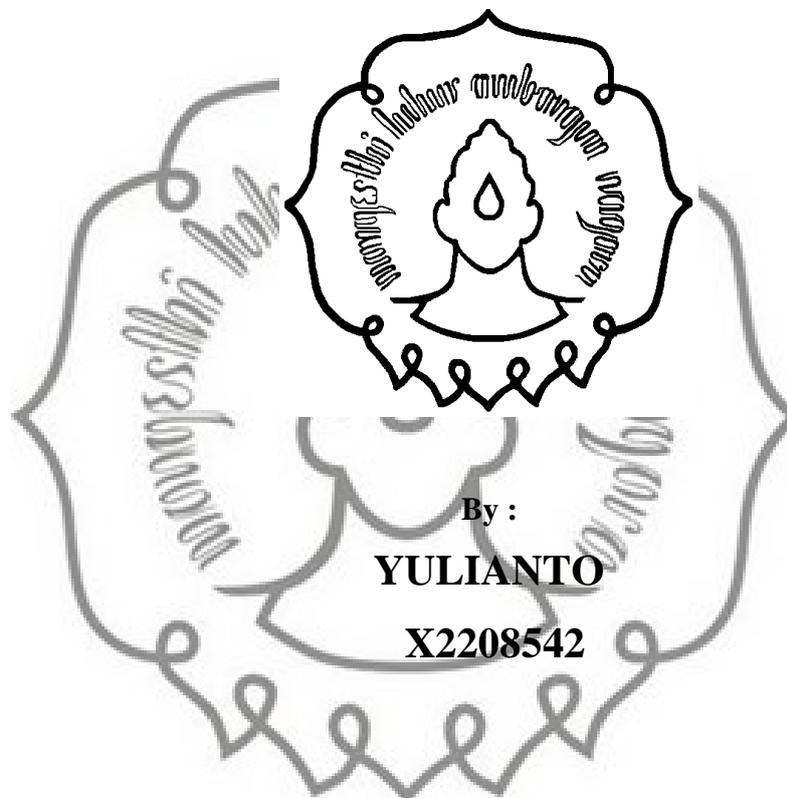


**A CORRELATIONAL STUDY BETWEEN HABIT IN SINGING
AND LISTENING TO ENGLISH SONGS, VOCABULARY
MASTERY, AND SPEAKING SKILL OF THE ELEVENTH
GRADE STUDENTS OF SMK N 3 SURAKARTA**



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A THESIS

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CHAPTER I INTRODUCTION

A. Background of the Study

We communicate with each other, directly or indirectly in the society. In a direct communication, speaking skills become very important. Speaking is a productive skill in the oral mode. Speaking is more complicated than it seems at first and involves more than just pronouncing words. The purpose of real communication is to accomplish a purpose, such as conveying a message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. If we don't have good speaking skill, it may causes miss understanding one other.

Good communication skills require a high level self-awareness. By understanding our personal style of communicating, we will go a long way towards creating good and lasting impressions with others.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They

regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

A teacher has to master language skills, covering speaking, writing, listening, or reading. Therefore he can help the students to improve their language skills too. Every student has different ability in mastering language skill. Some students are good at speaking but not good at reading or writing conversely. Students have different intellectual abilities. They think and learn differently. Some learning patterns will have been developed as a result of the schooling experience where materials were largely presented in a way that benefited students with linguistic or numeric abilities. As a result innate learning styles may not have been developed and students may need to be encouraged to identify their own learning pattern.

There are various ways of classifying differences in learning styles. Many theories and models have been proposed. Some learning styles classifications include:

1. Left and right brain thinkers
2. Auditory, visual and kinaesthetic learners
3. Activists, reflectors, theorists and pragmatists

Each learner will have a preferred way in which to process information. In many instances, tutors will not have the time required to determine their students learning styles. Neither may the tutor have the expertise to analyze individual learning styles or conduct the tests that are available.

The key consideration for tutors is not to rely on one teaching strategy. It is important to remember that some students don't learn very well by just listening and taking notes. Some may have a more limited attention span than others and like activity in class. Understanding the many ways in which people learn is crucial when planning and delivering a course.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

Sometimes some habit may also influence student ability, for example a student who likes reading a book, improve his reading skill, a student who likes listening to songs, improve his listening or speaking skill automatically, a singer who sings English song, usually has good pronunciation. In this research the writer tries to investigate the correlation of habit in singing and listening to English songs and speaking skill.

The writer considers that so many language skills can be learnt from a song. There are so many advantages we can take from a song. By singing a song we can learn to speak English fluently. We can learn how to pronounce a word, understand the meaning of a word and also how to arrange words into a good sentence. We can also get more vocabulary from the song lyrics and learn another language skill such as listening, and also reading from a song.

In this study the writer wants to find out wheter there is a correlation between the students' habit in singing and listening to English songs and their language skills, that is speaking skill.

In the speaking skill cannot be separated from other language skills such as vocabulary mastery. An expert says that vocabulary is the basics skill for communication. If someone does not recognize the meaning of the key words used by those who addressed them, they will be unable to participate in the conversation. It means that the vocabulary mastery is also important factor in speaking skill.

Therefore, in this study the writer also wants to find out whether there is a correlation between the students' vocabulary mastery and speaking skill.

The writer chooses the students of vocational school as the subject of the research because they can be categorized as teenage learners, and teenage learners usually like songs, games and something fun. An expert argues that teenage students are good language learners. Psychologically, they have been able to control their emotions. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Furthermore, students of vocational school are prepared for the real work world, they have to have good speaking skills for their communication with everyone.

In this thesis, the writer tries to find out if there is a significant correlation between habit in singing and listening to English songs, vocabulary mastery and speaking skill. The writer wants to learn if there is a significant correlation between habit in singing and listening to English songs, the vocabulary mastery and the speaking skill. The writer just wants to investigate the contribution of students' habit in singing and listening to English songs, vocabulary mastery for their speaking skill. Therefore, the results of this study can be used as an approach to teach speaking, especially for vocational school students.

Based on the above description, the writer wants to carry out research to know whether there is a positive correlation between the students' habit in singing and listening to English songs, vocabulary mastery and their speaking skill, especially for the eleventh grade student of SMK N 3 Surakarta.

B. Problem Identification

Based on the background, the writer finds some problems, as follows:

1. Is there any correlation between habit in singing and listening to English songs and vocabulary mastery?
2. Is there any correlation between habit in singing and listening to English songs and speaking skill?
3. Is there any correlation between habit in singing and listening to English songs and reading skill?
4. Is there any correlation between habit in singing and listening to English songs and writing skill?
5. Is there any correlation between habit in singing and listening to English songs and listening skill?
6. Is there any correlation between vocabulary mastery and speaking skill?
7. Is there any correlation between vocabulary mastery and listening skill?
8. Is there any correlation between vocabulary mastery and reading skill?
9. Is there any correlation between vocabulary mastery and writing skill?
10. Is there any correlation between habit in singing and listening to English songs, vocabulary mastery and speaking skill?

C. Problem Limitation

The writer limits the problem of this thesis on the three variables, that is student's habit in singing and listening to English songs, vocabulary mastery, and speaking skill. The research subject is the eleventh grade students of SMK N 3 Surakarta. The correlation method is used to examine the coefficient of correlation between the variables.

D. Problem Formulation

Based on the background of the study and problem limitation, the formula of the problem as follows:

1. Is there a positive significant correlation between habit in singing and listening to English songs and speaking skill.
2. Is there a positive significant correlation between vocabulary mastery and speaking skill.
3. Is there a positive significant correlation between habit in singing and listening to English songs, vocabulary mastery simultaneously and speaking skill?

E. The Benefits of the Study

The result of the research give information about students' habit in singing and listening to English songs, their vocabulary mastery, and their speaking skill. This information can be used to decide wheter these factors must be improved or not.

The result of the research gives information about the degree of correlation between students' habit in singing and listening to English songs, vocabulary mastery, and speaking skill. It can be used for the teacher to decide wheter the speaking skill can be improved by the two factors or not.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review on Habit in Singing and Listening to English Songs

1. Description of Singing and Listening to English Songs

Singing is the act of producing musical sounds with the voice, which is often contrasted with speech (<http://en.wikipedia.org/wiki/Singing>). A person who is singing is called a singer or vocalist. Singers perform music known as songs that can either be sung *a cappella* (without accompaniment) or accompanied by musicians and instruments. Nearly anyone who can speak can sing, since in many respects singing is merely a form of sustained speech. It can be informal and just for pleasure, for example, singing in the shower or karaoke; or it can be very formal, such as singing done professionally as a performance or in a recording studio.

Listening is different from hearing as Blumental said that hearing and listening are two different things. Listening is educated hearing or in another words, it is hearing for the purpose (1963: p. 186). So listening needs more attention related to the mind than hearing. While according to Rivers and Temperly, listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood (1998:p. 63). Furthermore, listening is an active process of constructing a message from a stream of sound with what one knows of the phonological, semantic and syntactic potentialities of the language. Another definition of listening is given by Brown and Yule that listening is the activity of paying attention to and trying to get the meaning from something we hear(1983).

From the definition above, it can be concluded that listening is an active process of paying attention to and trying to get the meaning from something we hear which is at present unknown.

Songs, as Griffie states are pieces of music that have words (1992: p. 3). Webster's dictionary (1976: p. 506) defines songs as a short musical composition of words and music. The main parts of a songs are music and words. While music itself is related with rhythm, a group of words without music to perform them can not be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there are usually several lines of the song, which are repeated twice, or more what a so-called "refrain" when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

Songs can be broadly divided into many different forms. There are: art songs, pop songs and folk songs.

1) Art Songs

Art song are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author(s) and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

2) Folk songs

Folk songs are songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk songs exist in almost every culture.

3) Popular songs

Modern popular songs are typically distributed as recordings, and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs may be called pop songs for short, although pop songs or pop music may instead be considered a more commercially popular genre of popular music as a whole.

English songs, therefore, is groups of English words performed in rhythms called music.

We may conclude that singing and listening to English song is the activity of producing English words and music with their voice, which is often contrasted with speech and the activity of paying attention and trying to get the meaning from groups of English words contained in the songs

2. Description of Habit

Webster's dictionary (1976: p. 226) defines habit as a behavior pattern acquired and fixed by frequent repetition. Habit is an action practiced continuously until it becomes a patterned behavior, and it is usually performed without conformed unconsciously because practice has become familiar and easy (Carter, 1973: p. 247). Meanwhile, Weiner puts another definition forward; "Habit is a response that has become relatively automatic through practice".

Habit are habituated routines of behavior that are repeated regularly, tend to occur subconsciously, without directly thinking consciously about them. Habitual behavior sometimes goes unnoticed in persons exhibiting them, because

it is often unnecessary to engage in self-analysis when undertaking in routine tasks.

From the definition above the writer concludes that singing and listening English songs habit is repetitive action of producing English words and music with their voice, paying attention and trying to get the meaning of groups of English words contained in the song which is practiced continuously and performed without conformed unconsciously then becomes a pattern behavior that automatically practiced.

3. The Usage of Songs in Language Learning and Language Teaching

Songs are not only good for language learners, but for language teachers songs offer an interesting techniques in presenting the language focus because it provides enjoyment especially in rising excitement and self-confidence for both learners and teachers. Songs take them to the other side of teaching-learning process, but still, there is the material included.

For variety of reasons, songs are enjoyable and highly memorable. Songs can be used to focus on the form of language including grammar, vocabulary and pronunciation. Songs in general use simple, conventional language, with a lot of repetition, so they are effective although there are some songs that can be quite syntactically and lexically complex. Songs provide topics for discussion and extension activities because each song has its own theme, which contains the description, story and purpose of certain topic. Wide range of pop and folk songs also can be used to explore theme by analyzing the story contains in them.

Murphey (1992: p. 14) states the advantages using songs in the classroom as follows:

1. Music and songs are “tools for living”, and the topic holds great value that can be explored as a material in learning language focus.
2. By looking at music and songs critically, the teacher can also help the students to develop the means to sort out the good from the bad based on the content of the songs.
3. For the teacher, it can be a tremendous learning experience where he is a source for the language.

We can do lots of things with the song lyrics. Fill in blanks, ask and answer questions about the lyrics or about the different situations or characters in the song, write a letter to one of them, send an answer to the person referred to in the song, rewrite it as a story, write a story which began before the story in the song and led to it, write story which will continue after the song, change words (adjectives, adverbs, names, places, feelings, etc.), invent new lyrics for the melody, "draw" the different stanzas and of course enjoy listening to it or singing it.

Teaching English with songs is extremely efficient in teaching language. The students love doing the cloze exercises. They can learn all the language skill.

- 1) Listening by following the song to determine words.
- 2) Reading by reading the song lyrics
- 3) Writing by filling in the blanks of lyrics
- 4) Speaking by singing the song

Following is an example of song that can be used to teach language skills:

Can't Smile without You

Artist: Barry Manilow as sung on "Greatest Hits"

You know I can't smile without you

I can't smile without you

I can't laugh and I can't sing I'm finding it hard to do anything

You see I feel sad when you're sad
I just can't smile without you
I feel glad when you're glad
If you only knew what I'm going through

You came along just like a song
And brightened my day
Who'da believed that you were part of a dream? ("who would have
believed...")
Now it all seems light years away

And now you know I can't smile without you
I can't smile without you
I can't laugh and I can't sing
I'm finding it hard to do anything

You see, I feel sad when you're sad
I feel glad when you're glad
If you only knew what I'm going through
I just can't smile without you

Now some people say happiness takes so very long to find
Well I'm finding it hard leaving your love behind me

And you see I can't smile without you
I can't smile without you
I can't laugh and I can't sing

I'm finding it hard to do anything

You see I feel glad when you're glad
I feel sad when you're sad
If you only knew what I'm going through

I just can't smile without you...

By Javier Vedia

1. Listening and Writing by filling in the blanks of lyrics : Listen to the song and fill in the blanks.

You know I can't s..... without you

I can't s..... without you

I can't l..... and I can't s.....

I'm finding it h..... to do anything

You see I feel s..... when you're s.....

I feel g..... when you're g.....

If you only k..... what I'm going th.....

I just can't s..... without you

You came a..... just like a s.....

And brightened my d.....

Who'da believed that you were part of a d..... ("who would have believed...")

Now it all s..... light years away

And now you know I can't s..... without you

I can't s..... without you

I can't l..... and I can't s.....

I'm finding it h..... to do anything

You see, I feel s..... when you're s.....

I feel g..... when you're g.....

If you only k..... what I'm going th.....

I just can't s..... without you

Now some people s..... happiness takes so very long to find
Well I'm finding it h..... leaving your love behind me

And you see I can't s..... without you

I can't s..... without you

I can't l..... and I can't sing

I'm finding it h..... to do anything

You see I feel g..... when you're g.....

I feel s..... when you're s.....

If you only k..... what I'm going th.....

I just can't s..... without you.

2. Speaking by:

- a. Practices pronouncing sound /a:/ with the following words
by repeating them:

can't - laugh - hard - part -

- b. Practices pronouncing sound /æ/ with the following words
by repeating them:

sad - glad - happiness

- c. Practise Pronouncing sound /i:/ with the following words by
repeating them:

see - feel - dream - believed - seems - people - me -

3. Reading by Reading the lyric then explain difficult vocabulary and difficult expressions such as "who would have believed..."

B. Review on Vocabulary Mastery

1. The Description of Vocabulary

Vocabulary cannot be separated from language skills. It plays an important role in understanding the language holistically. Saville-Troike in Jordan in (<http://en.wikipedia.org/wiki/vocabulary>) state that the vocabulary of a person defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences Vocabulary consists of noun, verbs, adjectives, adverbs, prepositions, articles, etc (<http://www.google.com/call>). Another statement is stated by Hatch and Brown (1995:p.1) who say that vocabulary refers to a list or set of words that individual speakers of language might use.

Burn and Broman say that vocabulary is defined as the total number of words (with rules of combining them) used by a person, class or profession to make up language either in oral or written communication (1975:295). According to Hornby (1995: 133) vocabulary is a list of words with their meanings. Moon (in Schmitt and Mc Carthy, 1997: p. 105) also gives the definition of vocabulary by saying:

“Traditionally, vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical considerations”.

From the definition above we can conclude that vocabulary is a list or a set of words with their meaning for a particular language used by individual or group of people, either in oral or written form of communication.

In her book, Penny Ur (1996:p.60-62) also gives some elements that need to be taught in teaching vocabulary. They are:

a. **Form: Pronunciation and Spelling**

The learner has to know how a word is pronounced (its pronunciation) and what it looks like (its spelling). These are fairly

obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, he might also give its past form, if this is irregular 'think' 'thought' and he might note if it is transitive or intransitive.

Similarly, when teaching a noun, the teacher may wish to present its plural form, if irregular 'mouse' 'mice', or draw learners' attention to the fact that it has no plural at all (advice, information). The teacher may present verbs such as 'want' and 'enjoy' together with the verb form that follow them (want to, enjoy-ing), or adjectives or verbs together with their following prepositions (responsible for, remind someone of).

c. Collocation

The collocation typical of particular items is 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. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head – words, or by a note in parenthesis. To know what word is associated to another is important because it implies that one knows the area and the boundaries of meaning. For example the word "overtake" is a verb, normally (active or passive), followed by article+ noun or pronoun.

d. Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, 'dog' denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word 'dog', for example, as understood by most British people, has positive connotation of friendship and loyalty, whereas the equivalent in the Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority. Within the English language, 'slim' has favorable connotations while 'thin' has unfavorable; so that one could describe something as 'slim body' where 'thin body' would sound absurd.

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect. For example, the word weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

e. Aspects of meaning (2): meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships:

1. Synonyms: items that mean the same, or almost the same; for example: 'bright', 'clever', 'smart' may serve as synonyms of 'intelligent'.
2. Antonyms: item that mean the opposite; 'rich' is an antonym of 'poor'.
3. Hyponyms: items that serve as specific examples of a general concept; 'dog', 'lion', 'mouse', are hyponyms of 'animal'
4. Co-hyponyms or co-ordinates: other items that are the 'same kind thing' ; 'red', 'blue', 'green', and 'brown' are co-ordinates.
5. Super ordinates: general concepts that 'cover' specific items; 'animal' is the super ordinates of 'lion', 'dog', 'mouse', etc.
6. Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

f. Word formation

Word formation or the arrangement of words put together is another aspect of useful information in teaching perhaps mainly for advance learners. Teacher may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un-, and -able, this will help them guess the meaning of words like substandard, ungrateful, and untranslatable. They should, however, be warned that in many common words, the affixes no longer have any obvious connection with their roots meaning (for example, comfortable). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (ultra-modern, super-hero).

Another way to built vocabulary items is to combine two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one

item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool)

From the discussion above, it can be concluded that vocabulary mastery is a complete knowledge of a list or a set of words, which make up a language. This complete knowledge includes the knowledge of the meaning of the word, the structure, idioms, and expressiveness to carry it. Mastering the vocabulary of language needs the attention to its meaning and form of words.

2. The Importance of Vocabulary

Vocabulary is one of the elements of language that should be learnt and taught. It will be hard to master the language, without mastering or understanding a certain number of words. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990: viii) states that the importance of vocabulary in language learning as follows:

“No matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just can not happen in any meaningful way”.

According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation. Rivers (1983: p. 125) in Nunan (1991: p: 117) argues that the acquisition of an adequate vocabulary is essential or successful second language used because, without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.

Wilkinns (1982: 111) says that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by

their vocabulary. In reading, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking, vocabulary facilitates the learners to explain their ideas orally.

In addition, Coady and Huckin (1997: 5) says 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 important roles in communication.

3. Types of Vocabulary

Some experts have mentioned types of vocabulary. Shepard (1980: 1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. Receptive vocabulary is also called a passive process because the learner only receives from others thought. In language application, the receptive vocabulary is considered the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes.

According to Haycraft (1997:44) vocabulary is divided into active and passive vocabulary. Active vocabulary refers to words which the student understands, can pronounce correctly and uses constructively in speaking and writing. Added by Harmer (1991: 159) active vocabulary refers to words that students have been taught or learnt and which the students will recognize when they meet then but which they will probably not be able to produce. Meanwhile, passive vocabulary refers words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which can not produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered as the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produced the words to express their thought to others.

4. Vocabulary mastery

According to Hornby who mastery is complete knowledge (1995:72). Haunstein (1998: 96) defines mastery as the ability and desires to originate and perfect abilities and skills. It is the pursuit and refinement of abilities and skill to excel. This implies prior behaving, synthesis, and production abilities and skills. Based on (<http://www.thefreedictionary.com/mastery>) mastery is great skillfulness and knowledge of some subject or activity. Some people prefer using the term 'mastery' to using 'acquisition' in which both terms refer to the end result of an understanding.

The importance of mastering vocabulary in learning is also stated by Nunan (1991: p. 118) who says that, the development of a rich vocabulary is an

important element in acquisition of a second language. It is important for a learner to master the vocabulary of the target language because it is essential part of communication. Krashen in Lewis (1996: 23) says that vocabulary is the basic to communication. If it acquires do not recognize the meaning of the key words used by those who addressed them, they will be unable to participate in the conversation. He explains further that although the learners know the morphology and the syntax of the utterance, they will not know the meaning of the key lexical items and would get difficulties in the communication.

Haycraft (1997: 44) states that although someone knows many language terms without understanding the structure, idioms, and expressiveness to carry it, it does not bring the mastery of a language that is why vocabulary mastery or acquisition is important in learning a language.

Vocabulary mastery is always an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

C. Review on Speaking Skill

1. Description of Speaking

Lewis and Hill, (1993:54) argue that speaking is a process that covers many things in addition to the pronunciation of individual sounds. This theory also tells that pronunciation stress and intonation will take a big part in this process. Speaking is the productive skill in the oral mode. It likes the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves: interactive, partially interactive, and non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech in radio broadcast (<http://www.sil.org/lingualinks/languagelearning/OtherResources/GudlnsFrALnggAndCltrLrnngPrgrm/SpeakingSkill.htm>).

Underwood (1996: 59) states that speaking is a creative process where speakers are almost always in the position of formulating what they are saying as a result of the behavior of their listeners as a result of added thoughts of their own. Nunan (1998:26) says that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation.

There are some of the micro-skills involved in speaking. The speaker has to do the followings:

1. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
2. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
3. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
4. Put words together in correct word order.
5. Use vocabulary appropriately.
6. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
7. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
8. Make the main ideas stand out from supporting ideas or information.
9. Make the discourse hang together so that people can follow what you are saying.

Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2. Skill in speaking

Byrne (1997:8) states that oral communication is a two ways process between speaker and listener (or listeners) and it involves the productive skill of speaking and receptive skill of understanding (or listening with understanding). This is in line with Widdowson (1996:59) who declares that the skill of speaking is the skill which is conventionally referred to as “listening”. While, productive aspect of speaking referred to as “saying”. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker.

Grace Stovall Burkart (1998) in *(http://www.sil.org)* says that many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Levelt (1995: 1) states that speaking is one of man’s most complex skills. It is a skill which is unique to our species. While Mc Laughlin in O’Malley and Chamot (1990: 66) state that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchial sub skills, some of which might require controlled processing, while others could be processed automatically.

Accuracy in speaking is one of the main goals targeted by the learners in the process of teaching and learning a language. Brown (1994:254) defines accurate as clear, articulate, grammatically and phonologically correct language. He adds that accuracy in speaking is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their speaking output.

Fluency in speaking is one of competencies targeted by many language learners. Signs of fluency include a reasonably fast speed of speaking and only a

small numbers of pauses and filters. According to Byrne (1997:90), speaking fluency is the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation. Richard (2006:14-16) states that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

3. Problem in Speaking

According to Ur (1996:121), there are some problems faced by the learners in speaking activities.. Those problems can be explained as follows:

a) Inhibition

Unlike reading, writing and listening activities speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b) The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c) The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only little time to talk. This Problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their

mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

D. Rationale

Based on the theory above, the writer formulates the rationale as follows:

1. If the students' habit in singing and listening to English songs are high, their speaking skill will improve.
2. If the students' vocabulary mastery is high, their speaking skill will improve.
3. If the students' habit in singing and listening to English songs are high and vocabulary mastery is also their speaking skill will improve.

E. Hypothesis

Based on the theory and rationale, the hypothesis of this research are formulated as follows:

1. There is a positive significant correlation between habit in singing and listening to English songs and speaking skill.
2. There is a positive significant correlation between vocabulary mastery and speaking skill.
3. There is a positive significant correlation between habit in singing and listening to English songs and vocabulary mastery simultaneously and speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research method that is used is correlation method. Correlation method is a method whose goal is to describe the relation between two or more events or characteristics (Hallonen and Santrock, 1999: p.20). The reason of choosing this method is the researcher wants to know the strength of the relation of two or more variables based on correlation coefficient.

There are three possible results of a correlational study: a positive correlation, a negative correlation, and no correlation. The correlation coefficient is a measure of correlation strength and can range from -1.00 to $+1.00$. Perfect positive correlation would result in a score of $+1$. Perfect negative correlation would result in -1 (Nunan, 1992: 39).

1. Positive Correlations: Both variables improve or decrease at the same time. A correlation coefficient close to $+1.00$ indicates a strong positive correlation.
2. Negative Correlations: Indicates that as the amount of one variable improves, the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.
3. No Correlation: Indicates no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

There are three types of correlational study as follows:

1. Naturalistic Observation

Naturalistic observation involves observing and recording the variables of interest in the natural environment without interference or manipulation by the experimenter.

2. The Survey Method

Survey and questionnaires are the most common methods used in psychological research. In this method, a random sample of participants completes a survey, test, or questionnaire that relates to the variables of interest. Random sampling is a vital part of ensuring the generalizability of the survey results.

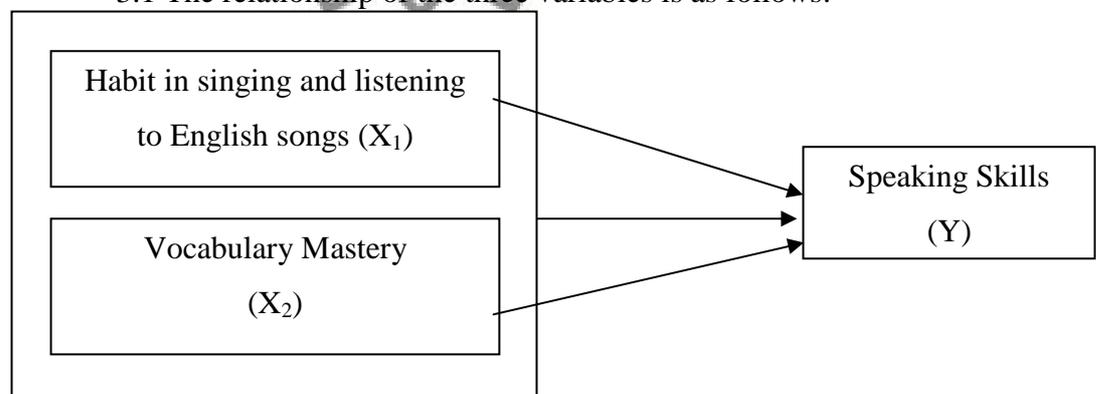
3. Archival Research

Archival research is done by analyzing studies conducted by other researchers or by looking at historical records. For example, researchers recently analyzed the records of soldiers who served in the Civil War to learn more about PTSD "The Irritable Heart".

In this research the writer uses survey method. There are two variables in this study: two Independent variables(X) and dependent variable(Y).

1. The independent variable (predicator variable)
 - a. Habit in singing and listening to English songs (X₁)
 - b. The vocabulary mastery (X₂)
2. The dependent variable (criterion variable)
 - c. Speaking skill (Y)

3.1 The relationship of the three variables is as follows:



B. The Aims of the Research

Considering the title of the study and the problems stated previously, this research has three aims as follows:

1. To find whether or not there is a positive significant correlation between habit in singing and listening to English songs and speaking skill.
2. To find whether or not there is a positive significant correlation between vocabulary mastery and speaking skill.
3. To find whether or not there is a positive significant correlation between habit in singing and listening to English songs and vocabulary mastery simultaneously and speaking skill.

C. Place and Time of Research

This research was carried out at SMKN 3 Surakarta in academic year 2009/2010. It was conducted on April and May 2010.

D. The Subject of the Study

1. Population

Population is the whole number of people or inhabitants in a country or region (Webster's dictionary, 1976: p. 410). Allison et al (1998: 24) define population as a defined group within a stated class. Sutrisno Hadi (1994:70) states that population is all the individuals for whom the reality of the sample will be generalized. While Suharsini Arikunto (1993: 102) defines population as all the subject on a research. In this study, the writer takes all the eleventh grade students of SMKN 3 Surakarta in 2009/2010 academic year.

2. Sample

Sample is a sub-group of a population selected according to particular criteria and taken to represent the whole group (Allison et al, 1998: p. 24). While Suharsini Arikunto (1993: 104) states that sample is the part or representation of population being researched. In this study the sample is 30 students out of the population. It is assumed that the number of sample taken is normal.

3. Sampling

Sampling is a technique used in taking sample. In this study the writer uses multi-stage cluster random sampling to get the representative sample. According to Webster's dictionary (1976: p. 467), sampling is a technique used in taking a part of statistical population whose properties are studied to gain information about the whole. Sutrisno Hadi (1994: 75) states that sampling is a technique of taking a sample out of population. One of the famous ways in statistics to get the representative sample is random sampling. The writer uses random sampling to obtain his sample this is method that gives every member of the population an equal chance of being selected in the study (Hallonen and Santrock, 1999: p. 18).

The cluster sampling in which the clusters are selected and sample is drawn from the cluster members by simple random sampling (Fink,1995:p.15). Firstly, the writer took one class among the classes randomly,considering that there was an equal capability of the students of each class. The steps of selecting the class are as follows:

1. Listing the codes of all classes
2. Writing down the code of each class on a small paper and rolling the papers
3. Putting all rolled papers into a box
4. Shaking the box
5. Taking one of the rolled papers from the box

The class chosen was 2Ak1. After determining the class as the sample, secondly the writer took 30 students out of 38 students as the sample. The steps of selecting sample are as follows:

1. Listing all the students of class 2Ak 1
2. Writing down the students' code numbers in small papers and rolling the papers
3. Putting all rolled papers into a box
4. Shaking the box
5. Taking 30 of the rolled papers from the box as the sample

(Sutrisno Hadi, 1994: 76)

Practically, considering the psychological conditions of the students, the writer gave the instrument to all of the students

E. Techniques of Collecting the Data

The writer uses questionnaires and test as the techniques to collect the data for the study. The questionnaires are used to obtain the data of students' habit in singing and listening to English songs, while the test is used to collect the data of vocabulary mastery. And also interview and role play games to collect the data of students' speaking skill.

1. The Instruments of Collecting the Data

a. Questionnaire

Questionnaire is used to get the data of the students' habit in singing and listening to English songs. A questionnaire is a trial to collect information using some written-questions that must be answered in written form (Hadari Nawawi, 1995: p. 177). Johnson and Christensen (2000: 127) state that questionnaire is a self-report data-collection instrument that each research participant fills out as part of research study. Moore (1999:24) says that questionnaire is a

means of collecting the data in which the researcher call on students to examine themselves and react to a series of statement about their attitudes, felling and opinions.

The researcher uses a close direct questionnaire, A closed direct questionnaire is a questionnaire consisting of questions that must be answered by the respondents and there are several answers that have been provided so that a respondent only chooses the most appropriate answer to collect the data of students' habit in singing and listening to English songs.

The questionnaire is a multiple choice form of four alternatives based on Likert Scale type. Likert Scale is a scale with a number of points or spaces, usually at least three but not more than seven (Wiersma, 2000: 305). The test consists of 35 items for the try out.

In scoring the questionnaire, the following rule is used:

- | | |
|---------------------------|---------------------------|
| 1) For the positive items | 2) For the negative items |
| Option a is scored 4 | Option d is scored 1 |
| Option b is scored 3 | Option b is scored 2 |
| Option c is scored 2 | Option c is scored 3 |
| Option a is scored 1 | Option d is scored 4 |

The score is ranging from 0 – 100.

b. Test

A test can be defined as a systematic procedure for observing one's behaviour and describing it with the aid of numerical devices or category system (Cronbach in Syakur, 1995:

5). While Sax in Moore(1999:290), states that a test can be defined as a task or series of task used to obtain systematic observation presumed to be representative of educational or psychological traits or attributes. A test is useful to help the teacher to measure the students' achievement, to know the students' progress, to motivate and direct student learning and also to evaluate the teaching process, wheter it good or not.

There are two types of test. They are essay and objective test. In this study, the writer uses an objective test in the form of multiple choices to know the students' vocabulary mastery. The test consists of 50 items for the try out. The writer marks 1 for each item if the students answer correctly, and the writer marks 0 if the students answer incorrectly.

c. Interview and Role Play

An interview use to know the students' speaking skill. Interview is a meeting face to face especially for the purpose of talking or consulting with someone. (Webster's dictionary 1976: p. 273). An interview is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interview. (<http://en.wikipedia.org/wiki/Interview>). A role-playing game is a game in which the participants assume the roles of fictional characters. (<http://en.wikipedia.org/wiki/role-play>)

2. The Validity of the Instrument

An instrument is said to be valid if it is able to measure what should be measured. The validity, as Azwar stated, is the ability of an instrument to do its function, that is to measure what is going to be measured, which is relevant with the goal of the measurement (1997: p. 5-

6). The writer used internal validity to measure the validity of habit in singing and listening to English songs questionnaire and vocabulary mastery test since the writer analyzed the items of the instruments whether or not they are appropriate.

After conducting the try out, the result were computed to find out the validity of the instruments. The formula used to measure the validity is Product Moment Formula as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

where:

r_{xy} : the coefficient of the correlation between variable X and Y

X : the sum of the scores of each item

Y : the sum of the scores of each student

n : the number of the students

(Sudjana, 2002: 369)

The computation of the validity of the questionnaire of habit in singing and listening to English songs is presented in Appendix 13, while the computation of the validity of vocabulary mastery test presented in appendix 14. After being computed, the result consulted to the r table for N=30 is 0.361 at the level significance $\alpha = 0.05$. The result of the try out (appendix 13 and 14) indicates that.

- 1) Out of the 35 items of questionnaire, 32 items is valid and 3 items are invalid.
- 2) Out of the 50 items of vocabulary mastery test, 40 items is valid and 10 items are invalid.

3. The Reliability of the Instruments

Reliability refers to the consistency of scores achieved by the same persons when they are reexamined with the same test on different occasions or with different sets of equivalent items (Anastasi and Urbina, 1997: p. 84). Moore (1999: 280) states that reliability refers to the consistency with which measurement device gives the same result when the measurement is repeated. According to Fraenkel and Wallen,(2000: 176) reliability refers to the consistency of scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

To measure the reliability of the habit in singing and listening to English songs questionnaire, the writer uses the Alpha Cronbach Formula, as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

- r_{11} : the coefficient of reliability
 k : the number of valid items on the test
 S_i^2 : the variance of each item
 S_t^2 : the variance of all scores on the total test

(Mason and Bramble, 1997: 276)

To measure the reliability of the vocabulary test the writer uses Kuder Richardson – 20 Formula or KR-20. The formula as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum pq}{S_t^2} \right]$$

Where:

- r_{ii} : the coefficient of reliability
 k : the number of valid items

p : the proportion of people who respond correctly to each item.

q : $1-p$

S_t^2 : the total variance

(Mason and Bramble, 1997: 276)

The result of measuring the reliability of the test and questionnaire is consulted to the r-table for $N=30$ and $\alpha: 0.05$ significance level (0.361). The value of the r of questionnaire and the test is higher than the r-table ($r_o > r_t$). It means that the instrument are reliable. The result of the questionnaires and test reliability computation can be seen in appendix 15 and 16.

F. Techniques of Analyzing the Data

After collecting the data, the next step is to analyze them to know whether there is a positive correlational between habit in singing and listening to English songs and speaking skill, vocabulary mastery and speaking skill, habit in singing and listening to English songs and vocabulary mastery simultaneously and speaking skill.

The research test the hypothesis using Product Moment and Multiple Linear regression formula. Product moment is used to describe the strength of the relationship between two variables, while Multiple Linear Regression is used to describe the strength of the relationship between several independent variables and one dependent variable (Borg and Gall in Suharsimi Arikunto, 1998: p. 253).

The writer computed the simple linear regression and multiple linear.

1. Simple Linear Regression

a. Equation of simple linear regression.

$$\hat{Y} = a_0 + a_1 X$$

\hat{Y} : calculated value of Y (dependent variable)

α_0, α_1 : constant number

X : independent variable

Where :

$$\alpha_1 = \frac{\sum X_2 Y - \frac{\sum X_2 \sum Y}{n}}{\sum X_2^2 - \frac{(\sum X_2)^2}{n}}$$

$$\alpha_0 = \bar{Y} - \alpha_1 \bar{X}$$

n : number of sample

b. The significance of regression

The formula as follows:

$$F_0 = \frac{S_{reg}^2}{S_{res}^2}$$

Where :

F_0 : the significance of regression

S_{reg}^2 : the variance of regression

S_{res}^2 : the variance of residual

c. The linearity of regression

$$F_0 = \frac{MS_{lf}}{MS_e}$$

Where:

F_0 : the linearity of regression

MS_{lf} : the variance due to linear regression

MS_e : the variance of error

2. Normality Test

To find out the normality of the sample the writer uses the formula:

$$L_0 = F(z_i) - S(z_i)$$

Where :

L_0 : the highest value of the difference of $F(z_i)$ and $S(z_i)$

$F(z_i)$: the opportunity of data

$S(z_i)$: the proportion of the data

3. Multiple Linear Regression

a. Equation of simple linear regression.

$$\hat{Y} = a_0 + a_1 X_1 + a_2 X_2$$

Where:

\hat{Y} : calculated value of Y (dependent variable)

a_0, a_1, a_2 : constant number

X_1, X_2 : independent variable

Where :

$$a_0 = \bar{Y} - a_1 \bar{X}_1 - a_2 \bar{X}_2$$

$$a_1 = \frac{(\sum x_2^2)(\sum x_1 y) - (\sum x_1 x_2)(\sum x_2 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)}$$

$$a_2 = \frac{(\sum x_1^2)(\sum x_2 y) - (\sum x_1 x_2)(\sum x_1 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)}$$

4. Multiple Linear Correlation

a. Simple correlation

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : the coefficient of correlation between X and Y

X : the independent variable

Y : the dependent variable.

n : the number of the sample

(Sudjana, 2002: 385)

b. The significance of the correlational coefficient

$$t_0 = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t_0 : The significance of the correlational coefficient between X and Y

r : the coefficient correlation between X and Y

n : the number of the sample

c. Multiple Correlation

$$R^2 = \frac{SS_{reg}}{SS_{total}}$$

R : the coefficient correlation between X_1 , X_2 and Y

SS_{reg} : $\alpha_1 \sum X_1 Y + \alpha_2 \sum X_2 Y$

a_1 : the nominal coefficient X_1

a_2 : the nominal coefficient X_2

$\sum x_1 y$: total product moment between X_1 and Y

$\sum x_2 y$: total product moment between X_2 and Y

SS_{tot} : total amount square the criterion Y

(Sudjana, 2002: 383)

d. The significance of the coefficient of $R_{y(1,2)}$, the writer use the formula of Regression Line Anaysis, as follows:

$$F = \frac{R^2 / k}{(1 - R^2) / (n - k - 1)}$$

F : the value regression line

R : the coefficient correlation between X_1 , X_2 and Y

k : the number of independent variable

n : the number of sample

(Sudjana, 2002: 385)

e. Relative Contribution of Each Predictor

$$RC_1 = \frac{\alpha_1 \sum x_1 y}{SS_{reg}} \times 100\%$$

$$RC_2 = \frac{\alpha_2 \sum x_2 y}{SS_{reg}} \times 100\%$$

(Sutrisno Hadi, 2001: 42)

f. The Effective Contribution

$$EC_1 = RC_1 \times R^2$$

$$EC_2 = RC_2 \times R^2$$

$$EC_{\text{total}} = EC_1 + EC_2$$

(Sutrisno Hadi, 2001: 45)



CHAPTER IV

THE RESULT OF THE STUDY

A. Description of the Data

The data obtained from the research, namely the students' habit in singing and listening to English song, vocabulary mastery, and speaking skill can be explained as follows:

1. The Data of Habit in Singing and Listening to English Songs (X_1)

The data are obtained by giving questionnaire on students' habit in singing and listening to English songs. The highest score on habit in singing and listening to English songs is 84, and the lowest score is 40, so, the range is 44. The mean is 57.43, the median is 55.5, and the mode is 59, the standard deviation; 10.676. The statistical computation of the data can be seen in appendix 21. The frequency of the distribution of the scores with 7 interval length of and 6 numbers of classes can be seen on table 4.1.2 and its histogram is presented at figure 4.1.3.

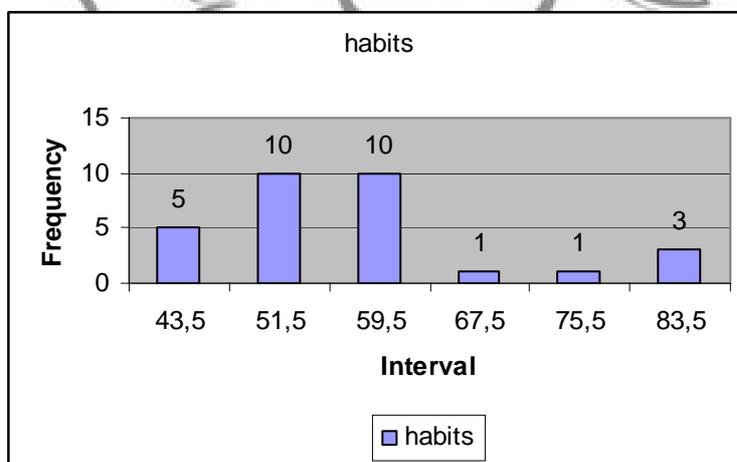
Table 4.1.1 The Data of the habit in singing and listening to English songs

No.	Classification	Number
1.	The Highest Score	84
2.	The Lowest Score	40
3.	Score Range	The highest score-the lowest score = 84-40 = 44
4.	Class Number	$1+(3.3) \log N = 1+(3.3) \log 30=1+(3.3)1.477=5.87$ use 6
5.	The Length of the Interval	44: 6= 7.33 use 8

Table 4.1.2 The Frequency of the Distribution of the Scores of Habit in Singing and Listening to English Songs

No	Class Limits	Class Boundaries	Mid point	Frequency	Percentage (%)	N
1.	40-47	39.5-47.5	43.5	5	16.66667	30
2.	48-55	47.5-55.5	51.5	10	33.33333	30
3.	56-63	55.5-63.5	59.5	10	33.33333	30
4.	64-71	63.5-71.5	67.5	1	3.333333	30
5.	72-79	71.5-79.5	75.5	1	3.333333	30
6.	80-87	79.5-87.5	83.5	3	10	30

Figure 4.1.3 The Histogram of the Students' Scores of Habit in singing and listening to English songs



2. The Data of the Students' Vocabulary Mastery (X_2)

The data of students' vocabulary mastery are obtained from a test. The highest score is 32 and the lowest scores 21, so, the range is 11. The mean is 26.3, the median is 26, the mode is 25. The standard deviation is 2.64. The statistical computation of the data can be seen in

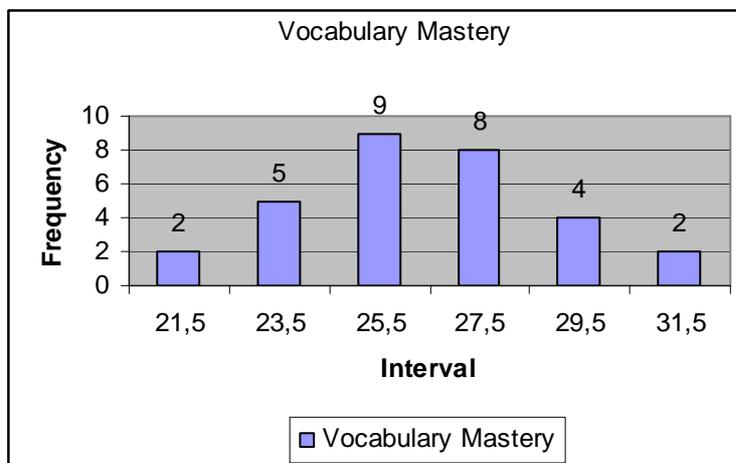
appendix 22. The frequency of the distribution of the scores with 2 lengths of interval and 6 numbers of classes can be seen on table 4.2.2 and its histogram is presented in figure 4.2.3

Table 4.1.1 The Data of the Students' Vocabulary Mastery

No.	Classification	Number
1.	The Highest Score	32
2.	The Lowest Score	21
3.	Score Range	The highest score-the lowest score = 32-21 = 11
4.	Class Number	$1+(3.3) \log N = 1+(3.3) \log 30=1+(3.3)1.477=5.87$ use 6
5.	The Length of the Interval	$11:6=1.83$ use 2

Table 4.2.2 The Frequency of the Distribution of the Students' Vocabulary Mastery Scores

No.	Class Limits	Class Boundaries	Mid point	Frequency	Percentage (%)	N
	21-22	20.5-22.5	21.5	2	6.67	30
	23-24	22.5-24.5	23.5	5	16.67	30
	25-26	24.5-26.5	25.5	9	30	30
	27-28	26.5-28.5	27.5	8	26.67	30
	29-30	28.5-30.5	29.5	4	13.337	30
	31-32	30.5-32.5	31.5	2	6.67	30

Figure 4.2.3 The Histogram of Students' Scores on Vocabulary Mastery

3. The Data of the Students' Speaking Skill (Y)

The data of the students' speaking skill are collected from the test. The highest score is 80 and the lowest scores 60, so, the range is 20. The mean is 71.83, the median is 70, the mode is 70. The standard deviation is 5.65. The statistical computation of the data can be seen in appendix 23. the frequency of the distribution of the scores with 21 length of interval and 6 numbers of classes can be seen on table 4.3.2 and its histogram is presented in figure 4.1.1

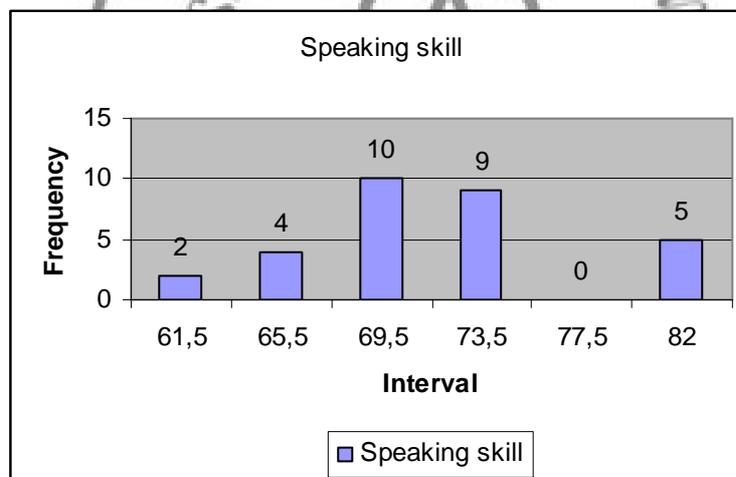
Table 4.3.1 The Data of the Students' Speaking Skill

No.	Classification	Number
1.	The Highest Score	80
2.	The Lowest Score	60
3.	Score Range	The highest score-the lowest score = 80-60 = 20
4.	Class Number	$1+(3.3) \log N = 1+(3.3) \log 30=1+(3.3)1.477=5.87$ use 6
5.	The Length of the Interval	$20:6= 3.33$ use 4

Table 4.3.2 The frequency of the Distribution of the Students' Speaking skill Scores

No.	Class Limits	Class Boundaries	Mid point	Frequency	Percentage (%)	N
1.	60-63	59.5-63.5	61.5	2	6.666667	30
2.	64-67	63.5-67.5	65.5	4	13.333333	30
3.	68-71	67.5-71.5	69.5	10	33.333333	30
4.	72-75	71.5-75.5	73.5	9	30	30
5.	76-79	75.5-79.5	77.5	0	0	30
6.	80-84	79.5-84.5	82	5	16.66667	30

Figure 4.3.3 The Histogram of the Students' Scores on Speaking Skill



B. Hypothesis Testing

1. Normality Testing

a. Normality of Habit in Singing and Listening to English Songs (X_1)

After being computed, it is known that the highest value of L-obtained is 0.136 (Appendix 24). The value of L-table for $N=30$ at 5% level of significance is 0.161. Because L-obtained is lower than L-table ($0.136 < 0.161$), the data are in normal distribution.

b. Normality of Vocabulary Mastery (X_2)

The computation shows that the highest value of L-obtained is 0.122 (Appendix 25). The value of L-table for $N=30$ at 5% level of significance is 0.161. Because L-obtained is lower than L-table ($0.122 < 0.161$), the data are in normal distribution.

c. Normality of Speaking Skill (Y)

The computation shows that the highest value of L-obtained is 0.157 (Appendix 26). The value of L-table for $N=30$ at 5% level of significance is 0.161. Because L-obtained is lower than L-table ($0.157 < 0.161$), the data are in normal distribution.

2. Linearity Testing

a. Linearity of Habit in Singing and Listening to English Songs (X_1) and Speaking Skill (Y)

The computation shows that the highest value of F-obtained is 0.718 (Appendix 28). The value of F-table for $df = 20$ and 8 at 5% level of significance is 2.91. Because F-obtained is lower than F-table ($0.718 < 2.42$), the regression is linier.

b. Linearity of Vocabulary Mastery (X_2) and Speaking Skill (Y)

The computation shows that the highest value of F-obtained is 0.207 (Appendix 30). The value of F-table for $df = 20$ and 8 at 5% level of

significance is 2.91. Because F-obtained is lower than F-table ($0.207 < 2.91$), the regression is linier.

3. Significance Testing

a. Significance Testing of Habit in Singing and Listening to English Songs (X_1) and Speaking Skill (Y)

The result of significance testing of habit in singing and listening to English songs (X_1) and speaking skill (Y) shows that the value of F-obtained is 10.29 (Appendix 28). The value of F-table for $df = 30$ and 2 at 5% level of significance is 4.2. Because F-obtained is higher than F-table ($10.29 > 4.2$), the regression is significant.

b. Significance Testing of Vocabulary Mastery (X_2) and Speaking Skill (Y)

The result of significance testing of singing and listening to English song vocabulary mastery (X_2) and Speaking skill (Y) shows that the value of F-obtained is 13.004 (Appendix 30). The value of F-table for $df = 30$ and 2 at 5% level of significance is 4.2. Because F-obtained is higher than F-table ($13.004 > 4.2$), the regression is significant.

Since the computation of normality, linearity, and significance testing shows that the data are in normal distribution and the regression is linier and significant, the writer can continue to test the three hypothesis of the research stated on the previous chapter. To test the first and the second hypothesis, the writer uses the Pearson Product Moment Formula. To test the third hypothesis, the writer uses Multiple Linear Regression.

1. First Hypothesis

The first hypothesis of this research is that there is a positive, significant correlation between habit in singing and listening to English songs (X_1) and speaking skill (Y). To test the hypothesis, the writer analyzes the data using the Pearson Product Moment Formula.

The statistical formulations of the first hypothesis are as follows:

- a. $H_0: r_{x_1y} = 0$. it means that there is no correlation between X_1 and Y
- b. $H_0: r_{x_1y} > 0$. it means that there is a positive correlation between X_1 and Y

The result of computation shows that the correlation coefficient (r) between habit in singing and listening to English songs (X_1) and speaking skill(Y) is 0.518. After being adapted to the t-value, the value of t-obtained is 3.208. This is greater than t-value in the table at 5% level of significance for $N= 30$, where the value is 1.647, so the coefficient of correlation is significant.

The results above mean that H_0 is rejected and therefore, there is significant, positive correlation between habit in singing and listening to English songs (X_1) and speaking skill(Y), then can be seen in appendix 32.

2. Second Hypothesis

The second hypothesis says that there is a positive, significant correlation between vocabulary mastery (X_2) and speaking skill(Y). To test the hypothesis, the writer analyzes the data using the Pearson Product Moment Formula.

The statistical formulations of the second hypothesis are as follows:

- a. $H_0: r_{x_2y} = 0$. it means that there is no correlation between X_2 and Y
- b. $H_0: r_{x_2y} > 0$. it means that there is a positive correlation between X_2 and Y

The result of computation shows that the correlation coefficient (r) between vocabulary mastery (X_2) and speaking skill(Y) is 0.563. After being adapted to the t-value, the value of t-obtained is 3.606. This is greater than t-value in the table at 5% level of significance for $N= 30$, where the value is 1.647, so the coefficient correlation is significant.

The results above mean that H_0 is rejected and therefore, there is significant, positive correlation between vocabulary mastery (X_2) and speaking skill(Y). This can be seen in appendix 33.

3. Third Hypothesis

The third hypothesis says that there is a positive, significant correlation between habit in singing and listening to English songs (X_1), vocabulary mastery (X_2) simultaneously and speaking skill(Y). To test the third hypothesis, the writer uses Multiple Linear Regression Formula.

The statistical of the first hypothesis are:

- a. $H_0: r_{x_1,2y} = 0$. it means that there is no correlation between X_1, X_2 simultaneously and Y
- b. $H_0: r_{x_1,2y} > 0$. it means that there is a positive correlation between X_1, X_2 simultaneously and Y

The result of computation shows that the correlation coefficient (r) between habit in singing and listening to English songs (X_1), vocabulary mastery (X_2) simultaneously and speaking skill(Y) is 0.565. After being adapted to the F-value, the value of F-obtained is 6.584. This is greater than F-value in the table at 5% level of significance for $df = 2:28$, where the value is 3.34, so the coefficient of correlation is significant.

The results above mean that H_0 is rejected and therefore, there is significant, positive correlation between habit in singing and listening to English songs (X_1), vocabulary mastery (X_2) simultaneously and speaking skill (Y) can be seen in appendix 31.

C. The Discussion of Research Finding

From the testing of the first hypothesis, it is found that the first hypothesis saying that there is a positive, significant correlation between habit in singing and listening to English song (X_1) and speaking skill (Y) is accepted. Since the r-

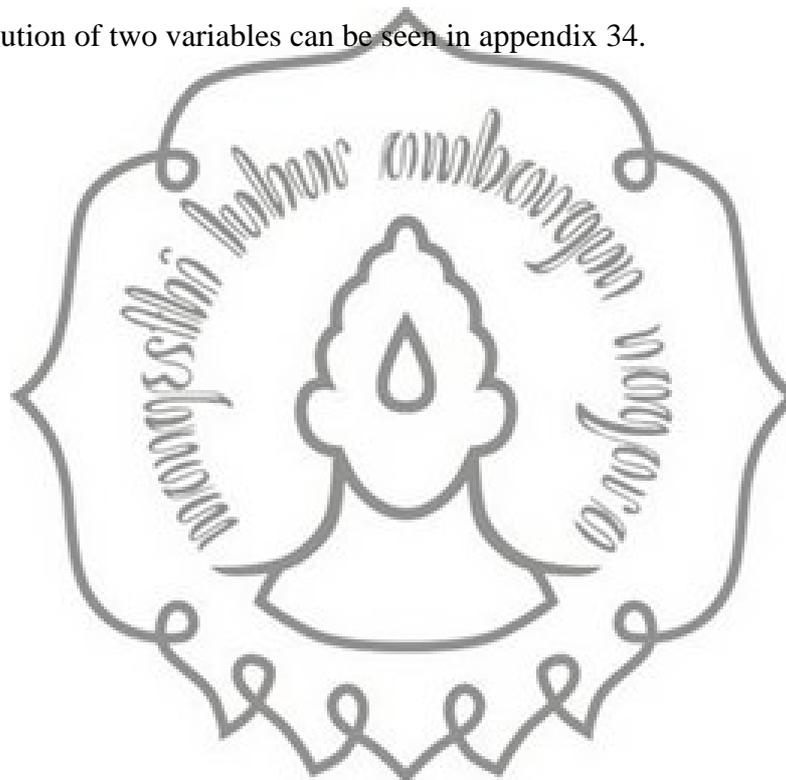
obtained is 0.518, after being consulted to the t-value, the t-obtained is greater than t-value ($3.208 > 1.647$). This means that there is a significant, positive correlation between habit in singing and listening to English songs (X_1) and speaking skill (Y) of the eleventh grade students of SMK N 3 Surakarta and the coefficient between habit in singing and listening to English songs and speaking skill is in quite low level. In other words, habit in singing and listening to English song only give quite low contribution to speaking skill. Then, it also means that the improvement of students' habit in singing and listening to English song will be followed by the improvement of students' speaking skill.

From the testing of the second hypothesis, it is found that the second hypothesis saying that there is a positive, significant correlation between vocabulary mastery (X_2) and speaking skill (Y) is accepted. Because the r-obtained is 0.563, after being consulted to the t-value, the t-obtained is greater than t-value ($3.606 > 1.647$) It means that there is a significance, positive correlation between vocabulary mastery (X_2) and speaking skill (Y) of the eleventh grade students of SMK N 3 Surakarta and the coefficient between vocabulary mastery and speaking skill is in quite low level. In other words, vocabulary mastery only give quite low contribution to speaking skill. Then, it also means that the improvement of students' vocabulary mastery will be followed by the improvement of students' speaking skill.

From the testing of the Third hypothesis, it is found that the first hypothesis saying that there is a positive, significant correlation between habit in singing and listening to English songs (X_1), vocabulary mastery (X_2) simultaneously and speaking skill(Y) is accepted. Because the R-obtained is 0.565, after being consulted to the F-value, the F-obtained is greater than F-value ($6.584 > 3.34$) It means that there is a significant, positive correlation between habit in singing and listening to English songs (X_1), vocabulary mastery (X_2) simultaneously and speaking skill(Y) of the eleventh grade students of SMK N 3 Surakarta. Then, it also means that the improvement of students' habit in singing and listening to English songs and vocabulary mastery will be followed by the improvement of students' speaking skill.

The result also shows that vocabulary mastery has a higher contribution than habit in singing and listening to English song. The relative contribution of habit in singing and listening to English songs (X_1) 17.60%, and it is 82.40 % for vocabulary mastery (X_2) to speaking skill (Y). The effective contribution of habit in singing and listening to English songs (X_1) and vocabulary mastery (X_2) to speaking skill (Y) is 5.63% and 26.35% respectively (appendix 35).

The total effective contribution of the two independent variables is 31.98 %. It means that the 68.1 % is contributed by other factors. The computation of contribution of two variables can be seen in appendix 34.



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