STUDENTS' ENGLISH VOCABULARY MASTERY AS SEEN FROM THEIR HABIT IN LISTENING ENGLISH MUSIC: A CORRELATIONAL STUDY

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Abstract

This research examined the relationship between student's habit in listening English music and their vocabulary mastery. This research was quantitative research that used correlation method. The population was all of the second-semester students of the English Department of STKIP PGRI Tulungagung in the academic year of 2018/2019 that consists of two classes with the total of 40 students. The sample was 17 students taken by incidental sampling technique. The instruments for collecting data in this research were questionnaire and vocabulary test. The questionnaire was used to collect the data of students' habit in listening English music, while the tests were used to collect the data of students' vocabulary mastery. In analysing the data, the researcher used Kendall's tau b in IBM SPSS Statistics 25 program for windows. The result of the research showed that there is a significant relationship between students' habit in listening English musics and their vocabulary mastery. Moreover, there is positive correlation and the level of significant correlation is moderate. Thus, it can be concluded that students' habit in listening English music contributes to their vocabulary mastery.

Keywords: *Correlation, English music, Habit, Vocabulary Mastery.*

INTRODUCTION

Four English skills are skills that must be mastered by the English learners. These skills usually are categorized into two competency namely receptive competence (listening and reading) and productive competence (speaking and writing). In brief, the learners have to achieve and develop those four English skills for complete communication. In learning English, learners must learn the components of language in English. Conventionally, linguists have broken down the language into three main components: the phonology or language sound

system; the lexis, or the words or phrases, which express ideas; the structure, or how to words or bits of words are strung together to make appropriate sentences or phrases (Ur, 1996). Those three main components are known as pronunciation, vocabulary and grammar. The learners who understand the components of English well will easily upgrade their four English skills.

Vocabulary is one of the fundamental of English components that should be learned to get better English skills. In foreign language teaching, vocabulary is very important because without good enough vocabulary the learners not only cannot express their own concept but also cannot understand others (Kuśnierek, 2016). This point shows how important vocabulary mastery is in learning English. Moreover, Viera (2018) wrote that Vocabulary knowledge is considered as an important tool for become proficient in any language skills; it also assists to the understanding of written and spoken texts. Similarly, Alqahtani (2015) states that vocabulary knowledge is often believed as a significant instrument for second language learners because a restricted vocabulary in a second language obstructs to be able in good communication. It means the learners of English are obligated to be skillful at vocabulary, as an essential element to be competence in those four English skills, because in order to be able doing something well we must have good equipment. In brief, the learners will not be able to increase four English skills without get the better of vocabulary.

There are many ways to enrich vocabulary; one of them is listening to English music. According to Kuśnierek (2016) who stated that benefit of using songs in English classroom is that they contain linguistic information, for instance items of vocabulary, pronunciation or grammar. Furthermore, Gottfried (2007) said that music helps get in touch students with new cultures and opens up a whole new world, just one of the rationale why songs are an essential element of teaching world languages. In addition, students can learn new vocabulary or improve their pronunciation if songs are used in class (Aguirre, Bustinza, & Garvich, 2016). It means the teacher can use English songs as authentic material to improve students' vocabulary mastery. In brief, song is one option ways to increase English especially on vocabulary (Burhayani, 2013).

Based on the researcher personal interview with ten students of English Department STKIP PGRI Tulungagung about what the best method to increase their English vocabulary, the results are obtained as follow; six people answered listening English music, two people answered write down new vocabulary, one person answered learning with other people, and one person answered using flash cards. It shows that listening English musics the most preferred method for improving their vocabulary.

From the explanation above, the writer is interested to finding out the correlation between students' habit in listening English music and their vocabulary mastery.

METHOD

In this study, the researcher wanted to find whether there is any positive correlation between students' habit in listening English music and their vocabulary mastery. This study used correlational method by using quantitative research approach. Correlation indicates whether there is any relationship between two quantitative variables and the strength of that relation (Pandis, 2016). Quantitative study regards to explain phenomena by collecting quantitative data which are examined using mathematically based methods (Sukamolson Suphat, 2005).

This research contains two variables that assumed have a relationship. First variable in this research is students' habit in listening English music and students' vocabulary mastery is the second one. According to Johnson & Christensen (2013) variable is a condition or characteristic that can take on different values or categories. In addition, Kumar (2011) mention variable as a concept that can be measured on any one of the four types of measurement scale, which have varying degrees of precision in measurement. Moreover, Kaur (2013) define variable in terms of measurable factors through a process of operationalization.

The population that used in this research is all of the second-semester students of the English Department of STKIP PGRI Tulungagung in the academic year of 2018/2019. There are two classes with total 40 students. According to

(Mcmillan, 1996)population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research.

The sample of this study was taken by using incidental sampling technique. Incidental sampling is a technique for determining samples based on coincidence, that anyone who accidentally met with researcher can be used as a sample, when it presumed suitable as data source (Sugiyono, 2007). Therefore, all of the second-semester students of the English Department of STKIP PGRI Tulungagung in the academic year of 2018/2019 those attended in the class when the data collection was conducted were samples from this study. Samples from this research were 17 students.

To collect data from the participants, the researcher use questionnaire and test. The questionnaire was used to obtain the data of students' habit in listening English music whereas the test was used to collect the data of students' vocabulary mastery. The instruments that used in this study were questionnaires and tests.

After collecting the data through questionnaire and testing vocabulary, the researcher then analyzed the data use IBM SPSS Statistics 25 program for windows. The researcher used Kendall's tau b in SPSS 25 program for windows to analyse the data because sample size of the study is relatively small (17 participants) categorized into nonparametric. According to Sugiyono (2007), Parametric statistics are used to analyze large sample data, data are normally distributed in the form of intervals and ratios, while Nonparametric is used to analyze small sample data, not necessarily normal distribution and data in the form of nominal and ordinal. Kendall's coefficient of concordance is used for determining the degree of association among several (k) sets of ranking of N objects or individuals (Kothari, 2004).

RESEARCH FINDING AND DISCUSSION

The writer presents the data description that has two variables in the form of mean, mode, standard deviation, the highest and the lowest score that is completed with the variable description in the form of histogram. It is based on

the score from questionnaire to know the students' habit in listening English musics and the score of vocabulary test to know the students' vocabulary mastery at the second-semester students of the English Department of STKIP PGRI Tulungagung in the academic year of 2018/2019. The researcher compute mean, median, mode, etc. used SPSS 25 for windows and the result is as shown in table 1.1.
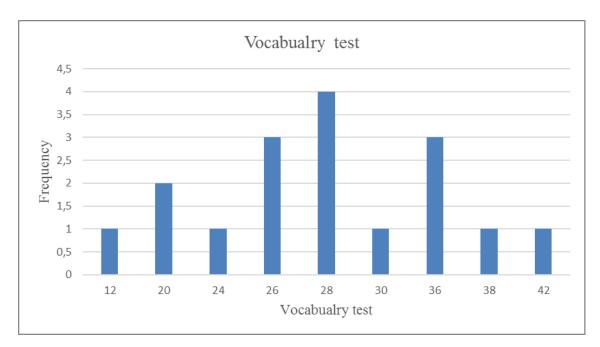
Table 1.1 The Computation of Mean, Median, Mode, etc.

		Vocabulary test	Habit Listening English Music
N	Valid	17	17
	Missing	0	0
Mean		28.47	41.29
Std. Error of Mean		1.819	1.555
Median		28.00	42.00
Mode		28	42
Std. Deviation		7.501	6.411
Variance		56.265	41.096
Range		30	25
Minimum		12	29
Maximum		42	54
Sum		484	702

From the result of the vocabulary test in table 4.1, we know that highest score is 42 and the lowest score is 12, so the range is 30. The sum is 484 and the participants are 17 so the mean is 28.47. The standard error of mean is 1.819, the median is 28, the mode is 28, the variance is 56.265, and the standard deviation is 7.501. It can be concluded that the ability of the students of the English Department of STKIP PGRI Tulungagung in the academic year of 2018/2019 in answering vocabulary test is various. The frequency of the distribution of the vocabulary test scores can be seen on the table 1.2 and graphic 1.1:

Table 1.2 The Frequency of The Distribution of The Vocabulary Mastery

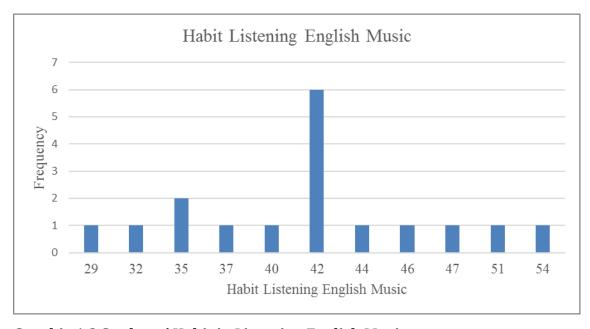|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	5.9	5.9	5.9
	20	2	11.8	11.8	17.6
	24	1	5.9	5.9	23.5
	26	3	17.6	17.6	41.2
	28	4	23.5	23.5	64.7
	30	1	5.9	5.9	70.6
	36	3	17.6	17.6	88.2
	38	1	5.9	5.9	94.1
	42	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Graphic 1.1 The Frequency of The Distribution of The Vocabulary Mastery

From the result of students' habit in listening English music questionnaire, we know that highest score is 54 and the lowest score is 29, so the range is 25. The sum is 702 and the respondent is 17 so the mean is 41.29. The standard error of mean is 1.555, the median is 42.00, the mode is 42, the variance is 41.096 and the standard deviation is 6.411. It can be concluded that the level of students of the

English Department of STKIP PGRI Tulungagung in the academic year of 2018/2019 in listening English music is various. The frequency of the distribution of the questionnaire scores can be seen on the following table and graphic;

Table 1.3 Students' Habit in Listening English Music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	1	5.9	5.9	5.9
	32	1	5.9	5.9	11.8
	35	2	11.8	11.8	23.5
	37	1	5.9	5.9	29.4
	40	1	5.9	5.9	35.3
	42	6	35.3	35.3	70.6
	44	1	5.9	5.9	76.5
	46	1	5.9	5.9	82.4
	47	1	5.9	5.9	88.2
	51	1	5.9	5.9	94.1
	54	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Graphic 1.2 Students' Habit in Listening English Music

The researcher conducted data analysis used Kendall's tau_b in SPSS 25 for windows. The calculation results show that the correlation coefficient between students' habits in listening to English music and mastery of student vocabulary is 0.494 as shown in table 1.4.

Table 1.4 The Correlation between students' habit in Listening English Music toward the students' vocabulary mastery

			Vocabulary test	Habit Listening English Music
Kendall's tau_b	Vocabulary test	Correlation Coefficient	1.000	.494*
		Sig. (2-tailed)		0.010
		N	17	17
	Habit Listening English Music	Correlation Coefficient	.494*	1.000
		Sig. (2-tailed)	0.010	
		N	17	17
*. Correlation is significant at the 0.05 level (2-tailed).				

Based on the table 1.5 the Correlation between students' habit in listening English music toward the students' vocabulary mastery, from the 17 participants obtained sig. (2-tailed) of 0.010 is lower than 0.05, it can be said that there is a significant relationship between students' habit in listening English music toward the students' vocabulary mastery. In addition, Kendall's tau values obtained for 0.494 is classified into a moderate correlation class. Moreover, Kendall's tau values show a positive value of 0.494, it means there is a positive relationship between variables. It can be concluded that there is a positive moderate correlation between students' habit in listening English music toward the students' vocabulary mastery.

Based on explanation above, it found that the students who have better habit in listening English music have better vocabulary mastery. This result of the research is supported by the opinion from the expert that there is positive

correlation between students' habit in listening English music and their vocabulary mastery. According to Burhayani (2013) who stated that song is one option ways to increase English especially on vocabulary. Furthermore, music helps get in touch students with new cultures and opens up a whole new world, just one of the rationale why songs are an essential element of teaching world languages (Gottfried, 2007). In addition, Kuśnierek (2016) said that that benefit of using songs in English classroom is that they contain linguistic information, for instance items of vocabulary, pronunciation or grammar. It is obvious that students' habit in listening English music and their vocabulary mastery as shown in the results of this study.

From the result of the research and theories above, it can be concluded that the level of students' vocabulary mastery are closely related to their habit in listening English music. In other words, the more higher the level of their listening habits in listening English music, the higher vocabulary mastery they get. Practically, English music can help students in familiarizing listen to native speaker's voice and increase their vocabulary mastery and ability to pronounce English words that can support to improve all four skills; listening, speaking, reading and writing

CONCLUSION AND SUGGESTIONS

Based on the result of the research, it can be seen that there is positive significant relationship between students' habit in listening English song toward their vocabulary mastery at the second-semester students of the English Department of STKIP PGRI Tulungagung in the academic year of 2018/2019. This means that the improvement of students' habit in listening English music will be followed by the improvement of their vocabulary mastery. It can be concluded that habit in listening English music has contribution to vocabulary mastery.

Therefore, it is suggested for the students who want to improve their vocabulary mastery, they can use listening English music as one of alternative ways to improve their vocabulary mastery. Secondly, for the teacher, musics may be applied in learning process in order to the increase students' vocabulary

mastery. The last, for the next researchers may conduct a study with a different and broader population and a larger sample and modify the variables.

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