The Level of Students Interest in Listening English Pop Song

The summary of descriptive statistics for students' Interest in listening english pop song can be seen in the following table:

Table 4.1 The Summary of Descriptive Statistic (Variable X)

Statistics		
Students Interest		
N	Valid	46
	Missing	0
Mean		58,24
Std. Error of Mean		1,375

Median		59,00
Mode		67
Std. Deviation		9,329
Variance		87,030
Skewness		-,479
Std. Error of Skewness		,350
Kurtosis		-,990
Std. Error of Kurtosis		,688
Range		33
Minimum		37
Maximum		70
Sum		2679
Percentiles	50	59,00

*Source: Output Data of SPSS Statistic IMB 21*

The result showed that the score of variables of students' interest in listening English pop song was 37 up to 70. The average score of medians was 59,00 where the mean score was 58,24 and standard deviation was 9,329. The frequency distribution of students' interest in listening English pop song can be seen in the following table.

Table 4.2 Frequency Distribution of (Variable X)

**Students Interest**

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	2,2	2,2	2,2
	1	2,2	2,2	4,3
Valid	1	2,2	2,2	6,5
	1	2,2	2,2	8,7
	1	2,2	2,2	10,9

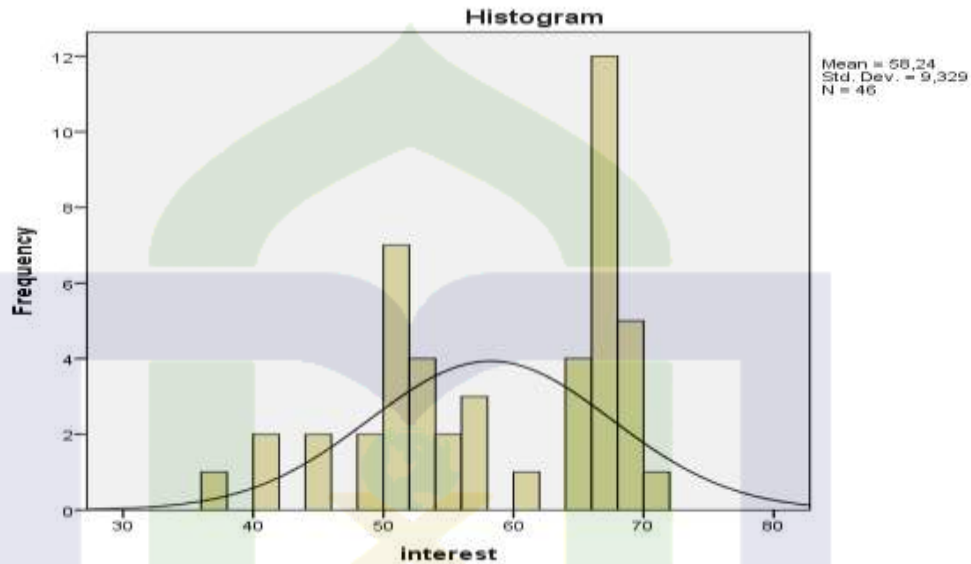
48	1	2,2	2,2	13,0
49	1	2,2	2,2	15,2
50	3	6,5	6,5	21,7
51	4	8,7	8,7	30,4
52	2	4,3	4,3	34,8
53	2	4,3	4,3	39,1
54	1	2,2	2,2	41,3
55	1	2,2	2,2	43,5
56	1	2,2	2,2	45,7
57	2	4,3	4,3	50,0
61	1	2,2	2,2	52,2
64	1	2,2	2,2	54,3
65	3	6,5	6,5	60,9
66	3	6,5	6,5	67,4
67	9	19,6	19,6	87,0
68	4	8,7	8,7	95,7
69	1	2,2	2,2	97,8
70	1	2,2	2,2	100,0
Total	46	100,0	100,0	

*Source: Output Data of SPSS Statistic IMB 21*

Based on the frequency distribution, for the total score obtained by each respondent there are 14 values that have 1 frequencies (30,4%), 3 values that have 2

frequencies (13,0%), while there are 3 values, have 3 frequencies (19,5%), there are 4 value that have 2 frequencies (17,3%), there are 1 value that have 9 frequencies (19,5%), This variable histogram can be shown in the following graph.

Figure 4.3 Histogram of Students' interest in listening English pop song



Source: Output Data of SPSS Statistic IMB 21

Based on the data shown in the frequency distribution table above, when compared with the average value of 58.24, it shows that the score of students' interest is below the group average of 23 respondents (50,0%), while those in the average score as many as 0 respondents (0,0%), and those who were above the average group were 23 respondents (50,0%). The determination of the category and score of students' interest in listening English pop song of students can be considered in the guideline table to provide an interpretation of the following correlation coefficient.

Table 4.4 Guidelines for interval the score of respondent

Interval	Category
0,00 – 0,199	Very Low
0,20 – 1,399	Low

0,040 – 0,599	Medium
0,60 – 0,799	High
0,80 – 1,000	Very High <sup>37</sup>

The total score of students' interest in listening English pop song variables obtained from the research results was 2679, the highest theoretical score of this variable for each respondent was  $19 \times 4 = 76$ . The number 19 was taken from the number of statement items that had been tested for validity or statements given to the respondent while the number 4 was taken from the number of alternative answers in the statement or questionnaire distributed to respondents. Because the number of respondents is 46 people, the criterion score is  $76 \times 46 = 3496$ . So that the level of students interest in listening English pop song is  $2679 : 3496 = 0,766$  or 76,6% of the criteria set so that the level of students' interest in listening English song is in the high category.

## 2. The Level of Students' Vocabulary Mastery

In the first descriptive statistics looked for the summary of descriptive statistics for students' vocabulary mastery could be seen in the following table.

Table 4.5 The Summary of Descriptive Statistic (variable Y)

Statistics		
vocabulary mastery		
N	Valid	46
	Missing	0
Mean		13,37
Std. Error of Mean		,455
Median		14,00
Mode		15
Std. Deviation		3,087

<sup>37</sup>Sugiono, *Metode penelitian Pendidikan* (cet. 1. Ed. 3; Bandung: Alfabeta, 2009), h. 292.



Variance		9,527
Skewness		-,852
Std. Error of Skewness		,350
Kurtosis		-,402
Std. Error of Kurtosis		,688
Range		10
Minimum		7
Maximum		17
Sum		615
Percent tiles	50	14,00

Source: Output Data of SPSS Statistic IMB 21

The result showed that the score of variables of students' vocabulary mastery was 7 up to 17. The average score of medians was 14,00 where the mean score was 13,37 and standard deviation was 3,087. The frequency distribution of students' reading comprehension can be seen in the following table.

Table 4.6 Frequency Distribution of Variable

#### Vocabulary Mastery

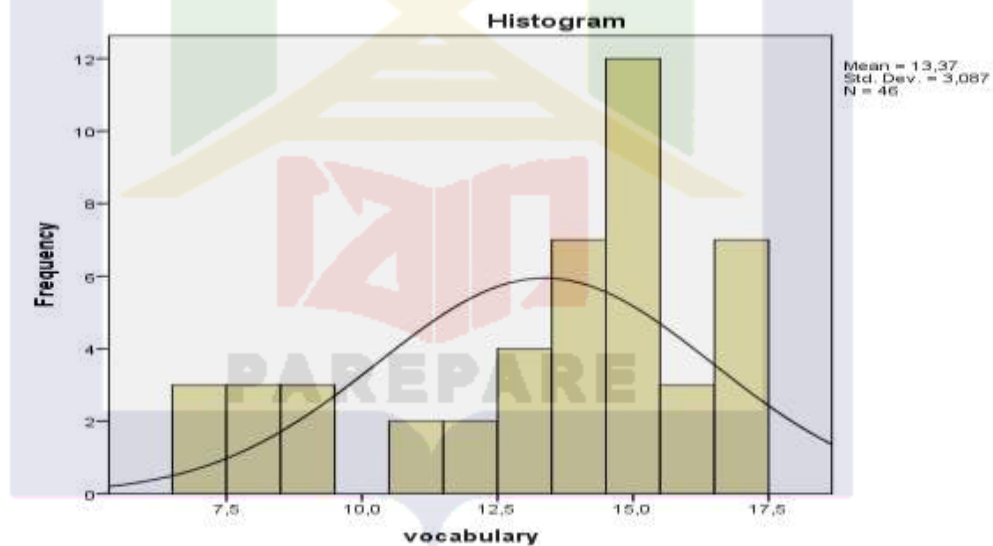
	Frequency	Percent	Valid Percent	Cumulativ e Percent
7	3	6,5	6,5	6,5
8	3	6,5	6,5	13,0
9	3	6,5	6,5	19,6
Valid 11	2	4,3	4,3	23,9
12	2	4,3	4,3	28,3
13	4	8,7	8,7	37,0

14	7	15,2	15,2	52,2
15	12	26,1	26,1	78,3
16	3	6,5	6,5	84,8
17	7	15,2	15,2	100,0
Total	46	100,0	100,0	

Source: Output Data of SPSS Statistic IMB 21

Based on the frequency distribution, for the total score obtained by each respondent there are 2 values that have 2 frequency (8,7%), 4 value that have 3 frequencies (26,0%), while there are 1 value, have 4 frequencies (8,7%), there are 2 values that have 7 frequencies (30,4%), there are 1 value that have 12 frequencies (26,0%), This variable histogram can be shown in the following graph.

Figure 4.7 Histogram of Students' vocabulary mastery (Variable Y).



Source: Output Data of SPSS Statistic IMB 21

Based on the data shown in the frequency distribution table above, when compared with the average value of 13.37, it shows that the score of students' vocabulary mastery is below the group average of 13 respondents (28,2%), while those in the average score as many as 4 respondents (8,7%), and those who were

above the average group were 29 respondents (69,0%). The determination of the category and score of students' vocabulary mastery can be considered in the guideline table to provide an interpretation of the following correlation coefficient.

Table 4.8 Guidelines for Interpreting the Score of Respondents.

NO.	Percentage (%)	Relationship level
1	90% - 100%	very high category
2	80% - 89%	high category
3	70% - 79%	medium category
4	60% - 69%	low category
5	0% - 59%	very low category. <sup>38</sup>

The total variable score for students' vocabulary mastery obtained from the research results was 615 , the theoretical score of this variable for each respondent was 17 because the number of respondents was 46 people, then the criterion score was  $17 \times 46 = 782$ . Thus, the students' ability in arranging compound sentences  $615 : 782 = 0,78$  or 78 % of the criteria set. Therefore, it can be concluded students' reading comprehension was in medium category.

## B. Testing Data Analysis Requirements

### 1. Data Normality Test

Testing normality data of variables to measure is every variable used in the research include in category normal distribution or not. If data include in normal distribution we can continue to testing hypotheses in analysis parametric. Criteria in testing normality of data is, if significance value  $> 0,05$ . The result as follow on the table:

Criteria of testing as follow:

Normal distribution : If value of significance  $> 0,05$

Unnormal distribution : If value of significance  $< 0,05$

<sup>38</sup>Suharsimi Arikunto, Evaluasi Pendidikan, (Jakarta: Bina Aksara, 1986), p. 54

Table 4.9 One-Sample Kolmogorov-Smirnov Test Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		46
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	,92586310
Most Extreme Differences	Absolute Positive	,103
	Absolute Negative	,061
	Positive	-,103
Kolmogorov-Smirnov Z		,695
Asymp. Sig. (2-tailed)		,719

a. Test distribution is Normal.

b. Calculated from data.

*Source: Output Data of SPSS Statistic IMB 21*

The test criteria are taken based on the probability value with the IMB SPSS Statistic 21 application. If the significance value (sig)  $> 0.05$ , then research data is normally distributed. Conversely, if the significance value (sig)  $< 0.05$ , then the research data were not normally distributed. The significance value (sig) shows 0,719  $> 0,05$  then this means that the frequency distribution comes from populations that are normally distributed.

## 2. Data Linearity Test

Linearity test is intended to determine the relationship pattern of the independent variable and the dependent variable whether it is linear or not. The linearity test can be determined using the F test, the data is processed using the help of the SPSS version 21 program by looking at the significance of the deviation from linearity of the linear F test. The complete calculation is attached as follows is presented the linearity test table:

Table 4.10 Linearity Test

**ANOVA Table**

			Sum of Squares	Df	Mean Square	F	Sig.
vocabulary mastery * students interest		(Combined)	243,620	22	11,074	12,274	,000
	Between Groups	Linearity	225,795	1	225,795	250,278	,000
		Deviation from Linearity	17,825	21	,849	,941	,554
		Within Groups	20,750	23	,902		
		Total	264,370	45			

*Source: Output Data of SPSS Statistic IMB 21*

Based on the linearity test in the table above, because the test is taken based on the probability value with the IMB SPSS Statistic 21 application . If the probability of linear deviation (sig deviation from linearity ) is 0.05, then the data has a linear pattern. Conversely, if the probability of linear deviation (sig deviation from linearity )  $< 0.05$ , then the data is not linear.<sup>39</sup> Significance value (sig deviation from linearity) variable X and Y are  $0,554 > 0.05$ , so it can be concluded that the relationship variable X (students' interest in listening English pop song) and variable Y (vocabulary mastery) is linear patterned data.

<sup>39</sup>Syofian Siregar, *Parametric Statistics for Quantitative Research Completed with Comparison of Manual Calculations and SPSS Version 17* (Cet; 1 Jakarta: Bumi Aksara, 2013) h. 178.

### C. Hypothesis Testing

Table 4.11 Results of the pearson *product moment* correlation test

		students interest	vocabulary mastery
students interest	Pearson Correlation	1	,924**
	Sig. (2-tailed)		,000
	N	46	46
vocabulary mastery	Pearson Correlation	,924**	1
	Sig. (2-tailed)	,000	
	N	46	46

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

Source: Output Data of SPSS Statistic IMB 21

Based on the table above shows that the results of the correlation coefficient of 0,940 with a significance of 0,000. Then the hypothesis testing is carried out with a significance level with an alpha value of 0,005. Based on the rules testing if the significance  $< 0,005$  then  $H_a$  is accepted and  $H_0$  is rejected, likewise conversely, if the significance  $> 0,005$  then  $H_a$  is rejected and  $H_0$  is accepted. Score the significance obtained is 0.000, indicating  $0.000 < 0.005$  then  $H_a$  is accepted and  $H_0$  is rejected means that there is a relationship between students' interest in listening English pop song and students' vocabulary mastery.

The results of the Pearson product moment correlation show that the results The correlation is 0.924 with a significance level of 0,000. Furthermore, the coefficient value the the correlation ( $r_{count}$ ) results of the correlation analysis test criteria, if  $r_{count} > r_{table}$  then  $H_a$  is accepted and  $H_0$  is rejected, if  $r_{count} < r_{table}$  then  $H_a$  is rejected and  $H_0$  is accepted. With value alpha of 0.05 (5%), then  $r_{table}$  is 0,291, Based on the result of the person product moment correlation test above, the  $r_{count}$  is 0,924. 0,291 at 5% significant level, so that  $H_0$  is rejected and  $H_a$  is accepted. A conclusion

was drawn that, there is relationship between students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang.

This is to determine the magnitude of the correlation students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang., it must see interpretation guidelines the correlation coefficient is brought about this:

Table 4.12 Guidelines for interpretation of correlation coefficients<sup>40</sup>

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

The result of the *Pearson product moment* correlation above is 0.924 is in the interval coefficient from 0,80 to 1,000 is included in the very strong relationship level. This means that the students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang.

#### D. Model Summary

Tabel 4.13 Model Summary

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,924 <sup>a</sup>	,854	,851	,936

a. Predictors: (Constant), students interest

b. Dependent Variable: vocabulary mastery

<sup>40</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*, (Cet.X.X Bandung: Alfabeta) p. 257.

*Source: Output Data of SPSS Statistic IMB 21*

As for the coefficient of determination from the second row, namely R Square = 0.854, this indicates that the variable students' interest in listening English pop song 85,4% and ready by other factors outside of this study.

## **E. Discussion**

In this part the researcher explained the discussion of the correlation between students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang. This research did on 11 April 2021. The researcher had been prepared the questionnaire and vocabulary test to give the students for answering. Because during pandemic every student have to study from home, the researcher made collaboration with the teacher to give a little explanation to the students in whatsapp group about the instrument and what they would do with instrument. So, the students would not be confused how to answer the test.

### **1. The Result of Questionnaire about Students' Interest in Listening English Pop Song.**

To find the correlation between students interest in listening english pop song and vocabulary mastery, research instrument used by previous researchers must be tested for validity and reliability test.

In testing the validity and realibility of the instrument questionnaire about students interest in listening english pop song, initially there were 20 statements item. After being tested for validity test there are 19 *valid* statements and 1 *invalid* statement. After that the researcher does a realibility test on valid statements and the result is a *Crombanch's Alpha* value of 0.717, so the statements of instrumen is declared *reliable* because  $r = 0,717 \geq 0.6$ . in the other words, 19 statement item that have been reliable can be used for data measurement in the context of data collection.

Based on the results of descriptive statistical analysis that has been done, the score of students interest variable between 37 to 70, the average value (mean) equal to 58.24, median 59.00, mode 67, variance 87,030, standard deviation 9,329, the



difference between the minimum and maximum ( range ) values is 33, the minimum value of 37, the maximum value of 70, and the total amount ( sum ) of 2679.

Based on data in the frequency distribution table, when compared with the mean score 58,24 indicates that the score of students' interest below the average by each respondent there are 14 values that have 1 frequencies (30,4%), 2 values that have 3 frequencies (13,0%), while there are 3 values, have 3 frequencies (19,5%), there are 4 value that have 2 frequencies (17,3%), there are 9 value that have 1 frequencies 19,5%). Based on data analysis testing, test resulted students' interest in listening English pop song 0,766 Or 76,6% of specified criteria. From calculation results obtained the percentage of students' interest in listening English pop song 76,6% of the criteria set and include in the high category because it is in the value interval coefficient 0,60 – 0,799.

## 2. The Result of Vocabulary Mastery

In testing the validity and realibility of the instrument test using multiple choice about vocabulary mastery, initially there were 24 statements item questions. After being tested for validity test there are 17 item questions *valid* and 7 item questions *invalid*. After that the researcher does a realibility test on valid question and the result is a *Crombanch's Alpha* value of 0. 752, so the questions of instrumen is declared *reliable* because  $r = 0,752 \geq 0.6$ . in the other words, 17 statement item that have been reliable can be used for data measurement in the context of data collection.

Based on the results of descriptive statistical analysis that has been done, the score of vocabulary mastery variable between 7 to 17, the average value (mean) equal to 13.37, median 14.00, mode 15, variance 9.527, standard deviation 3.087, the difference between the minimum and maximum ( range ) values is 10, the minimum value of 7, the maximum value of 17, and the total amount ( sum ) of 615.

Based on data in the frequency distribution table, when compared with the mean score 13,37 indicates that the score of students' vocabulary mastery below the average was 13 respondents (28,2%), while the students' score based on the average score was 4 people (8,7%), while the score of students' vocabulary mastery above the

average score was 29 respondents (63,0%). Based on data analysis testing, test result students' vocabulary mastery 0,78 Or 78% of specified criteria. From calculation results obtained the percentage of vocabulary mastery 78% of the criteria set and include in the medium category because it is in the value interval coefficient 70% - 79%.

### 3. The Correlation between students' interest in listening English pop song and vocabulary mastery.

According to the results of research conducted at SMK Budi Bangsa Pinrang It is known that there is a correlation between the students interest in listening English pop song and students vocabulary mastery. This is evidenced by the results of research that show that the significance value is  $0.000 < 0.005$  and it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, with a correlation result of 0.924 or 92,4% so that it can concluded that the magnitude of the students interest in listening English pop song and vocabulary mastery by 92,4% is included in the level of the relationship very strong. This means that the students interest in listening English pop song has a strong relationship against the vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang. Temporary value The coefficient of determination is  $R^2 = 0.854$ , this shows that the variable students interest in listening English pop song has a strong relationship against the vocabulary mastery amounted to 85,4 % while the rest is influenced by other factors outside of this study.

Based on the explanation above, it can be conclude that students' interest in listening english pop songs makes a positive contribution to students' vocabulary mastery. This is shown in the study which obtained positive hypotheses where the variable interest in students listening english pop songs has a strong relationship againsts the vocabulary mastery amounted to 85.4% which means that there was a significant effect of correlation between students interest in listening english pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang. This shows that the use of media listening english pop music has an influence on the depelopment of students' vocabulary mastery because it is effective in learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang, it can be drawn conclusion as follows:

1. The sig value is obtained from the One Sample Test, namely  $t = 0.000$ . Because the value of  $\text{sig} = 0.000 < \alpha = 0.05$ , then  $H_0$  is rejected. The results of the description of students self-esteem is 0.766 or 76,6% of the criteria specified so that it can concluded that the students interest in listening English pop song at the tenth grade of SMK Budi Bangsa Pinrang belongs to the high category.
2. The sig value is obtained from the One Sample Test, namely  $t = 0.000$ . Because the value of  $\text{sig} = 0.000 < \alpha = 0.05$ , then  $H_0$  is rejected. The results of the description of students vocabulary mastery is 0.78 or 78% of the criteria specified so that it can concluded that the students vocabulary mastery at the second grade of SMK Budi Bangsa Pinrang belongs to the medium category.
3. There is a significant correlation between the students' interest in listening English pop song and vocabulary mastery at the tenth grade of SMK Budi Bangsa Pinrang. That thing indicated by the results of the correlation coefficient of 0.924, with value This is greater than r table with a significance level of 0.05 and  $N = 46$ , namely equal to 0.291 or  $0.940 > 0.291$  so that  $H_0$  is rejected and  $H_a$  is accepted, and is in the coefficient of the interval from 0.80 – 1.000 which means it has a level very strong relationship. The amount of contribution made by the variable students interest in listening English pop song and vocabulary mastery of 0.854. This shows that the students' interest in listening English pop song contributed 85,4% to students vocabulary

mastery while the rest is determined by the relationship of other unobserved variables in this research.

Thus, it can be concluded that this media can be applied by teachers because it is effective in learning. So that, it can create pleasant learning atmosphere while at the same time motivating students to be more enthusiastic about participating in learning.

### **B. Suggestion**

Based on the research, the researcher gives some suggestions as follows: In connection with the conclusion above, the researcher further proposed some suggestions as follow:

1. For the English Teacher

Teacher suggested to be more attractive in teaching students to improve students vocabulary mastery.

2. For the students

Students should have any alternative in learning English and can improve their vocabulary mastery.

3. For next researcher

This research can be developed by the next researchers that are interested in doing research about The Correlation between students interest in listening English pop song and vocabulary mastery.

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# Appendices





## Appendix 1: Instrument of the Questionnaire

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b> <small>Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307</small>
	<b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>

NAMA MAHASISWA : NURVADILLAH  
 NIM : 16.1300.044  
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS  
 JUDUL : THE CORRELATION BETWEEN STUDENTS' INTEREST IN LISTENING ENGLISH POP SONG AND VOCABULARY MASTERY AT THE TENTH GRADE OF SMK BUDI BANGSA PINRANG

### QUESTIONNAIRE

Pernyataan-pernyataan berikut adalah survei yang dilakukan untuk mengetahui bagaimana hubungan minat siswa mendengarkan lagu bahasa Inggris dengan penguasaan kosakata dalam menunjang pembelajaran bahasa Inggris. Untuk itu diharapkan saudara/i membaca pernyataan dengan hati-hati dan menjawab semua pertanyaan yang disediakan dengan lengkap sesuai kondisi yang dirasakan.

#### A. Identitas Siswa

1. Nama : .....
2. Jenis kelamin (L/P) : .....
3. Nomor induk siswa : .....

**B. Kriteria Penilaian**

Kategori jawaban sebagai berikut:

TS : Tidak Setuju

RR : Ragu Ragu

S : Setuju

SS : Sangat Setuju

**C. Daftar Pernyataan**

Jawablah Pernyataan dibawah ini dengan memberikan tanda centang (✓) pada kolom yang disediakan

No	Pernyataan	SS	S	R	S
1.	Saya suka mendengarkan lagu pop bahasa inggris.				
2.	Saya senang mendapat tugas mendengarkan lagu pop bahasa inggris.				
3.	Saya enggan mencari saluran yang memperdengarkan lagu pop bahasa inggris di radio				
4.	Saya suka mencatat lirik ketika mendengarkan lagu pop bahasa inggris.				
5.	Saya enggan menerjemahkan lirik dari lagu pop bahasa inggris yang saya dengarkan.				
6.	Mendengarkan lagu-lagu pop bahasa inggris menjadi kegemaran yang menyenangkan di waktu yang luang.				
7.	Saya kurang senang mendengarkan lagu-lagu pop berbahasa inggris karena liriknya susah				
8.	Teman-teman saya menyukai lagu-lagu pop berbahasa inggris menjadikan minat mendengarkan saya bertambah.				
9.	Selain mendengarkan saya suka menyanyikan lagu				

	pop bahasa inggris yang saya dengarkan.				
10.	Saya enggan ingin mengetahui makna dari lagu pop bahasa inggris yang saya dengarkan.				
11.	Lagu-lagu pop bahasa inggris yang saya dengarkan sangat menarik karena liriknya bagus.				
12.	Saya senang mendengarkan lagu pop bahasa inggris karena suara penyanyinya merdu.				
13.	Saya enggan berusaha untuk meningkatkan kemampuan mendengarkan lagu-lagu berbahasa Inggris.				
14.	Ketika ada lagu pop bahasa inggris baru saya tidak tertarik mendengarkannya				
15.	Saya berusaha mencari tahu arti kata-kata yang belum saya ketahui dalam lirik lagu yang saya dengarkan				
16.	Ketika saya kesulitan memahami lagu-lagu pop berbahasa inggris saya enggan meminta bantuan orang lain				
17.	Mengoleksi lagu pop berbahasa inggris di smartphone adalah kegemaran saya.				
18.	Pembelajaran dengan mendengarkan lagu pop bahasa inggris membuat saya tertarik mengikuti pembelajaran.				
19.	Saya enggan menghafal lagu bahasa inggris karena liriknya susah				
20.	Dengan sering mendengarkan lagu pop bahasa inggris saya menjadi percaya diri ketika belajar bahasa inggris dikelas.				

## Appendix 2: Instrument of the test



### MULTIPLE CHOICE TEST

#### Petunjuk Pengisian angket:

1. Isilah identitas anda secara lengkap dan benar.
2. Cek dan bacalah pertanyaan sebelum menjawab.
3. Berilah tanda silang pada jawaban yang paling tepat.

Nama :

Kelas/ Jurusan :

#### **This text is for question 1 to 12**

*We were both young when I first saw you  
I close my eyes and the flashback starts  
I am standing there  
On a balcony in summer air  
See the lights, see the party, the ball gowns  
See you make your way through the crowd  
And say "Hello"  
Little did I know  
That you were Romeo, you throwin' pebbles  
And my daddy said, "stay away from Juliet"  
And I was cryin' on the \_\_\_\_\_  
Beggin you, "Please, don't go," and I said  
Romeo, take me somewhere we can be alone  
I'll be waiting, all there's left to do is run  
You'll be the prince and I'll be the princess  
It's a love story, baby, just say, "yes"*

*Romeo, take me somewhere we can be alone  
I'll be waiting, all there there's left to do is run  
You'll be the prince and I'll be the princess  
It's a love story, baby, just say "Yes"  
Romeo, save me, they're tryna tell me how to feel  
This love is difficult, but it's real  
Don't be afraid, we'll make it out of this mess  
It's a love story, baby just say "yes"  
I got tired of waiting  
Wonderin' if you were ever comin' around  
My faith in you was fading  
When I met you on the outskirts of town, and I said  
"Romeo, save me, I've been feeling so alone, I  
keep waiting for you,  
but you never come, Is this in my head?  
I don't know what to think*

So I sneak out to the \_\_\_\_\_ to see you  
 We keep quiet, 'cause we're dead if they knew  
 So close your eyes  
 Escape this town for a little while  
 'cause you were Romeo, I was scarlet letter  
 And my daddy said, "stay away from Juliet"  
 But you were everything to me  
 I was begging you, please don't go, and I said

He knelt to the ground and pulled out a \_\_\_\_\_  
 And said "Marry me, Juliet"  
 You'll never have to be alone  
 I love you and that's all I really know  
 I talked to your dad, go pick out a white dress  
 It's a love story, baby just say "Yes"

**Choose and cross (x) the correct answer.**

1. We were both young when I first saw you.  
 The synonym of the underlined word is.....
 

a. Teenage	c. Elderly
b. Mature	d. Ancient
2. The antonym of *Start* is.....
 

a. Begin	c. Finish
b. Establish	d. Go Ahead
3. On a balcony in summer air  
 The underlined word has meaning.....
 

a. Musim kemarau	c. Musim panas
b. Musim dingin	d. Musim gugur
4. I am in every building, especially at home. I was made by an architect. I used to go up and down from buildings. Who am I?
 

a. Lift	c. Step
b. Escalator	d. Staircase
5. That you were Romeo, you were throwin' pebbles  
 The underlined word has opposite meaning with.....
 

a. Fling	c. Cast
b. Hurl	d. Catch
6. I am beautiful place. People love to visit me. I used for growing flowers, trees, and other plants. Who am I?
 

a. Forest	c. Garden
-----------	-----------

- b. Mountain d. Hill
7. The synonym of *Close* is.....
- a. Begin c. Bare  
b. Open d. Shut
8. We keep quiet, cause we're dead if they knew.  
The meaning of the underlined word is.....
- a. Rahasia c. Diam  
b. Sunyi d. Teduh
9. This love is *difficult*, but it's real  
The synonym of *difficult* is.....
- a. Hard c. Simple  
b. Easy d. Convenient
10. I am a concern. I am circular. I was attached to the fingers.  
Who am I ?
- a. Earrings c. Ring  
b. Bracelet d. necklace
11. I talked to your dad, go pick out a white dress  
The underlined word has opposite meaning with.....
- a. Reject c. Select  
b. Vote d. Choose
12. The synonym of *father* is .....
- a. Uncle c. Brother  
b. Daddy d. Grandfather

**This text is for question 13 to 24**

*I've been reading books of old  
The legends and the myths  
Achilles and his gold  
Hercules and his gifts  
\_\_\_\_\_ 's control*

*I've been reading book of old  
The legend and the myths  
The testaments they told  
The \_\_\_\_\_ and its eclipse  
And superman unrolls*

And Batman with his fists  
 And clearly I don't see myself upon that list  
 But she said. "where'd you wanna go?  
 How much you wanna risk?  
 I'm not looking for somebody  
 With some superhuman gifts  
 Some \_\_\_\_\_  
 Some fairytale bliss  
 Just something just like this  
 Somebody I can kiss  
 I want something just like this

A suit before he lifts  
 But I'm not the kind of person that it fits  
 She said. "where'd you wanna go?  
 How much you wanna risk?  
 I'm not looking for somebody  
 With some superhuman gifts  
 Some \_\_\_\_\_  
 Some fairytale bliss  
 Just something I can turn to  
 Somebody I can miss  
 I want something just like this

**Choose and cross (x) the correct answer.**

13. Achilles and his gold

The meaning of the underlined word is.....

- |             |             |
|-------------|-------------|
| c. Perak    | c. Emas     |
| d. Perunggu | d. Tembakau |

14. I am the one of the superheroes. My clothes are red and blue. I always wear a mask

Who am I ?

- |              |                    |
|--------------|--------------------|
| a. Superman  | c. Captain America |
| b. Spiderman | d. Batman          |

15. I've been reading books of old

The synonyms of the underlined word is.....

- |          |         |
|----------|---------|
| a. Young | c. Kid  |
| b. Early | d. Aged |

16. The antonym of the *myths* word is.....

- |           |                |
|-----------|----------------|
| a. Legend | c. Factual     |
| b. Tale   | d. Fairy story |

17. The meaning of the *control* is.....

- |               |             |
|---------------|-------------|
| a. Pengendali | c. Kekuatan |
| b. Hadiah     | d. Perintah |

18. Some fairytale bliss

The meaning of the underlined word is.....

- a. Cerita rakyat
- b. Dongeng
- c. Cerita pendek
- d. Fabel

19. I am an object in the sky. I appear at night. I really shine.

Who am I ?

- a. Star
- b. Sun
- c. Moon
- d. Planet

20. The antonym of *bliss* is.....

- a. Happiness
- b. Misery
- c. Luck
- d. Pleasure

21. Somebody I can miss

The synonym of the underlined word is.....

- a. Pine
- b. Forget
- c. Lost
- d. Bury

22. The meaning of *risk* is.....

- a. Kekuatan
- b. Kendala
- c. Resiko
- d. Keamanan

23. A group of people who have the power to save humans from danger.....

- a. Champion
- b. Superhero
- c. Villain
- d. Guardian

24. With some superhuman gifts

The antonym of the underlined word is.....

- a. Prize
- b. Present
- c. Reward
- d. Penalty



After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned

Parepare, 08 Oktober 2020



### Appendix 3: Questionnaire Tabulation (X)

Tabulation of research result data Variable X (Students Interest in Listening English Pop Song)

Resp onde nt	Variable X																				Sco re
	Item Statements																				
No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	2	3	2	3	4	3	2	3	2	3	3	4	3	3	4	3	3	4	2	72
2	4	4	4	3	4	4	4	3	4	3	4	4	4	4	3	3	4	4	3	3	73
3	4	3	4	4	3	3	3	4	4	4	3	4	3	4	3	4	4	4	3	3	72
4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	3	3	73
5	4	4	3	4	3	3	4	3	3	4	4	3	4	4	4	3	4	3	4	2	71
6	3	4	3	3	3	3	4	3	4	3	4	3	3	4	4	3	4	4	3	3	71
7	4	3	4	3	4	4	3	4	3	4	4	4	3	4	3	4	3	4	4	3	65
8	3	4	4	4	3	4	3	3	3	4	3	3	4	4	3	4	4	4	4	3	75
9	4	4	3	4	3	4	4	4	4	3	4	4	3	3	4	4	4	4	3	3	71
10	3	3	4	4	4	4	3	4	3	4	4	3	4	3	4	3	4	4	4	2	71
11	4	4	4	4	4	3	4	4	3	3	4	3	4	3	4	3	3	4	4	3	69
12	4	3	4	3	4	3	4	3	4	3	4	3	4	4	4	3	4	4	4	3	72
13	3	3	3	4	3	3	3	3	4	4	4	3	4	4	3	4	4	3	3	2	72

14	4	4	4	3	4	4	4	3	4	3	4	3	3	4	3	3	4	4	3	2	73
15	4	3	4	4	3	4	3	4	4	3	4	4	3	4	4	3	3	3	4	3	73
16	4	4	4	4	4	4	3	3	4	4	4	3	3	4	3	4	3	4	3	2	70
17	4	3	3	3	4	4	3	3	4	3	4	3	3	3	4	4	4	3	4	3	69
18	3	3	3	3	3	4	3	3	4	4	4	3	4	3	4	4	3	4	3	3	65
19	3	3	3	4	4	3	4	3	3	4	3	4	3	4	3	4	4	4	3	3	72
20	4	3	3	4	4	3	4	3	3	4	3	4	3	4	3	4	4	3	4	3	71
21	4	4	3	4	4	3	4	3	3	4	3	4	3	4	3	4	4	4	3	2	63
22	4	3	4	4	4	3	4	3	4	3	3	4	4	3	3	4	4	3	3	2	72
23	4	2	3	2	3	4	3	2	3	2	3	3	4	3	3	4	3	3	2	2	71
24	4	4	4	4	3	4	4	3	4	3	4	4	4	4	3	3	4	4	4	3	73
25	4	3	4	4	3	3	4	4	4	4	4	3	3	4	3	4	4	4	3	2	72
26	4	2	4	2	1	4	3	4	2	2	3	3	3	2	2	3	3	2	3	2	73
27	4	2	3	2	2	3	3	3	3	2	3	3	3	2	2	3	2	2	3	3	72
28	3	3	3	3	2	4	3	3	2	2	3	3	2	2	2	3	3	2	3	3	73
29	3	3	4	2	1	3	3	1	4	3	3	4	4	2	2	1	2	4	3	2	74
30	3	3	4	4	4	3	4	2	3	3	4	4	3	3	3	3	4	2	4	2	70

31	3	3	3	4	2	3	3	2	3	1	3	4	2	4	2	2	2	3	3	2	72
32	3	3	3	4	2	3	3	2	3	1	3	4	2	2	2	2	2	3	3	2	70
33	3	2	3	2	2	3	3	3	3	4	3	4	4	3	2	3	3	2	2	3	69
34	3	4	4	4	2	4	3	3	3	2	1	4	3	3	2	2	3	2	2	3	73
35	3	2	3	2	3	3	3	3	3	3	3	3	4	2	3	3	2	3	2	3	72
36	4	3	4	2	2	2	2	2	2	3	2	2	3	3	2	3	2	2	2	2	69
37	3	2	3	3	1	3	2	2	3	4	2	1	4	4	2	2	1	2	1	2	72
38	4	2	3	2	2	2	2	1	3	2	2	1	2	2	3	2	1	3	2	2	72
39	3	2	4	2	2	2	2	1	2	2	2	1	2	2	3	2	1	3	2	2	74
40	3	3	4	3	3	2	3	3	3	3	2	3	3	2	3	2	1	2	2	2	72
41	3	3	4	2	2	3	3	2	3	2	3	4	3	2	3	3	3	2	3	2	71
42	2	2	3	3	4	1	2	2	2	2	1	2	3	2	2	3	1	2	3	2	73
43	4	3	3	2	3	4	2	3	3	2	3	3	3	2	2	3	2	2	3	3	72
44	3	3	4	3	2	4	2	3	3	3	4	4	2	3	3	3	4	3	1	3	73
45	3	3	4	2	4	3	2	2	3	4	3	4	3	3	2	3	3	2	2	3	62
46	4	4	3	2	1	4	2	2	3	2	4	3	3	3	2	3	2	3	3	3	69



18	1	0	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	13
19	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20
20	0	1	0	0	0	1	1	1	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	0	14
21	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	20
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
23	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	20
24	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
25	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	18
26	0	1	1	1	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	17
27	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	20
28	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	20
29	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1	1	1	17
30	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	21
31	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	19
32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
33	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	20
34	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
35	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	20
36	0	1	0	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	17
37	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	20
38	0	1	0	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	0	13
39	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
40	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	20

41	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	20
42	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	21
43	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	20
44	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
45	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	20
46	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	20



Appendices 5: r table Distribution

Tabel Nilai-nilai r Product Moment

N	Tarf Signifikansi		N	Tarf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086
37	0,325	0,418	1000	0,062	0,081



## Appendices 6 : google forms

The image displays three screenshots of a Google Form titled "THE CORRELATION BETWEEN STUDENTS' INTEREST IN LISTENING ENGLISH SONG AT THE TENTH GRADE OF SMK BUDI BANGSA PINRANG".

The first screenshot shows the form's header and the beginning of the registration section, including fields for "Name" and "Email".

The second screenshot shows a "VOCABULARY TEST" section. It includes a text passage from the song "I Wanna Dance with Somebody" by Janet Jackson. The passage is as follows:  
We were both young when I first saw you  
I close my eyes and the flashback starts  
I'm standing there  
On a balcony in summer air  
See the lights, see the party, the ball gowns  
See you make your way through the crowd  
And say "Hello"  
Little did I know  
That you were Romeo, you throwin' pebbles  
And my daddy said, "stay away from Juliet"  
And I was cryin' on the  
Beggins you, "Please, don't go," and I said  
Romeo, take me somewhere we can be alone  
I'll be waiting, all there's left to do is run  
You'll be the prince and I'll be the princess  
It's a love story, baby, just say, "yes"  
So I sneak out to the city to see you  
We keep quiet, 'cause we're dead if they know  
So close your eyes  
Escape this town for a little while  
'cause you were Romeo, I was scarlet letter  
And my daddy said, "stay away from Juliet"

Below the passage are two multiple-choice questions:

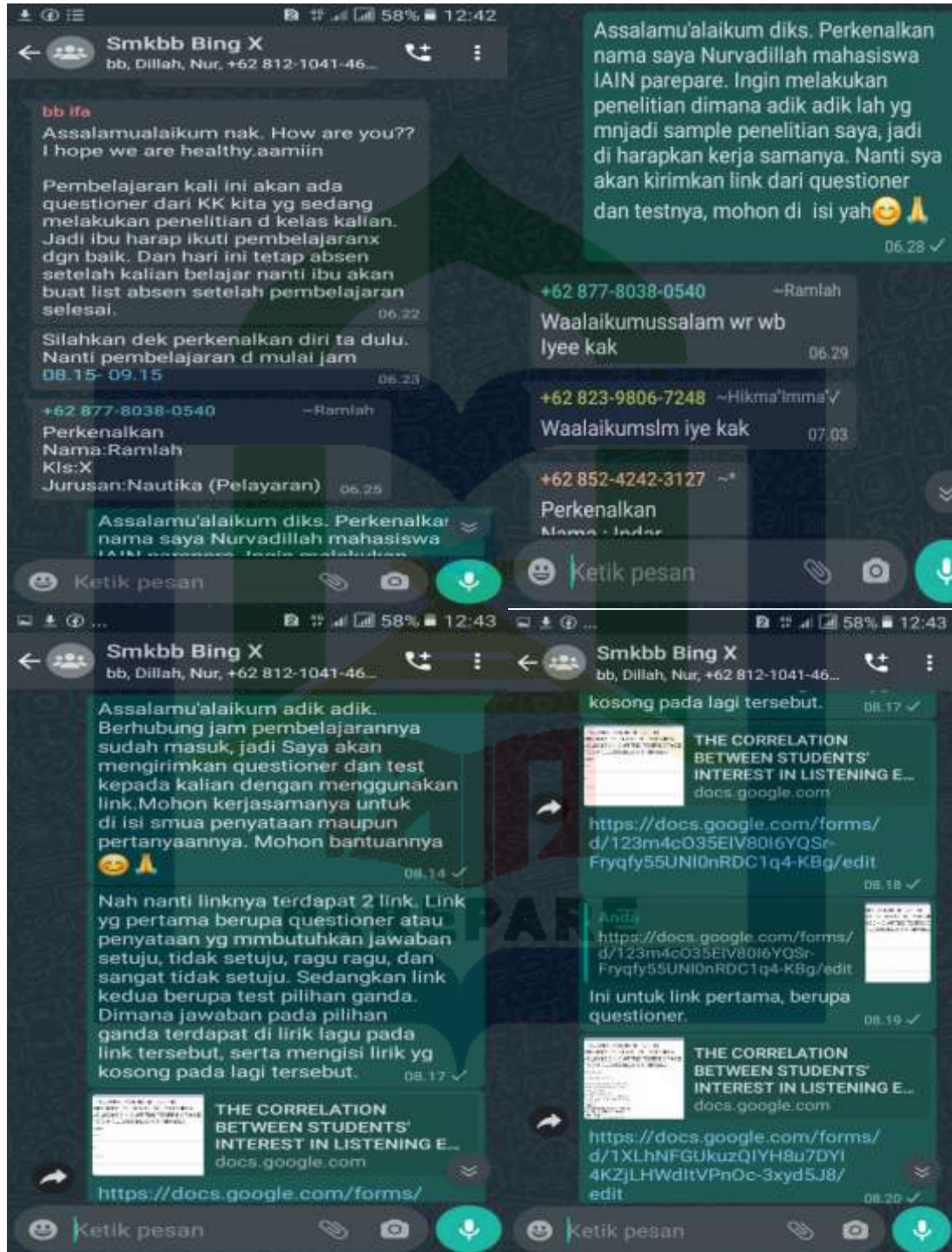
1. We were both young when I first saw you. The synonym of the underlined word is.....

- Teenage
- Mature
- Elderly
- Ancient

2. The antonym of standing is.....

- Begin
- Establish
- Finish
- Go ahead

## Appendices 7 : From Whatsapp



## Appendices 8 : Research Allowance

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS TARBIIYAH**  
**NOMOR : 1941.5 TAHUN 2019**  
**TENTANG**  
**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBIIYAH**

**Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2019;

**Mengingat** : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa;

1. Undang-Undang Nomor: 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);

2. Undang-Undang Nomor: 12 Tahun 2012 tentang Perguruan Tinggi;

3. Undang-Undang Nomor: 12 Tahun 2015 tentang Guru dan Dosen;

4. Peraturan Pemerintah RI Nomor: 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor: 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;

7. Keputusan Menteri Agama Nomor: 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

8. Peraturan Menteri Agama Nomor: 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

9. Peraturan Presiden RI Nomor: 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

10. Peraturan Menteri Agama Nomor: 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

**Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2018, tanggal 05 Desember 2018 tentang DIPA IAIN Parepare Tahun Anggaran 2019;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 358 tahun 2019, tanggal 18 Maret 2019 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

**MEMUTUSKAN**

**Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2019;

b. Menunjuk Saudara: 1. Dr. H. Saepudin, M.Pd,  
2. Drs. Ismail Latief, M.M.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

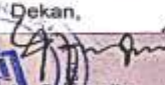
Nama Mahasiswa : Nurfadillah  
NIM : 16.1300.044  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *The Correlation Between Students' Interest in Listening English Song and Vocabulary Mastery At the Second Grade of MTs DDI Sokang Kab. Pinrang*


c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;

e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare  
Pada Tanggal : 04 Desember 2019

Dekan,  
  
Saepudin





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91102 ☎ (0421) 21307 Fax 24404  
PO Box 909 Parepare 91100, website: [WWW.IAINPAREPARE.ID](http://WWW.IAINPAREPARE.ID), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.779/In.39.5.1/PP.00.9/03/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X  
Provinsi Sulawesi Selatan  
di,-  
Kab. Pinrang

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurvadhilah  
Tempat/Tgl. Lahir : Lasape, 16 April 1998  
NIM : 16.1300.044  
Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : Lasape Jl. Poros Pinrang-Polman, Desa Katomporang,  
Kec. Duampanua Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"The Correlation Between Students' Interest In Listening English Pop Song And Vocabulary Mastery At The Tenth Grade Of SMK Budi Bangsa Pinrang "**

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 10 Maret 2021

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL**  
**DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
Nomor : 503/01.39/PENELITIAN/DPMPTSP/03/2021

Tentang

**REKOMENDASI PENELITIAN**

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 26-03-2021 atas nama NURVADILLAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat : 1. Undang - Undang Nomor 29 Tahun 1958;  
2. Undang - Undang Nomor 18 Tahun 2002;  
3. Undang - Undang Nomor 25 Tahun 2007;  
4. Undang - Undang Nomor 25 Tahun 2009;  
5. Undang - Undang Nomor 23 Tahun 2014;  
6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;  
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan  
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0266/R/T.Teknis/DPMPTSP/03/2021, Tanggal : 26-03-2021  
2. Berita Acara Pemeriksaan (BAP) Nomor : 0140/BAP/PENELITIAN/DPMPTSP/03/2021, Tanggal : 26-03-2021

**MEMUTUSKAN**

Menetapkan :  
**KESATU** : Memberikan Rekomendasi Penelitian kepada :  
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE  
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG  
3. Nama Peneliti : NURVADILLAH  
4. Judul Penelitian : THE CORRELATION BETWEEN STUDENTS' INTEREST IN LISTENING ENGLISH POP SONG AND VOCABULARY MASTERY AT THE TENTH GRADE OF SMK BUDI BANGSA PINRANG  
5. Jangka waktu Penelitian : 1 Bulan  
6. Sasaran/target Penelitian : SISWA SMK KELAS X  
7. Lokasi Penelitian : Kecamatan Dosmanpanza

**KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 26-09-2021.

**KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

**KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 26 Maret 2021



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP., M.Si**  
NIP. 197406031993112001

**Kepala Dinas Penanaman Modal dan PTSP**  
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

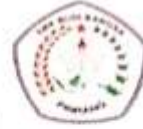


Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSR

DPMPTSP



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
SMKS BUDI BANGSA PINRANG



Kompetensi Keahlian : Asisten Keperawatan (Kep) , Teknik Komputer dan Jaringan (TKJ),  
Teknik Sepeda Motor (TSM), Perbankan dan Keuangan Mikro (PKM) dan Perhotelan (Hotel)  
Nautika kapal Naga (Pelayaran)  
Status terakreditasi, NSS : 302191407003, NPSN : 69762778, ID Data Pokok : 1915070003,  
Alamat : Jln. Trans Sulawesi Km 17 Dusun Lasape Desa Katompurang Hp. 082347046163 Email :  
smksbudiBangsaPinrang@yahoo.com

**KETERANGAN MENELITI**

Nomor **07**/SMK -BB PNRG/VI/2021

Berdasarkan Surat Permohonan Rekomendasi Izin Penelitian Insitut Agama Islam Negeri  
Parepare Fakultas Tarbiyah Nomor : B.779/In.39.5.1/PP.00.9/03/2021 tertanggal 10 maret  
2021 tentang izin penelitian untuk penyusunan skripsi kepada Mahasiswa atas nama :

Nama : NURVADILLAH  
NIM : 16.1300.044  
Fakultas/Program Studi : Tarbiyah / Tadris Bahasa Inggris

Maka dengan ini kami atas nama sekolah SMKS Budi Bangsa Pinrang memberikan izin /  
merekomendasikan kepada mahasiswa yang bersangkutan tersebut diatas untuk  
melaksanakan penelitian sebagaimana Topik **"The Correlation Between Students'  
Interest In Listening English Pop Song And Vocabulary Mastery At The Tenth  
Grade of SMKS Budi Bangsa Pinrang"** KELAS X Teknik Komputer dan Jaringan (TKJ)  
DAN Teknik dan Bisnis Sepeda Motor (TBSM) sepanjang memenuhi aturan sekolah.

Demikian rekomendasi ini Kami berikan untuk dipergunakan sebagai mestinya.

Lasape, 31 Mei 2021  
Kepala Sekolah,  
  
PINRANG, AFRI DJUMA, S.Pd

PAREPARE



## CURRICULUM VITAE

**Nurvadillah**, the writer was born on April 16<sup>th</sup> 1998 in Pinrang. She is the second child from five children in her family. Her father name is Abd. Wahid and her mother name is Kasma. She has 1 older sister namely Nurul Hidayah and 3 younger sisters namely Ummu Kalsum, Asmaul Husna and Humairah Nur Assyfa.

She began her study at TK Nurul Falah Lasape. She continued studying at SDN 38 Duampanua and graduated on 2010. In the same year she continued her study at SMPN 3 Duampanua and graduated on 2013. Then, she continued to study at MAN Pinrang and graduated in 2016. In the same year, she continued her study at State Islamic Collage (STAIN) Parepare and now it was changed became State Islamic Institute (IAIN) Parepare. On 2021, she completed her skripsi under the title “ The Correlation between Students’ Interest In Listening English Pop Song”

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